

B.Sc PSYCHOLOGY

4<sup>th</sup> SEM CORE COURSE

UNIVERSITY OF CALICUT

PSY4B01-INDIVIDUAL DIFFERENCES

2019 ADMISSION

CPA COLLEGE OF GLOBAL STUDIES

Prepared by

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<b>COURSE CODE</b>	<b>PSY4B01</b>
<b>TITLE OF THE COURSE</b>	<b>INDIVIDUAL DIFFERENCES</b>
<b>SEMESTER IN WHICH THE COURSE TO BE TAUGHT</b>	<b>4<sup>th</sup></b>
<b>NO. OF CREDITS</b>	<b>3</b>
<b>NO. OF CONTACT HOURS</b>	<b>48 (3hrs/week)</b>

**Objectives of the course:**

- To provide theoretical knowledge about systems and processes like intelligence and personality
- To understand the history of intelligence and Personality Testing
- To familiarize the student with various types of tests in Psychology

• **Course Details**

<b>MODULE NO.</b>	<b>NAME OF MODULE</b>	<b>MODULE HOURS</b>
<b>1</b>	<b>Intelligence</b>	<b>12</b>
<b>2</b>	<b>Assessment of intelligence, Aptitude and achievement</b>	<b>10</b>
<b>3</b>	<b>Personality</b>	<b>12</b>
<b>4</b>	<b>Assessment of Personality</b>	<b>14</b>

## **Module 1: Intelligence**

- Definition, nature and meaning of intelligence

**“Intelligence is the aggregate or global capacity of the individual to act purposefully, to think rationally and to deal effectively with his environment (Wechsler, 1944)”**

- Binet and Simon (1905): The essence of intelligence is to judge well, to comprehend well, and to reason well.
- Anstey (1966) “Capacity to utilize past experiences to solve new problems.”
- Nature of Intelligence

Intelligence is defined in many different ways. It is one's capacity for knowledge, logic, problem-solving, understanding and creativity. It's also the ability to choose between two things and the ability to resolve different conflicts. The word "intelligence" is derived from the Latin word "intelligere," which means to comprehend or perceive. Intelligence isn't only observed in humans, but also in plants and animals. There are three main theories of intelligence in the field of psychology. To understand the nature of intelligence we should the classification of intelligence given by E.L Thorndike and Garret

1. Concrete Intelligence: ability of an individual to comprehend actual situations and to react to them adequately.
  2. Abstract Intelligence: ability to respond to words, numbers and symbols. This type required in the ordinary academic subjects in the school.
  3. Social Intelligence: ability of an individual to react to social situations of daily life. Eg; adjustment.
- Thus we see the nature of intelligence as the ability for adjustment to environment, ability to perceive relationship between various objects and methods, ability to solve

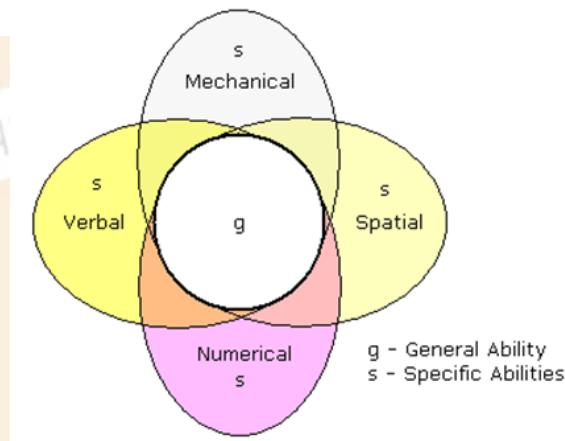
problems, ability to think independently, ability to learn maximum in minimum period of time, ability to benefit from one's own experience and the experience of others.

- Therefore, intelligence is an inborn ability of an individual, the distribution of intelligence is not equal among all human beings. There is wide individual difference that exists among individuals with regard to intelligence.
- Intelligence is cognition comprising sensory, perceptual associative and relational knowledge. It is sum total of all cognitive processes including coding of information, planning, attention and arousal
- Prior to Binet in 1895 intelligence was a philosophical concept and could not be estimated. Binet was interested to studying the way individual differ from each other and suggested testing for differences in their intelligence. Test should be appropriate to their background and occupation
- The aim of the Binet was to determine qualitatively the mental ability at which a child functions rather than to give to child a number such as mental age.
- Nature: intelligence is one's capacity for knowledge, logic, problem solving, understand and creativity.
- Adjustment or adaptation ability: ability to adjust to environment, to perceive objects and methods, to solve problems, to think rationally and independently, to learn maximum things in a given period of time, ability to benefit from one's own experience and the experience of others
- Ability to learn: the distribution of intelligence and learning is not equal among all human beings. There exists Individual difference among individual about intelligence.
- Ability to carry on abstract thinking: intelligence is not acquired after sustained labour. It is a gift from nature. Intelligence is no intelligent memory. An intelligent person may

have poor memory too. Intelligence is not a skill which a worker acquires after planned practice. Intelligence is not a guarantee of a good behaviour of the individual.

