CHAPTER 1

INTRODUCTION

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1.1 Introductory

The measurement of personality is as old as the sun. The measurement of personality by types was in existence even at the time of 'Mahabharata'. In Gita, three types of men are categorized: (1) Satvaguni, (2) Rajoguni, and (3) Tamoguni or 1: Goodness, 2: Passion, and 3: Dullness.

5. Sattvam rajas tama iti
gunah prakrti sambhavah
nibadhnanti mahabaho
dehe dehinam avyayam

(5) (The three modes (gunas)
goodness (Sattva), passion (rajas),
and dullness (tamas) born of nature (Prakrti) bind down in the body, O Mightyarmed (Arjuna), the
imperishable dweller in the body).

6. tatra sattvani nirmalatvat
praka§akam anamayam
sukhasangena badhnati
jnana§angena ca nagha
(6) (Of these goodness (Sattva) being pure, causes illumination and health. It binds, O blameless one, by attachment to knowledge).

7. rajo ragatmakam vidhdi
trenasangasamudbhavan
tan nibadhnati kaunteya
karmasanena dehinam

(7) (Passion (rajas), know thou, is of the nature of attraction, springing from craving and attachment. It binds fast, O Son of Kunti (Arjuna), the embodied one by attachment to action).

8. tamas iv ajnanajam vidhdi
mohanam sarvadehinam
prasadalasyanidrabhis
tan nibadhnati bharata

(8) (But dullness (tamas), know thou, is born of ignorance and deludes all embodied beings. It binds, O Bharata (Arjuna), by (developing the qualities of) negligence, indolence and sleep.)
25. manapamanayo'o tulyas
tulyo mitrari paka'yoh
sarvarambh parityagi
gunatitah sa uchyate

(25) (He who is the same in honour
and dishonour and the same to
friends and foes, and who has
given up all initiative of action,
he is said to have risen above
the modes).

1.2 Need for measuring personality

Since 1879 there has been a recognizable science of
psychology, and one important part of it is directly con-
cerned with the problem of understanding human personality.
Scientific psychology prefers to work with relatively
simple, straightforward concepts that are open to empirical
tests and to use research methods that are as sound and
precise as possible. This orientation necessarily limits the
kinds of concepts and methods that can legitimately be used
in studying personality. However, most psychologists are
convinced that these scientifically based concepts and methods
will ultimately prove to be of most value in unraveling the
complex nature of human behaviour.
What characterizes modern personality study as a science, is the process of converting speculations about human nature into concepts that can be studied empirically, as opposed to simply offering opinions or beliefs. It is a process beset by many hazards; indeed, efforts to establish a 'Science of persons' are often viewed with ambivalence. While it may seem fascinating to try to gain insight into the causes of the behaviour and development, such efforts may actually be resisted to see oneself objectively. There is even a certain amount of resistance to 'objectifying' personality within the field of psychology, and some psychologists argue that going too far in this direction undermines human uniqueness and complexity. Instead, it is urged to concentrate on the intangible qualities of human beings - their struggles for personal and spiritual enlightenment - as evoked in literary and artistic creations such as a Tolstoy novel or a Bergman film. Yet while literature, art, history, and religion may each provide valuable insights into human behaviour, it is necessary to distinguish such information from that obtained by scientific endeavour. Moreover, while science currently does not provide all the answers (and perhaps never will) one must make the most effective use of the scientific information.

A second objective of psychology of personality is to help people live their lives more fully and satisfyingly.
While still pursuing theory and research, many personality psychologists today are concerned with finding ways to promote more healthy patterns of growth. These efforts include new forms of psychotherapy, various special learning programmes and changes in the psychological environment intended to permit people to develop their full potential.

1.3 Need for the ESPQ

During the formative years, children experience constantly changing patterns of growth and development. To monitor these changes children are often measured along several dimensions such as physical growth and intellectual development. Often neglected though, is the fact that this period is critical for the development of a child's personality. As parents and educators are aware, children possess unique personalities and are not simply miniature adults. Furthermore, the personalities being shaped in these early years affect behaviour in every conceivable situation from infancy through adulthood. Therefore, it is especially important to understand the broad spectrum of personality traits and how they develop during the elementary school years.

Both problems and potentialities as they develop in these early years should be identified for every child, not just the exceptional or the deviant child. Intensive diagnostic work-up has its place and always will. But every child
needs to be understood. Psychologists and counsellors who concentrate on expensive and cumbersome special diagnostic procedures for only one child in a hundred in a school, take very high risk of neglecting the other ninety-nine.

The Early School Personality Questionnaire (ESPQ) the elongation of the Child Personality Questionnaire (CPQ) for the lower level - was constructed and standardised by Cattell, Digman and Coan on the same pattern as that of world-famous 16 PFQ.

