CHAPTER I

INTRODUCTION

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1.1 DEFINITION OF PERSONALITY

As Krech and Crutchfield (1969:646) say, "The study of personality is one of the psychology's most intriguing puzzles and most difficult challenges". One obstacle to the measurement of personality is that there is absence of agreement about a definition of personality. Psychologists have defined personality in a variety of ways emphasizing one aspect or another in their definitions and this has created a good deal of confusion. Super (1949:481) has rightly remarked that the field of personality is one of the most popular, challenging, important and confused in contemporary psychology. Keeping this viewpoint, Hall and Lindzey (1964:9) have provided a very general definition of personality as, "Personality consists concretely of a set of values or descriptive terms which are used to describe the individual being studied according to the variables or dimensions which occupy a central position within the particular theory utilized".

Cattell (1950:2-3) has given the definition of personality as follows:

"Personality is that which permits a prediction of what a person will do in a given situation. The goal of psychological research in personality is thus to establish laws about what different people will do in all kinds of social and general environmental situation .......... Personality is concerned with all the behaviours of the individual, both overt and under the skin."
Eysenck (1953:2), defining personality, stresses upon the concept of organisation and also of adjustment of the individual to the environment. He defines personality, "As more or less stable and enduring organisation or a person's character, temperament, intellect and psychique, which determine his unique adjustment to the environment".

Allport (1956:48) has insisted that no number of general laws for the average man's response to any situation can ever lead to an adequate understanding of personality. His central theme is the uniqueness of the individual. According to Allport, "Personality is the dynamic organisation within the individual of those psychophysical systems that determines his unique adjustment to his environment". This definition is comprehensive, eclectic and functional. The definition gives full consideration to individuality of personality.

Krech and Crutchfield (1969:696) have attempted to provide a framework as follows:

"Personality is the integration of all of an individual's characteristics into a unique organisation that determines, and is modified by his attempts as adaptation to his continuously changing environment."

This generalized formulation of personality includes the individual's traits, abilities, beliefs, attitudes, values, motives and habitual modes of adjustment.

If the behaviour of a whole person is observed, it
is seen consistent and enduring attributes, organisation and uniqueness. Sanford and Writsman (1970:469) have defined personality in that direction. They have described personality as, "The 'unique' organisation of enduring attributes of the individual".

According to Encyclopedia of Psychology, edited by Eysenck and others (1975:779), "Personality is the relatively stable organisation of a person's motivational dispositions, arising from the interaction between biological drives and the social and physical environment". Personality is the rate at which the person is becoming more differentiated as an individual and at the same time living increasingly in common purposes with other persons.

We find different theories of personality, based on different methods and constructs. We may agree to the following qualities of the personality:

— Personality is the dynamic organisation.

— Personality is integration of psychobiological structure.

— It is the adjustment process of the individual to his environment and it has social stimulus value.

By the dynamic organisation, psychologists mean that personality traits are not stable for all times and they do not exist or act in isolation. Disorganisations of traits and behaviour result in abnormality. By the
psychobiological structures the psychologists mean motives, habits, traits, attitudes, feelings, values, ways of thinking and acting. The word 'psychobiological' is used to indicate that personality and component integrals are neither exclusively mental, nor exclusively biological. Personality does not grow in isolation. It is the production of the interaction between the individual and his environment. Personality is the role that the individual plays in interhuman relationship.

1.2 ASSESSMENT OF PERSONALITY

Personality assessment refers to programme designed to provide a comprehensive evaluation of personality. As Norman D. Sundberg ((1977:6) has said, "In the study of personality, psychologists have developed many ways of comparing persons with each other and with themselves at different times or under different conditions". These comparisons raise questions about differences and similarities.

According to Kluchohn and others (1953:53), "Every man is in certain respects like all other men, like some other men and like no other man". For the assessment of the uniqueness of a person, the largest part of all scientific study involves comparing persons with each other or comparing what the same person does under different conditions.
Allport (1961:573) has stated, "Each simple life is lawful for it reveals its own orderly and necessary process of growth.... Most studies of personality are comparative.... and these tools are valuable".

As Sundberg (1977:21-22) says, "Personality assessment may be defined as the set of processes used by a person or persons for developing impressions and images, making decisions and checking hypothesis about another person's pattern of characteristics which determine his or her behaviour in interaction with the environment!".

The problem of how we perceive and understand the behaviour and psychological states of other people has fascinated man throughout the ages. Man has tried to organize and record his understanding of personality in different ways. His earliest first attempt of personality testing was literary and philosophical. The second approach to the organized study of personality was the observation methods. These are clinical methods used by psychologists. They consist primarily of personal interviews and use of projective techniques. Then the quantitative and experimental approach of personality has been devised.