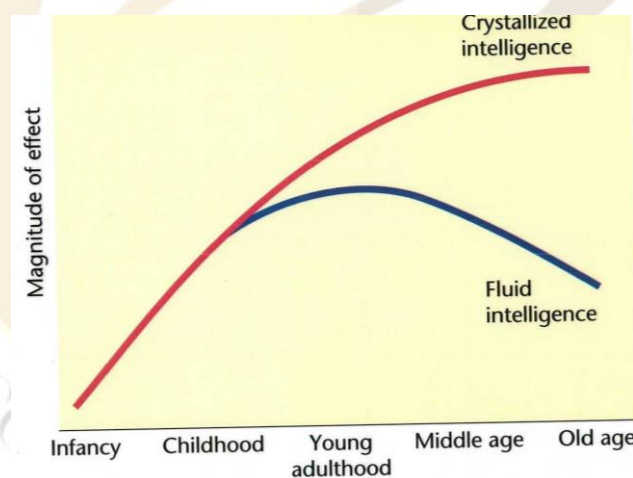
- Determinants of intelligence – Role of heredity and environment.
- Hereditary: twin studies - monozygotic twins and dizygotic twins
- (mono)Share exactly the same genetic framework/ (di) do not share the same genetic framework.
- Adoption studies: biological parents- inborn abilities / adopted parents- Stimulant/deprived environment in adopted parents will influence on child's IQ
- Environment : being raised in deprived environment- decreased IQ (condition called cumulative deprivation hypothesis)
- Generational changes: over years world has been changed a lot
- Both nature and nurture : nature – sets the limits, nurture- determines where the individual stands within these limits (the genes would either stimulated/ enhanced nor deprived based on the environment ( interactive hypothesis)
- Other factors: Intelligence is not uniformly distributed: it is also distributed in other extreme in normal probability curve.
- Varies within the individual: 16 to 20 yrs. At different points of time.
- No gender differences
- No specific culture has superior or inferior intelligence: cultural practices
- Theories of intelligence- Over time, researchers have developed several contrasting theories of intelligence in psychology. Although these theories of intelligence tried to explain the nature of intelligence, disagreements continue to persist among psychologists.
- Spearman-Two factor:

- The English psychologist, Charles Spearman (1863-1945), in 1904 proposed his theory of intelligence called two-factor theory.
- According to him intellectual abilities are comprised of two factors, namely the general ability known as G-factor and specific abilities known as S-factors.



- **s factor:** specific abilities, a factor of intelligence specific to a particular task, e.g. mathematical intelligence, spatial intelligence
- **g factor:** general ability, a factor of intelligence common to all intellectual tasks, 'mental energy' underlies the positive correlations
- Spearman claimed that intelligence is mainly made up of 'g', with bright people having a lot, and dull people having less.
- People would also vary according to their specific abilities, 's', i.e. one person might be better at maths, while another would be very good verbally.
- Cattell- Fluid and crystallized intelligence: Raymond Cattell first proposed the concepts of fluid and crystallized intelligence and further developed the theory with John Horn. The Cattell-Horn theory of fluid and crystallized intelligence suggests that intelligence is composed of a number of different abilities that interact and work together to produce overall individual intelligence.

- Raymond Cattell and John Horn applied new method of factor analysis and concluded the 2 kinds of general intelligence; fluid intelligence(gf) and crystallized intelligence (gc).
- Fluid intelligence: the ability to solve problems, use logic in new situations and identify patterns. Ability to reason and use information. Peaks approximately at age 20. Represents the biological basis of intelligence. Measures of fluid intelligence, such as speed of reasoning and memory, increase into adulthood and then decline due to the aging process.
- Crystallized intelligence: the ability to use learned knowledge and experience.
- Acquired skill and learned knowledge. Continues to increase into old age.
- The accumulation of information skills and strategies that are learned through experience and can be applied in problem solving situations.

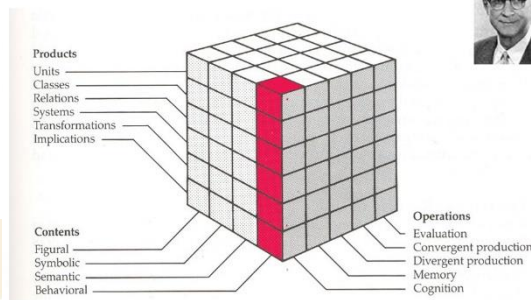


- Guilford's structure of intellect model:

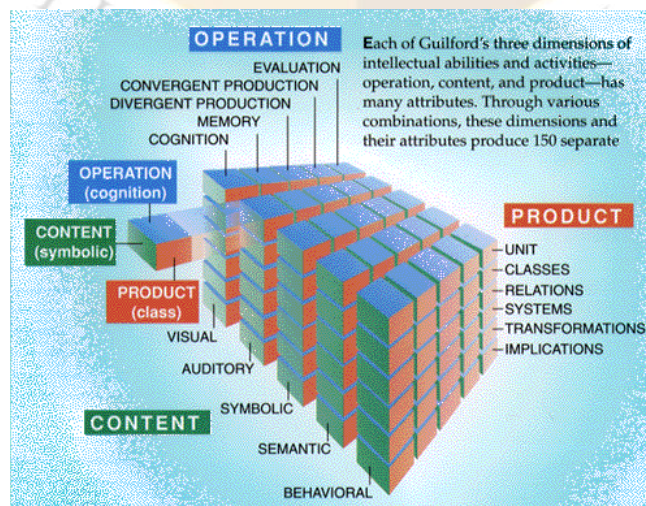


## The Structure of Intellect

Guilford (1967), as revised

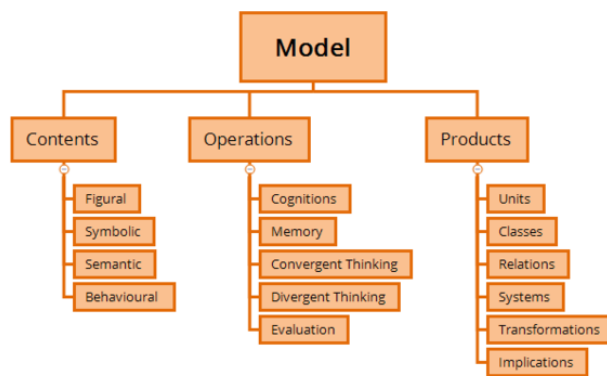


- Joy Paul Guilford was born on a farm near Marquette, Nebraska, on March 7, 1897. He was impressed with the unevenness of children's abilities in different areas, something he had already noticed while comparing his own and his brother's aptitudes. He became convinced that intelligence was not one monolithic, global attribute but a composite of different abilities.
- By the early 1950s Guilford began to feel the need to develop a system for classifying the many mental abilities that had been and were continuing to be discovered. The first version of his now-famous Structure of Intellect (SOI) model was presented in 1955 to an international conference on factor analysis in Paris. From its first formulation, the SOI model became the main focus of Guilford's research and writing. He used the model to suggest where new abilities might be discovered, much as the periodic table had been used earlier to locate new chemical elements.