The ESPQ is specially adapted to children at the school entrance and the first few years of school adjustment. Its regular and early administration should help the teacher to gain an understanding of the needs and predispositions of the pupils in his class, permitting appropriate adjustment of instructional and disciplinary activities to individual child. It should facilitate insight into the sources of the many minor adjustment problems which inevitably arise in the early school years. It can aid, too, in the solution of these problems, since it can furnish a definite basis for communication and a starting point for discussion between school personnel and parents. In more serious cases, it can aid in decisions regarding the need for referral to a clinic or guidance service. In the clinical setting, too, the ESPQ is intended as a quantitative diagnostic instrument.
Lest this statement of the nature and purpose of the test seem overly optimistic, let it be added a word of caution that should accompany any published test, this test cannot be regarded at present in any sort of ultimate form. Like any psychological instrument, it will yield some results that are likely to be invalidly interpreted. Like any product of psychological research, it is subject to further refinement and development.

1.4 Selection for the present adaptation

Very few personality tests for Gujarati Children are in existence in the field of education. Many researchers interested in educational field, have worked much in the field of intelligence test researches. As a result, different kinds of group and individual intelligence tests in Gujarati are available. The importance of personality measurement is as much as that of the intelligence test. However, so far as the investigator's little knowledge is concerned, no noteworthy research work has been made for Gujarati children especially of the age groups 6 to 8. Taking into consideration this short-coming of the personality measurement of the children of the Gujarat State, the present investigator has made an humble attempt to take up the adaptation of ESPQ for the children of the age groups between six and eight.

While the present investigator adapted and standardised ESPQ on the children of ages 6 to 8, his other colleagues also
worked upon Cattell's different questionnaires:

R.S. Patel worked on CPQ and got his doctorate in 1986. Rambhadur Thakur is on the verge of submitting his thesis entitled, 'Adaptation and Standardisation of Cattell's High School Personality Questionnaire on Gujarati School going Children'. Sheela Emanuel was already awarded her Ph.D. in 1986 by working on 16 PFQ. All these four investigators worked under the guidance of one and the same guide, J.H. Shah, on his state-wide research project. Thus, the Gujarat State would now be having all the Cattell's personality questionnaires adapted in Gujarati and standardised on Gujarati subjects.

The scales of the ESPQ

The ESPQ consists of thirteen scales, each for one dimension whose functionally independent nature has been established by factor analytic research. However, each of these dimensions is more than a factor analytic scale, it represents a construct demonstrated to have general importance as a psychologically meaningful structure within personality, e.g. as super ego strength, dominance, emotional stability or surgency of temperament. This underlying research in general personality needs to be stressed because some questionnaires are still published on no sounder basis than empirical correlation of items with some criterion rating, or on a priori devising from an armchair of 'face-valid' items for an arbitrarily defined
'trait'. While the first of these validating a questionnaire against rating criteria has some apparent objectivity, it involves circular error since the status of the rated 'trait' in personality structure is uncertain, and ratings contain more projective error than the questionnaire responses they set out to validate.²

The thirteen scales relate to psychological variables which have been isolated through factor analysis. Construction of questionnaires by means of this statistical technique affords great economy in the long run, since it yields instruments which provide maximum information for a given number of scores. Each factor represents a statistically distinct dimension of response to the test. When scales are constructed on a factorial basis, considerable subsequent research is often needed to clarify the practical implications of each scale.

Because of the above-mentioned scientific basis of ESPC the present investigator selected none but the ESPC for his investigation. So far as the question of measuring personality of primary school children is concerned, no such attempt has been made in India, particularly in Gujarat. No doubt various types of inventories, questionnaires, some adaptations of foreign personality tests are made available for children of age groups beyond the age of eight, there was a real dearth of measuring personality of primary school going children. The study of present investigator is but an humble attempt to do
away with this situation. The present study was entitled as:

"Adaptation of Cattell's Early School Personality
Questionnaire for Gujarati Children of ages 6 to 8"

1.5 Definition of the terms

This investigator has adapted and standardized ESPQ
for the Gujarati children between the age groups 6 to 8. It
is necessary to know and understand the definitions and mean-
ings of some particular terms of this subject, so that their
use can be made suitably, with understanding and can take the
maximum benefit of it. Some particular terms used in this
investigation are 'Adaptation', 'Standardization', 'Children
of ages 6 to 8', 'Questionnaire', etc. The present investigator
has tried to explain these terms, as below:

Adaptation: The meaning of 'Adapt' is 'to make suitable
or fit'. So 'Adaptation' means 'suitability' or 'Suitable
rendering'. Fundamentally the ESPQ is a questionnaire prepared
taking into consideration the American culture. The investiga-
tor has modified this questionnaire to make it suitable to Indian
culture and environment, especially for the Gujarati children.
For this, of course, he has made some little changes here and
there, which have been fully discussed in Chapter 4.

Children of ages 6 to 8: Generally this is the time for
the children to attend the primary school. Especially in
Gujarat, children of these age groups are studying in II, III and IV standards. Some features of the children of these age groups are mentioned here briefly.