The choice of methods for personality assessment and the adequacy of these methods are necessarily considered in the contexts of the particular view of personality one has adopted and the particular purposes that one's measurement are intended to serve. One broad category
is that of ratings, within which many significant variants may be found. Another is situational test, which provides opportunities for observing what are hopefully natural samples of an individual's behaviour. Personality inventories and projective techniques both involve self-report by the person being studied but differ in the manner in which the information thus gathered is analyzed and interpreted.

The assessment of personality is made broadly through three classes of observation:

1. **Life record data**: Every day life of the subject is recorded.

2. **Self-rating data**: In this type of observation, the subject is supposed to make statements about himself using questionnaires-opinionnaires.

3. **Objective test data**: Performance is evaluated in laboratory situation using objective tests.

Raymond B. Cattell (1952:58) has shown five major categories of objective personality test:

1. **Miniature test situations**: A method of attempting to devise tests to represent in miniature the situation in which the important behaviour occurs.

2. **Expressive or stylistic behaviour**: In these tests attempt is made to measure and validate the subtle thing we call style like handwriting and speech.
3. **Pure process:** A third objective test approach using its own techniques and goals is that which seeks first to isolate by factor analysis the dimensions of personality with which it is concerned. It seeks the functionally unitary personality process behind test performances and aims to set up valid measures of these pure processes. The factor analysis method is now being applied to new fields of personality response.

4. **Miscellaneous:** A large section of miscellaneous and tentative new approaches may be mentioned from which distinct branches of method may soon emerge.

5. **Misperception tests:** Defence tests belong in the wider category of tests that measure differential perception of a situation.

Cattell (1952:61) has presented the diagram of personality measurement as shown on the opposite sheet. It shows the interrelationship of personality tests. Projective tests may be brought under the operational formula of distortion of a perception or misperception. The distortion due to emotional causes is called dynamic distortion and due to memory disturbance is called cognitive misperception.

It is agreed that the projective tests are mainly concerned with the dynamic distortion of personality.
1.3 PROJECTIVE TECHNIQUES

1.3.1 Introductory

Freud's discovery of psychoanalysis became the basis of all projective techniques. The way in which Jung utilized the free association method, foreshadowed the finalisation of the projective techniques as developed by Rorschach into a strictly scientific method.

Some aspects of personality can be assessed only by projective techniques. As McLennell (1977:539) has said, "Suppose you believed strongly in psychoanalytic theory of personality, and you wanted to devise a means of getting at the dynamic aspects of a person's inner or subjective life. You could hardly ask the person about such matters directly using a pen and paper test, because the most important dynamics are usually unconscious and cannot be expressed openly." Then he has suggested the use of projective techniques through which an individual can come up with his responses. The responses are to be interpreted according to appropriate psychological principles.

Sindney J. Blatt (1975:342) in his paper writes, "Projective techniques have important contributions to make to some research endeavors and to the clinical process if we are able to recognize and articulate the limitations as well as the exciting potential inherent in these procedures".
It is required to understand the theoretical aspect of a projective technique to know its assessing potentiality.

1.3.2 The concept of projection

The projection of inner perceptions to the outside environment is a primitive mechanism. It has the greatest share in shaping one's outer world. "A person who ascribes to another person a trait or desire of his own that it would be painful for his ego to admit; is said to be projecting. Projection, being an unconscious defence mechanism, is not communicated to others and represents a false perception in the person himself." As Harold H. Anderson (1952:22-23) has shown in the above definition, projection is an inner defence mechanism in which a personal motive that is forbidden is perceived by the person concerned as a motive of one or several other persons.

Norman D. Sundberg (1977:203) has classified projection in two ways — classic and generalized. He told, "There are two important ways in which the term is used. Classic projection is the defence mechanism described by Freud, and refers to an unconscious and pathological process when the person rejects unacceptable impulses or qualities in himself but attributes them to individuals or objects in the environment.

"Generalized projection refers to the normal process whereby the person's perception and interpretation
of the other world is influenced by inner qualities and forces. Thus we see that the concept of projection is broader, but it is not always possible to make a clear distinction between projection on the one hand and the perception or interpretation of the motives of other people on the other hand. For every projection is needed utterance, but each utterance is certainly not a projection. Expression only makes sense in behaviour that may be seen as communicative. Expression, unconscious as well as conscious, is a means of communication, and this concerns both the how and the what of expression.

D. J. Van Lennep (1952:152-153), calling projection a noncommunicative behaviour explained, "The person projecting therefore makes an analogous use of the outer world. He is not 'open to the world' but he repeats himself on a world that can give him nothing new. He does not communicate with another, because this means being open to the difference of another. He uses the other as an analogon of himself, and in so doing, places himself at a distance from the other.". The projecting person makes an analogon completely identical with himself, or with some part of himself, and, of course, this is a method of intercourse with the outer world which must run parallel to the way of intercourse with oneself.