- In Guilford's Structure of Intellect (SI) theory, intelligence is viewed as comprising operations, contents, and products. There are 5 kinds of operations (cognition, memory, divergent production, convergent production, evaluation), 6 kinds of products (units, classes, relations, systems, transformations, and implications), and 5 kinds of contents (visual, auditory, symbolic, semantic, behavioral). Since each of these dimensions is independent, there are theoretically 150 different components of intelligence.



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- Guilford researched and developed a wide variety of psychometric tests to measure the specific abilities predicted by SI theory. These tests provide an operational definition of the many abilities proposed by the theory. Furthermore, factor analysis was used to determine which tests appeared to measure the same or different abilities.
- SI theory is intended to be a general theory of human intelligence. Its major application (besides educational research) has been in personnel selection and placement. Meeker (1969) examines its application to education.
- Principles: Reasoning and problem-solving skills (convergent and divergent operations) can be subdivided into 30 distinct abilities (6 products x 5 contents).
- Memory operations can be subdivided into 30 different skills (6 products x 5 contents).
- Decision-making skills (evaluation operations) can be subdivided into 30 distinct abilities (6 products x 5 contents).

- Language-related skills (cognitive operations) can be subdivided into 30 distinct abilities (6 products x 5 contents).
  - Thurstone's –primary mental abilities: Lewis L. Thurstone (1887-1955). Pioneer in psychological measurement and statistics. The factors are verbal comprehension, word fluency, numerical skill, spatial ability, memory, perception and reasoning.
  - Sternberg- Triarchic approach: according to theory 3 basic types of human intelligence, they are componential or analytic intelligence, experiential or creative Intelligence and contextual or practical intelligence.
- In componential, he identified 3 types of components that are central to information processing- knowledge acquisition components for learning new facts; performance components for problem solving strategies and techniques; metacognitive components for selecting strategies and techniques.
  - The second type Experiential or creative Intelligence emphasizes insight and the ability to formulate new ideas; and the ability to adapt to new situations.
  - Practical Intelligence refers to Intelligence that cannot be gained from books or formal learning. It depends on tacit knowledge which is highly related to job success.



Sternberg's 2005 Triarchic Theory of Intelligence (Sternberg, 2005)

- Gardner-Multiple intelligence theory: Howard Gardner pointed that IQ tests emphasized only on verbal and mathematical skills.

Gardner's Multiple Intelligences		
Type of intelligence	Characteristics	Possible vocations
Linguistic	Sensitivity to the sounds and meaning of words. The ability to speak and write well.	Author, journalist, teacher
Logical/mathematical	Capacity for scientific analysis and the ability to use logic and mathematical skills to solve problems	Scientist, engineer, mathematician
Musical	Sensitivity to sounds and rhythm; capacity for musical expression. The ability to perform and enjoy music.	Musician, composer, singer

Spatial	Ability to perceive spatial relationships accurately. The ability to think and reason about objects in three dimensions.	Architect, navigator, sculptor, engineer
Bodily/kinaesthetic	Ability to control body movements and manipulate objects. The ability to move the body in sports, dance, or other physical activities.	Athlete, dancer, surgeon
Interpersonal	Sensitivity to the emotions and motivations of others; skilful at managing others. The ability to understand and interact effectively with others.	Manager, therapist, teacher
Intrapersonal	Ability to understand one's self and one's strengths and weaknesses. The ability to have insight into the self.	Leader in many fields
Naturalistic	Ability to understand patterns and processes in nature. The ability to recognize, identify, and understand animals, plants, and other living things.	Biologist, naturalist, ecologist, farmer

- Goleman's emotional intelligence theory: the development of the concept of emotional intelligence was endorsed by Peter Salovey and John Mayer in 1990. Emotional intelligence refers to the ability to accurately identify, assess and understand emotions, as well as to effectively control one's own emotions. The five major components of emotional intelligence are;
  1. Knowing our emotions
  2. Managing our own emotions

3. Motivating ourselves
4. Recognizing others emotion
5. Handling Relationships

It is found that people who are better able to regulate their behaviours and emotions are most successful in their personal and social encounters.



## **Module 2: Assessment of intelligence, Aptitude and achievement**

- Assessment of intellectual abilities: there are many different methods that purport to measure intelligence, the most famous of which is the IQ or intelligence quotient test.
- IQ test measures a variety of different types of ability such as verbal, mathematical, spatial and reasoning skills.
- EQ test measures a person's ability to monitor his or her emotions, to cope with pressures and demands, and to control his or her thoughts and actions.
- CQ test measures creativity of a person.
- Now a days EQ and CQ are equally important as IQ
- Based on number of participants intelligence test divided into two types
  1. Individual tests
  2. Group tests
- Based on the use of language intelligence test divide as
  1. Verbal tests
  2. Non-verbal tests/ performance test
- **Individual verbal test: eg; Stanford-Binet Test of intelligence and Wechsler Intelligence Scale for Children(verbal scale)**
- **Individual non-verbal test: eg; Wechsler Intelligence Scale for Children (performance scale) and Pintour Paterson's Scale.**
- **Group verbal test: eg; Jalota's Scale of Intelligence and Desai's Verbal Group test of Intelligence**
- **Group Non-verbal test: eg; Raven's Progressive Matrices test, Cattle's Culture Free test and Bhatia's battery of performance Test.**