At the age 6, the child is more violent, emotionally strongly reminiscent of the behaviour of the typical 2½ year old child. The child of 6 tends also to be extremely negative in his response to others and thus creates anxiety in the mother.

At the age 7, the child is morose, moody, withdraws himself and likes to be alone. He wants a room of his own to which he can withdraw and where he can protect his own things. He is now very observant; he watches carefully. He is also more discriminating and ruminating. He often demands too much of himself. So he is unable to accomplish what he sets out to do. This may lead him to feel that people are against him. He may assert that his teachers and also his parents are unfair to him.

There is a big change by the time the child becomes 8 years old. He is, now, very eager to try out and make new things and new friends. By the age 8, he is quite interested in social relationships. He is quite concerned with what other people think. Thus this period of childhood marks many social changes.

Standardization: The fundamental purposes of standardizing a psychological test are to establish its reliability and
validity at as high a level as possible and to establish its norms. An index of validity shows the degree to which a test measures what it purports to measure, when compared with accepted criteria. The construction and use of a test imply that the instrument has been evaluated against criteria regarded by experts as the best evidence of the traits to be measured by the test. Selection of satisfactory validation criteria and demonstration of an appropriate degree of validity are fundamental in psychological and educational testing. Different group norms are established as per requirement taking into consideration the significant statistical differences among various groups. The techniques of establishing reliability and validity as well as norms are discussed later.

**Personality:** The word 'personality' is a very complex term and can be defined in many ways. One can have a parade of definitions for personality, but it would be just beating about the bush.

As the present investigation is but the adaptation of Cattell's ESPQ, the definition accepted by the investigator is that of Cattell which runs as follows:

"Personality is that which permits a prediction of what a person will do in a given situation."
Questionnaire: The meaning of questionnaire is 'a stream of questions', which can be asked orally or in a written form and by getting answers from respondents, one can get the necessary information - facts, thoughts, feelings etc. of them.

1.6 Limitations of the study

The adapted ESPQ test on the Gujarati children between the age groups 6 to 8 is for the measurement of 13 different personality traits. It is useful to the teachers, guides, psychologists and also for the clinical psychology. But there are some limitations in adapting and standardising this test which are presented below:

(1) There are two forms of the ESPQ, Form A and Form B. Out of these two forms, only Form A could be available. When the investigator took up this study, Form B was under preparation. Hence, this limitation.

(2) This test has been prepared on the Gujarati children of 6 to 8 year groups, so the use of this test can be made only on the children of ages 6 to 8 who can understand Gujarati well.

(3) This test has been standardised on the children of urban and semi-urban areas; the village children had not been included in it because it was observed at the pre-preliminary run that they had difficulty in following the instructions and hence, the performance was very poor.
(4) With the help of the adapted FSPQ, only thirteen factors of personality can be measured, the second-order factors had not been taken into consideration.

1.7 An Outline of the Work

There are two parts in Form A - A₁ and A₂. In each part, there are 80 items which are attached with thirteen factors of personality. All these items were studied and its verification translation was made in Gujarati, which was first tried out on ten children individually. From this experience, necessary changes were made without modifying the theme or content of the items for making them suitable to children of the age groups from 6 to 8. The modified test was tried out on 100 children of one school by administering the test as a group test. The responses were studied meticulously and necessary modifications were made again.

After the second run, three different types of schools were selected and the third trial was made on 250 children for item-analysis point biserial correlation of each item was computed and items having less than 0.20 rₚ bis were scrutinised and those modified items were tried out again on a small sample.

At the end of the third trial, the test was given its final form and about 2100 copies of the answer sheet were got printed. In this test, it was not necessary to have more copies.
of the ISFQ as the questions were read out by the investigator addressing the whole class as one group.

In the final run, ten different districts were selected at random from five regions of Gujarat State. From these districts, five cities and five towns were selected at random. Thus having urban and semi-urban groups, respectively. The pupils of grades II, III and IV were included in the age groups of 6 to 8. The work of data collection continued for about one year. The total standardisation sample consisted of 1065 boys and 952 girls.

The answer-sheets of all the subjects were assessed and factorwise raw scores of each subject were calculated. For each factor, mean and standard deviation were computed sexwise, agewise as well as area-wise. Differences among means were tested for their significance by using t-test. Sexwise, agewise and area-wise SEEMS norm - Tables were, then prepared.

For estimating reliability, a group of 100 children were randomly selected. At the interval of one week, two weeks and twelve weeks (3 months), test-retest reliability coefficients were factorwise computed. The method of rational equivalence was also applied to check the reliability of the ISFQ.

For estimating validity, two criteria were used. (i) Internal consistency of items, and (ii) Correlation with the CFC.

Thus, the ISFQ was adapted and standardised for Gujarati children of ages 6 through 8.
REFERENCES

1  S. Rachakrishnan, Bhagavad Gita, Blackie & Son (India) Ltd., New Delhi, 1970, pp.316-324.