Rapaport and others (1970:225) have tried to explain the concept of projection as follows:
"The concept of projection as used in projective procedures is one formed on the pattern of projector and screen. In this sense, a projection has occurred when the psychological structure of the subject becomes palpable in his actions, choices, products and creations. Therefore, when a procedure is designed as to enable the subject to demonstrate his psychological structure unstilled by conventional mode, it is projective. The subject matter used in the procedure serves as a lens of projector, and the recorded material of elicited behaviour is the screen with the picture projected on it."

Projection is not a result of displacement, but projection and displacement are two symptoms of one and the same defence-psychism. Cattle and Kline (1977:140) defined projection by saying that, "True projection was as the psychoanalysts had described; the attribution to others of feelings and motives that were unacceptable".

We may conclude by saying that projection is an unconscious process whereby a person —

— attributes certain thoughts, attitudes, emotions or characteristics to other persons or certain characteristics to objects in his environment;

— attributes his own needs to others in his environment;

— draws incorrect inferences from an experience.

Thus we accept the projection both in the sense of
defence mechanism as also in the wider connotations.

1.3.3 Nature of projective techniques

A projective technique provides the subject with a stimulus situation, giving him an opportunity to impose upon it his own private needs and his particular perceptions and interpretations.

As Murphy (1947:669) has noted, "The term projective method has come into general use in recent years to denote the devices that enable the subject to project himself into planned situation. He sees in it what he personally is disposed to see, or does it what he is personally disposed to do. We are interested primarily not in the quality of production, as in an educational test, but in what he directly tells us about himself through his manner of confronting the task."

As it is defined in Encyclopedia of Psychology, edited by Eysenck (1972:833), "Projective techniques are a group of psychological techniques and procedures that claim to disclose the basic (underlying, hidden) personality structure and motivations of a subject by having him to organize, respond to, or deal with materials or stimuli in a free, unlimited way without reference to a preconceived system of correct or incorrect answers."

The projective techniques are also called projective tests or projective devices or projective tools or projective methods. Projective tests are as such not
tests. They are not measuring proficiency or ability or achievement. They are revealing certain aspects of personality.

Though the term 'projection' has been in use for a long time, the expression "projective technique" first made its appearance in a paper by L. K. Frank. It really means the inclusion of a series of psychological mechanisms through which free response to, more or less, unstructured or semistructured stimuli are noted.

The essence of these techniques is the presentation of weakly structured or ambiguous stimulus materials to which the person responds. Mental set has a greater influence on the perception of a weakly structured stimulus than that of a well structured stimulus. "Weakly structured or ambiguous stimulus materials will encourage a greater degree of 'projection' of the subject's deep-lying tendencies than will more direct methods; as he perceives and interpretes the stimuli, he is unaware of what he is revealing."

As described by H. H. Anderson (1952:3-4), "Projective techniques such as the Rorschach, the TAT and many others, elicit not only projection but also expressions of almost all other conceivable kinds of mental mechanisms and symbols of human relationships. Projective tests are, in fact, not strictly tests of projection, but tests of mental mechanisms or personality dynamisms including projection." Thus we may see that
the term projective techniques has acquired broad and undifferentiated meanings. Projective techniques, as such, do test not only projection but also practically all conceivable mental mechanisms, both expressive and defensive.

A projective technique is a tool which is considered especially sensitive to unconscious aspects of behaviour; it permits or encourages a wide variety of subject responses, is highly multidimensional, and it elicits unusually rich response data with a minimum of subject awareness concerning the purpose of the test.

As Rapaport and others (1970:227-228) have explained by saying, "Projective tests are indirect questions and the response to them are indirect answers, pertaining to the psychological structure of the subject and their use implies a theory of personality which assumes that much of this psychological structure is not consciously experienced by the subject".

1.3.4 Procedure of projective techniques

The nature of projective techniques connotes its procedure also. Basic procedure common to all projective techniques is —

1. To present the subject with a series of fluid, weakly structured stimuli;

2. To give instructions that emphasize freedom of
3. To analyze his productions for insight into his basic personality dynamics.

1.4 PERSONALITY ASSESSMENTS THROUGH PROJECTIVE TECHNIQUES

The projective test creates an ambiguous situation in which people being tested are encouraged to express themselves in such a way that the basic structure and dynamics of their personality will be revealed. As Anne Anastasi (1982:564-565) has said, "Projective techniques are likewise characterized by a global approach to the appraisal of personality. Attention is focused on a composite picture of the whole personality, rather than on the measurement of separate traits. Finally, projective techniques are usually regarded by their exponents as especially effective in revealing covert, latent or unconscious aspects of personality." It is understood that the projective test materials will serve as a screen on which the subject will project his characteristic thought processes, needs, anxieties and conflicts. The respondent's personality will be projected as a whole unit.