- **Culture fair Test:** here they are not trying to eliminate culture effects but attempt to control certain critical variables, thus making the test equally fair to all persons.
- **history of assessment- Sir Francis Galton:** ( 1822-1911) The first tests of intellectual abilities in the western world were attempted in the late 1880s. Sir Francis Galton attempted to measure the intelligence of human beings in order to provide evidence for his belief that intelligence is inherited.
- **Alfred Binet:** Alfredo Binetti, was a French psychologist who invented the first practical IQ test, the Binet–Simon test.[2] In 1904,[3] the French Ministry of Education asked psychologist Alfred Binet to devise a method that would determine which students did not learn effectively from regular classroom instruction so they could be given remedial work. Along with his collaborator Théodore Simon, Binet published revisions of his test in 1908 and 1911, the last of which appeared just before his death. Development of more tests and investigations began soon after the book, with the help of a young medical student named Theodore Simon. Simon had nominated himself a few years before as Binet's research assistant and worked with him on the intelligence tests that Binet is known for, which share Simon's name as well. In 1905, a new test for measuring intelligence was introduced and simply called the Binet–Simon scale. In 1908, they revised the scale, dropping, modifying, and adding tests and also arranging them according to age levels from three to thirteen.
- **Lewis Terman:** American psychologist who published test- “Stanford Binet Intelligence Test”. He published ‘measurement of Intelligence’ in 1916. IQ calculation was by CA (Chronological age) and Mental age (MA), so that average score is child's IQ.
- **concept of IQ:** IQ was originally computed as the ratio of Mental age to Chronological age multiplied by 100.



- Distribution of IQ score: Follows an approximately normal distribution which means most people scored near the middle of the distribution of scores.
- Widely used Intelligence Test: Weschler Adult Intelligence Scale(WAIS)
- Intelligence tests-Stanford-Binet intelligence scale: The Stanford-Binet Intelligence Scale is an individually administered assessment of intelligence and cognitive abilities. The Stanford-Binet has a wide variety of uses, including school placement, determining the presence of a learning disability or developmental delay, and tracking intellectual development. Although undergoing various revisions, this assessment tool is the oldest and most influential test of its kind.
- The test was originally developed in 1905 by Alfred Binet, a French psychologist, along with his colleague Theodore Simon, as a mechanism to identify schoolchildren who were in need of special education in France. The test consisted of 30 tasks of increasing difficulty that assessed such factors as attention, memory, and verbal skills. The test, referred to as the Binet-Simon scale, was revised in 1908 and 1911.
- Stanford-Binet intelligence scale ; fourth version SB:FE consists of 4 sections which contains 15 separate subtests. The administration formally begins with an item from the vocabulary subtest , which is also called routing test. Once the examinee has passes 4 item at two consecutive levels , a basal level is set to be established. Ceiling level determined after discontinued. Scoring of one given to all pass items.
- It has good reliability of 0.80, internal consistency of 0.95 and validity coefficient of 0.70
- It is used for 2years to upto adult
- Administration time: 1 hour and 30 minutes
- Entire test consists 15 different tests

- Wechsler scale: he believed that intelligence is central in our everyday lives. There are 3 levels of scale like adult (WAIS-II I), children (WISC-V) and preschool and primary ( WPPSI)
- ADULT SCALE is most famous which can be used to age ranging from 16yrs to 89yrs. It has 14 subtests of which 7 are verbal and remaining are performance. It takes around 60 to 90 minutes. Content areas are comprehension, vocabulary, information, similarities, arithmetic, digit span, Object assembly, block design, picture completion, picture arrangement, digit symbol.
- Kaufman's Scale: The Kaufman Brief Intelligence Test (KBIT) is, as the name suggests, a short assessment designed to measure intelligence. The test is often used to assess students for entrance into gifted programs or to screen potentially gifted students for further testing. The test provides three scores: a Verbal IQ, Nonverbal IQ, and overall IQ composite.
- The Kaufman Assessment Battery for Children (KABC) is a clinical instrument (psychological diagnostic test) for assessing cognitive development. Its construction incorporates several recent developments in both psychological theory and statistical methodology. The test was developed by Alan S. Kaufman and Nadeen L. Kaufman in 1983 and revised in 2004.
- There are very specific rules governing administration of the test that must be adhered to for scoring to be accurate. Thus, administrators must be properly trained to administer the KAIT. Specifically, for all subtests there is a discontinue rule, instructing administrators when to stop administering test items.
- The KAIT is not appropriate for children younger than 11. A test more appropriate for younger children, such as the K-ABC, should be given instead. The K-ABC is appropriate for children up to the age of 12 years and six months, so there is some

overlap between the two tests, specifically for children between 11 and 12 years and six months old.

- **Raven's Progressive Matrices:** **Raven's Progressive Matrices test is one of the most commonly used instruments to measure analogical reasoning, capacity for abstraction, and perception.**
- The 60 questions allow us to evaluate the "g" factor of intelligence. This factor was proposed by Spearman, and it's the more general mental and cognitive processes by which we give answers to everyday problems.
- Actually, most of us have taken this test at some point. **It's usually given on a regular basis in schools and in hiring.** In fact, it's now a common part of psycho-technical tests in the selection processes for certain professions.
- **Bhatia's Test Of Intelligence:** Bhatia's Battery of Performance Tests of Intelligence, popularly known as Bhatia's intelligence test or Bhatia's battery is one of the popular intelligence tests in the Indian subcontinent. The battery of tests consists of 5 subtests. viz Kohs' Block Design (BD), Alexander's Pass-along (PA), Pattern Drawing (PD), Picture Construction (PC) and Immediate Memory (IM) Tests. The battery is standardized on Indian boys in 1950s for ages between 11 to 16 years. The battery yields the overall Intelligence Quotient (IQ) based on all the 5 subtests and Performance Quotient (PQ) based on the 4 performance tests (BD, PA, PD and PC). The test's IQ as well as PQ range is relatively restricted and range between 69 to 131 [1]. It is probably one of the pioneer tests of IQ that dealt mainly with performance subtests/items
- **Seguin-Form Board Test:** Seguin Form Board Test (SFB) is one of the popular tests of intelligence for children in the Indian subcontinent. It is a much sought-after test due to its simplicity, ease of administration and takes less than 10 minutes to arrive at an IQ

score. Further, it elicits interest in children, is easy to score and can be administered to even shy, speech impaired, autistic spectrum and/or attention deficit and hyperactive children. There are standard norms and to keep up with the Flynn effect, researchers are conducting studies to update normative data to keep up with the times. However, all the available norms in India with respect to SFB, follow incorrect practices, such as, using SFB for children older than 10 years; inappropriate processes, such as, using only the mean value and ignoring standard deviation; and erroneous way of converting interval scale score to ordinal scale score to arrive at the ratio IQ method. These errors have been existing for decades, despite the possibility of having better and appropriate norms that matches the deviation IQ.

- Extremes of intelligence: Intellectual Disability (ID) also called mental retardation characterized by below average intelligence.
- Developmental characteristics related to level of Mental retardation like mild retardation, moderate retardation, severe retardation and profound retardation
- Common syndromes associated with mental retardation: down syndrome, fetal alcohol syndrome, fragile X syndrome, Velocardio facial Syndrome and Unknown cause of MR
- Giftedness: these are children who require differentiated educational programs and services beyond those normally provided by the regular school program in order to realize their contribution to self and society.
- Define Aptitude and Achievement: An aptitude is a component of a competence to do a certain kind of work at a certain level. Outstanding aptitude can be considered "talent." An aptitude may be physical or mental. Aptitude is inborn potential to do certain kinds of work whether developed or undeveloped. Ability is developed knowledge, understanding, learnt or acquired abilities (skills) or attitude.

- An achievement is a great accomplishment, something achieved with great effort or skill. Achieve and achievement often imply the completion of something important or difficult, a lofty goal or a great feat.
- Distinction Between Aptitude Test And Achievement Test: Aptitude is the natural capability of an individual to perform a certain task successfully without previous knowledge or formation. Therefore aptitude tests are standardized exams designed to measure and assess your aptitude and define your strengths. Some of these tests are designed to measure wide ranges of knowledge, others are more specific. They are also called content test and are designed to review knowledge you have already learned. The main difference between aptitude tests and achievement tests is that aptitude tests discard previous formation, while achievement tests assess previous knowledge. That's why achievement tests are confined to a specific subject or area of knowledge and are usually applied when a grade or level of study has finished.
- Uses Of Achievement Tests: To determining how much an individual knows about a particular topic or how well he can perform a particular skill.
- The results of an achievement test inform the pupil and his parents about his academic accomplishments.
- Achievement test motivate students to learn.
- Achievement tests result provide teachers and school administrators with information to plan or modify the curriculum for a pupil or group of pupils.
- Achievement test serves as a means of evaluating the instructional program and staff and thus contributes to its improvement.
- Types Of Aptitude Test- DAT: The Differential Aptitude Test (DAT), a popular multiple-aptitude battery to guide vocational and academic planning, consists of eight



independent tests addressing several areas of aptitude, such as verbal reasoning, perceptual speed and accuracy, and language usage.

- **GATB:** The General Aptitude Test battery (GATB), developed by the U.S. Department of Labor, is another multiple-aptitude battery and includes 12 tests predicting training success in cognitive, perceptual, and psychomotor skills of high school seniors and adults for different levels of job complexity. Although these aptitude batteries are useful in predicting scholastic aptitude, they are less useful in predicting specific technical abilities. Aptitude tests such as the Seashore Tests of Musical Aptitude, the Modern Language Aptitude Test, and the Bennett Mechanical Comprehension Test measure specific sets of skills and are often part of selection or admission procedures.
- **Sensory Tests:** Sensory analysis (or sensory evaluation) is a scientific discipline that applies principles of experimental design and statistical analysis to the use of human senses (sight, smell, taste, touch and hearing) for the purposes of evaluating consumer products. The discipline requires panels of human assessors, on whom the products are tested, and recording the responses made by them. By applying statistical techniques to the results it is possible to make inferences and insights about the products under test. Most large consumer goods companies have departments dedicated to sensory analysis.
- **Motor Dexterity Test:** Motor-dexterity tests are often used in psychological studies related to Neuropsychology which is the study of cognitive functions in the light of psychological stimuli. The subject aims to study how individuals react and respond in certain situations. The O'Connor finger dexterity test evaluates fine motor skills by requiring the extensive use of finger tips to place pins into a peg board. It is timed, so speed and accuracy are considered in the test scoring. The box and block test uses cubes and focuses on picking up the cubes. O'Connor Tweezer Dexterity test. This test



consists of a board that has 100 holes and a cup that holds 100 pins. The participant inserts all 100 pins using tweezers with the dominant hand. This test was performed under conditions of direct and indirect vision: O'Connor Tweezer Direct (O-D) and O'Connor Tweezer Indirect (O-IND).



### **Module 3: Personality**

- **Concept of Personality:** Personality is a controversial concept. People used this in various ways. The term „personality“ is derived from the Latin word „Persona“ which means a theatrical mask used by actors in those days to indicate their role in a theatrical play. People usually think that personality means physical attractiveness or reputation etc. So different terms are used to type a person, such as „he is shy“, „he is introvert“ etc. Thus, everyone has got a personality. This personality includes both outer self and inner self and both of these interact with each other.
- **Psychodynamic approaches:** The psychodynamic theory is a psychological theory Sigmund Freud (1856-1939) and his later followers applied to explain the origins of human behavior.
- The psychodynamic approach includes all the theories in psychology that see human functioning based upon the interaction of drives and forces within the person, particularly unconscious, and between the different structures of the personality.
- Sigmund Freud’s psychoanalysis was the original psychodynamic theory, but the psychodynamic approach as a whole includes all theories that were based on his ideas, e.g., Carl Jung (1912), Melanie Klein (1921), Alfred Adler (1927), Anna Freud (1936), and Erik Erikson (1950).
- The words psychodynamic and psychoanalytic are often confused. Remember that Freud’s theories were psychoanalytic, whereas the term ‘psychodynamic’ refers to both his theories and those of his followers.
- Freud’s psychoanalysis is both a theory and therapy.
- **Freud’s theory:** The famed psychoanalyst Sigmund Freud believed that behavior and personality were derived from the constant and unique interaction of conflicting psychological forces that operate at three different levels of awareness: the

preconscious, conscious, and unconscious. He believed that each of these parts of the mind plays an important role in influencing behavior

- instinct theory: Sigmund Freud's Instinct/drive theory. There are two instincts and drive they are

1. Life (ego and sex)= libido (eg; instincts for sex, nurturance, affiliation)
2. Death (aggression)= Thanatos (eg; instincts for aggression toward self- self-criticism, depression; aggression toward others – anger, prejudice, destroy and conquer)

- Personality and behaviour are the result of interplay between the expression and inhibition of instincts
- Instincts are universal, but forms of instinct expression and inhibition vary developmentally and situationally.
- Source---impetus---object---aim (Freud's drive theory)
- Source: a body deficit occurs (sense of a hunger)
- Impetus: the intensity of the bodily deficit grows and emerges into consciousness as a psychological discomfort, which is anxiety.
- Object: seeking to reduce anxiety and satisfy the body deficit, the person searches out and consumes a need satisfying object in the environment. (food)
- Aim: the environment object successfully satisfies the bodily deficit, satisfaction occurs and quiets anxiety, at least for a period of time.

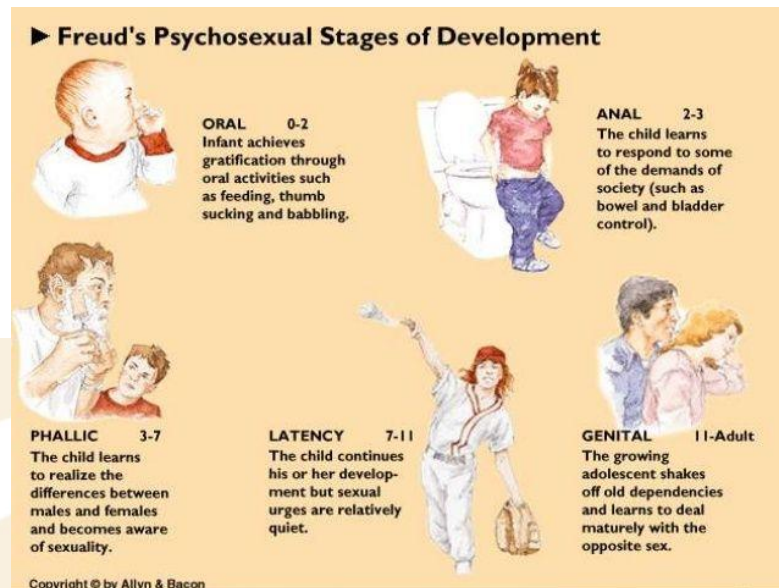
- Levels of consciousness: Sigmund Freud's idea illustrated the ICEBERG metaphor.

1. Conscious (immediate awareness): contains all of the thoughts, memories, feelings, and wishes of which we are aware at any given moment. This is the aspect of our mental processing that we can think and talk about rationally. This also includes our

memory, which is not always part of consciousness but can be retrieved easily and brought into awareness.

2. Preconscious (accessible memories): consists of anything that could potentially be brought into the conscious mind.
  3. Subconscious (drives, instincts, repressed traumas, painful emotions): also called unconscious mind is a reservoir of feelings, thoughts, urges, and memories that are outside of our conscious awareness. The unconscious contains contents that are unacceptable or unpleasant, such as feelings of pain, anxiety, or conflict.
- structure of personality: According to Sigmund Freud, human personality is complex and has more than a single component. In his famous psychoanalytic theory, Freud states that personality is composed of three elements known as the id, the ego, and the superego. These elements work together to create complex human behaviors.
  - According to Freud, the id is the source of all psychic energy, making it the primary component of personality. The id is the only component of personality that is present from birth. This aspect of personality is entirely unconscious and includes instinctive and primitive behaviors. The id is driven by the pleasure principle, which strives for immediate gratification of all desires, wants, and needs. If these needs are not satisfied immediately, the result is a state anxiety or tension. For example, an increase in hunger or thirst should produce an immediate attempt to eat or drink.
  - According to Freud, The ego develops from the id and ensures that the impulses of the id can be expressed in a manner acceptable in the real world. The ego functions in the conscious, preconscious, and unconscious mind. The ego is the component of personality that is responsible for dealing with reality. The ego operates based on the reality principle, which strives to satisfy the id's desires in realistic and socially appropriate ways.

- The last component of personality to develop is the superego. According to Freud, the superego begins to emerge at around age five. The superego holds the internalized moral standards and ideals that we acquire from our parents and society (our sense of right and wrong). The superego provides guidelines for making judgments.
- The superego has two parts: The **conscience** includes information about things that are viewed as bad by parents and society. These behaviors are often forbidden and lead to bad consequences, punishments, or feelings of guilt and remorse. The **ego ideal** includes the rules and standards for behaviors that the ego aspires to.
- Defense mechanisms: Defense mechanisms are unconscious psychological responses that protect people from feelings of anxiety, threats to self-esteem, and things that they don't want to think about or deal with one. First described by Sigmund Freud in his psychoanalytic theory, defense mechanisms function to protect against anxiety.
- Some mechanisms are
  1. Rationalization: using excuses to explain away threatening circumstances
  2. Displacement: transferring thoughts and feelings toward one person or object onto another person or object
  3. Regression: returning to a previous level of development
  4. Introjection: taking on the qualities or attitudes of others without thought or examination
  5. Reaction formation: behaving in a manner or expressing a feeling opposite of one's true feelings
  6. Repression: keeping unacceptable thoughts or traumatic events buried in the unconscious
  7. Sublimation: transforming unacceptable thought or needs into acceptable actions
- psychosexual stages of development:



- Jung: **Carl Jung**, in full **Carl Gustav Jung**, (born July 26, 1875, Kesswil, Switzerland—died June 6, 1961), Swiss psychologist and psychiatrist who founded analytic psychology, in some aspects a response to Sigmund Freud's psychoanalysis. Jung proposed and developed the concepts of the extraverted and the introverted personality, archetypes, and the collective unconscious. His work has been influential in psychiatry and in the study of religion, literature, and related fields.
- Structure of personality: conscious, personal unconscious, collective unconscious
  1. Conscious (ego): attitudes (a) extraversion (b) introversion; four function – (a) thinking, (b) feeling, (c) sensing (d) intuition
  2. Personal unconscious: the reservoir of materials that was once conscious but has been forgotten or suppressed. The shadow and anima/animus present here.
  3. Collective unconscious: (transpersonal) represents the inherent potential transmitted from previous generation, a blueprint not particular to individual but universal to all human being.

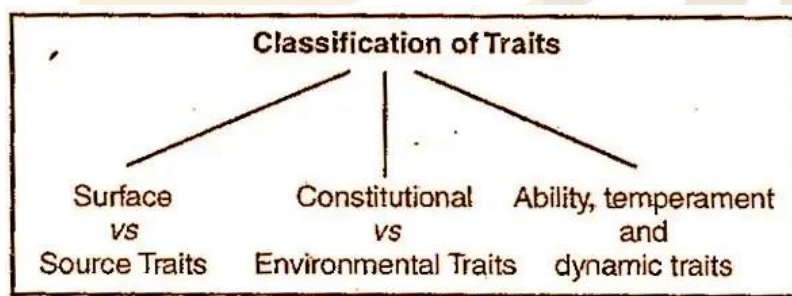


- Basic concepts in Individual Psychology: Individual psychology, also known as Classical Adlerian psychology after its founder, Alfred Adler, is a values-based, fully-integrated theory of personality, a model of psychopathology, philosophy of living, strategy for preventative education, and technique of psychotherapy. Its mission is to encourage the development of psychologically healthy and cooperative individuals, couples, and families, in order to effectively pursue the ideals of social equality and democratic living. A vigorously optimistic and inspiring approach to psychotherapy, it balances the equally important needs for individual optimal development and social responsibility.
- Horney: Basic anxiety: Basic Anxiety is a term used by the psychologist Karen Horney to explain the ramifications of poor parenting. Basic anxiety is deep insecurity and fear that have developed in the child because of the way they were treated by their parents. It is developed because of the conflict with dependency and hostility towards mom, dad, or both. Horney argued that a child is tied to his or her parent because of dependence, not sex (as Sigmund Freud would argue). The child is dependent on the mother and father for food, shelter, and the basic needs. However, the child realizes that no matter how terrible mother and father treat him or her, he or she has nowhere to go because they are so dependent on the parents
- Styles: neurotic needs
  - Compliant - Affection and approval, A dominant partner
  - Aggressive personality- power, exploitation, prestige, admiration and achievement
  - Detached personality- self-sufficiency, perfection, narrow limits to life
- feminist turn in psychoanalysis: Karen Horney (1885 - 1952) was a German psychoanalyst who radically countered the views of the Freudian school. Her views on

neurosis, feminist psychology, and the self continue to influence the fields of cultural psychology, interpersonal psychotherapy, and humanistic psychology. Karen Horney was one of the first women trained as a Freudian psychoanalyst. Karen Horney pointed out that the male-centricity of Freudian psychoanalysis derived from the fact that it was largely developed by men. She overturned and reversed the idea of penis envy, stating that it could be overcome by women through their identification with their mothers, and indeed that men could have "womb envy" as a result of women's capacity to bear life.

- Trait and Type theories: general approach: Trait and type theory is one of many personality approaches and has been an influential part of personality theory and research. The basic assumption of the trait and type approach is that people possess broad predispositions to respond in particular ways (Pervin, 1993).
- Allport: Gordon Allport born in Indiana (1897). Explained the influence of heredity and environment. Personality traits divided as traits and personal disposition.
- In traits further divided as individual and common traits
- In personal disposition it is divided as (1) cardinal traits, (2) central traits and (3) secondary traits
- Habits and attitudes – involve either positive or negative evaluation
- Personality and motivation
- Functional autonomy of motives: 2 levels
  1. Perseverative
  2. Propriate – 3 principles
    - (a) Organizing energy level
    - (b) Mastery and competence
    - (c) Propriate patterning
- Developmental stages:

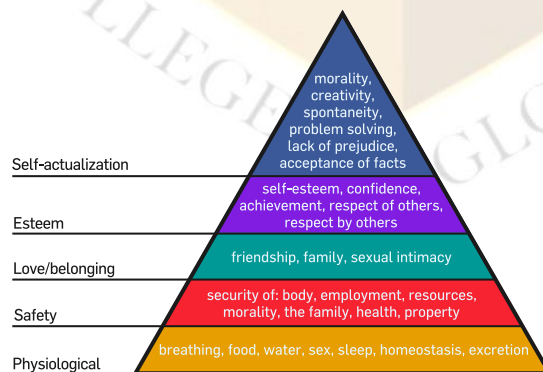
1. 1-3years – bodily self, self-identity, self -esteem
  2. 4-6years- extension , self-image
  3. 6-12years- self as a rational copier
  4. Adolescence- propiate striving
  5. Adulthood – normal independent mature adult, create own life-styles
- Concept of healthy adult personality: individual characteristics
  - Cattell: source and surface traits:
  - According to Raymond Cattell, personality is a pattern of traits and that helps to understand his personality and predict his behaviour. Traits are permanent and build the personality of an individual.



- Surface Traits or Central Traits are the visible qualities of personality like kindness, honesty, helpfulness, generosity, etc. On further study, he found certain traits that appeared from time to time which indicated some deeper, more general underlying factors of personality, called as source traits.
- Eysenck: dimensions of personality.
  - Behavioural genetics
  - Born in Germany (1934- 1997)
  - Dimensions of Personality
    1. E-Extraversion v/s Introversion
    2. N- Neuroticism v/s emotional stability

### 3. P- Psychoticism v/s Impulse control

- Introduction to Humanistic perspective: The humanistic perspective is based on the belief that people seek value, meaning and creativity in all they do.
- Rogers: Carl Roger- fully functioning person
  - Actualization tendency- organismic valuing process
  - Experiential world
  - Development of the self in childhood through- positive regard, conditions of worth, incongruence
  - Characteristic of fully functioning persons
    1. Exhibit an awareness of all experience
    2. Live fully and richly in each moment
    3. Trust in their own behavior and feeling
    4. Feel a sense of freedom
    5. Persons are creative
    6. Persons may face difficulties
- Maslow: Abraham Maslow founder of humanistic psychology movement
  - 1908-1970
  - The hierarchy of needs



## **Module 4: Assessment of Personality**

- Meaning and purpose of personality assessment: Personality tests are techniques designed to **measure one's personality**.
- Tools of personality assessment -Self report inventories, Strength and weakness of self report inventories, 16PF, MMPI ,EPQ:
- A self-report inventory is a form of psychological testing that requires a participant to fill out a survey/questionnaire either alone or with an investigator. Self-report inventories typically ask questions about symptoms, behaviours, personality traits/characteristics in order to gain insight into a participants personality or mental disorder.
- The Sixteen Personality Factor Questionnaire (16PF) is a self-report personality test developed over several decades of empirical research by Raymond B. Cattell, Maurice Tatsuoka and Herbert Eber. The 16PF provides a measure of normal personality and can also be used by psychologists, and other mental health professionals, as a clinical instrument to help diagnose psychiatric disorders, and help with prognosis and therapy planning.
- The **MMPI is the most frequently used and most extensively researched psychological assessment tool**. It is used extensively to help doctors and therapists screen for and diagnose mental health conditions.
- the **Eysenck Personality Questionnaire (EPQ)** is a questionnaire to assess the personality traits of a person. It was devised by psychologists Hans Jürgen Eysenck and Sybil B. G. Eysenck. Hans Eysenck's theory is based primarily on physiology and genetics. Although he was a behaviorist who considered learned habits of great importance, he believed that personality differences are determined by genetic inheritance.

- **Questionnaires and Inventories:** A personality inventory is a self-report inventory which is a type of psychological test in which a person fills out a survey or questionnaire with or without the help of an investigator.
- Personality inventories include questions dealing with situations, symptoms, and feelings.
- Personality questionnaires are not quite the same as personality tests used in psychology in general. Personality questionnaires are workplace relevant and pay particular attention to the personality traits and competencies which are valued and sought after in the workplace environment.
- **Projective measures of personality – Strengths and weakness of projective tests, TAT:** Projective techniques are mainly divided into five groups ( Linzey, 1959) The primary purpose of projective tests is to measure and evaluate one's individual personality. The results which are obtained as the outcome of the tests are helpful in understanding the strengths, weakness and other emotions and also improving the personality traits.
- The primary purpose of projective tests is to measure and evaluate one's individual personality. The results which are obtained as the outcome of the tests are helpful in understanding the strengths, weakness and other emotions and also improving the personality traits. The top known projective psychological test is the Rorschach, or inkblot tests.
- **TAT: The thematic apperception test or T.A.T., developed by Henry Murray ,** is the thematic projective test most used, especially in the evaluation of people of legal age. It consists of 31 sheets of which only 20 are applied to each individual, depending on their biological sex and age. The images are much more structured than those of the Rorschach test: they show scenes related to themes such as family,



fear, sex or violence, from which the subject must elaborate a story that includes a past, a present and a future. **The objective is to analyze the psychological needs and pressures** of the person evaluated. There are variations of the T.A.T. for different age groups. The C.A.T. ("Child apperception test") are applied to children of different ages, cultural levels and physical and psychological characteristics, while the apperception test for senescence (SAT) evaluates typical variables in the elderly, such as loneliness or disability.

- Other measures: Behavioral Observation and Interviews, situational tests:  
Behavioral evaluation is a systematic determination of a subject's behavior using various methods like interviews, psychometric testing, direct supervision, and self-assessment. The purpose of behavioral evaluation is to observe, explain, and determine human behavior with advanced assessment tools.
- Measurement of interest: The interest test is a psychometric test that estimates a child's abilities from different angles. It differentiates the numerous ranges of abilities and inclinations present in an individual.
- types of interest tests
- Strong Interest Inventory.
- Kuder preference record
- Thustone's Vocational Interest Schedule