Guildford (1961:313) says, "Distinguishing the techniques from other personality testing tools, projective techniques are distinguished from other methods of assessment by the way of unstructured tasks and ambiguous materials. The examinee is given a minimum
of instruction and within the limits of the testing situation and kind of material, he is free to go in his own directions and to give his own unique responses. It is hoped thus to obtain information concerning his personality by the fact that he projects himself into his responses."

Freeman (1976:612) shows the role of the projective methods as assessor of personality and says, "The several forms of the projective method (pictures, ink-blots, incomplete sentences, word associations, one's own writings and drawings, and others) are intended to elicit responses that will reveal the individual's personality structure, 'feelings, values, motives, characteristic modes of adjustment, or complexes'. He is said to project the inner aspects of his personality through his interpretations and creations, thereby involuntarily revealing traits that are below the surface and incapable of exposure by means of questionnaire-type of personality test.". It is agreed that projective techniques are more useful to assess some inner aspects of personality.

William E. Henry (1952:231) has described the nature of projective data and has shown two important implications: "First it means that the data from the projective instrument are in part determined by the idiosyncratic psychological aspects of the individual. Second it means that projective data are in part
determined by the emotional counterparts of cultural communalities. Since this is the case, analysis of the end product — the projective data — will reveal both idiosyncratic and cultural elements. To clarify his ideas, William K. Henry (1952:234) has given the following diagram:

The diagram clearly shows that the personality has its social, biophysical and psychological determinants. These three major elements will be interpretable from the projective data.

A projective test will collect the data of dynamic distortion. According to Cattell (1952:62), dynamic distortions could arise from the three major kinds of dynamic traits or states:
1. Transient emotional states or appetitive conditions;

2. Permanent dynamic traits integrated in the conscious personality;

3. Permanent dynamic traits that the individual is unable and unwilling to integrate and that are therefore in some degree unconscious.

This is the division-making process according to personality source. Cattell (1952:64) has, moreover, divided dysnaception tests in four divisions according to modes of operation —

i. Naive misperception,

ii. Autistic misperception,

iii. Press compatibility misperception,

iv. Ego defence misperception.

Naive misperception is the individual's cognitive perception of his dynamic nature which is insufficiently matured in cognitive perception of his differences from other people, that permits him to make this misperception.

Autistic misperception is the individual's dynamic condition in which his perception may be distorted by causing the perception to approach nearer to what would satisfy his desires.

In press compatibility misperception individual misperceives the situation so as to make it fit in better, logically and psychologically, with his emotional state.
Ego defence misperception involves the various ego defence dynamisms and centered upon the action of one mechanism only — projection — defined now in the sense of true psychoanalytic projection.

Any projective test measures a complex response, from which the tester needs to tease out what is due to emotional state, what is due to conscious trait and what is due to unconscious need.

1.5 CLASSIFICATION OF PROJECTIVE TECHNIQUES

Projective techniques are based on quite unstructured materials — a vague and ambiguous picture, an ink-blot, a word, a phrase, some modelling clay or a paper and the finger paints. There are numerous exploratory, standardized or unstandardized projective media.

A number of projective techniques are being used to understand personality aspects. They may be classified by various schemes, stressing the nature of materials, the manner of interpretation or the type of behaviour or response that is required of the subject.

Lindzey (1961:45) has categorized the great variety of projective devices into five groups, based on types of responses required from the subject —

1. Association techniques ask the person to respond to some stimulus with first word, image or percept that comes to mind. Examples are the Rorschach and word association.
2. **Construction techniques** give the subject the task of producing something, usually a story or a drawing such as the thematic apperception test.

3. **Completion techniques** require the subject to finish an incomplete task in any manner he wishes, such as the sentence-completion procedure.

4. **Choice or ordering techniques** merely involves a selection among alternatives, sometimes with instructions to rank the possibilities in order of preference or attractiveness; such as the Tomikas Horn Picture Arrangement Test which consists of sets of three line drawings depicting activities to be arranged by the subject to make a story.

5. **Expressive techniques** are oriented toward revealing personal manner and style in the process of performing some activities, such as play situations with children or the draw-a-person test.

### 1.6 WORD ASSOCIATION TEST

1.6.1 **What is word association?**

The word association technique consists of a list of words which is read by the examiner to the subject one at a time. The subject is asked to respond with the first word, image, idea or percept that occurs to him. He is asked not to reflect or reason but to give his most
The word association test comes in the group of association techniques. Originally the test was known as the "free association test". The word association test may be considered in the group of verbal techniques also. Most of the projective techniques require verbal responses but certain projective techniques are wholly verbal, utilizing only words in both stimulus material and responses. The classical form of verbal projective test is the word association. The word association test is fully a verbal technique. We may call it word-word association test. It may be administered in either oral or written form. It is also suitable for written group administration.

Rotter (1952:279) describing word association test says, "The word association method, sometimes called the free association method, is perhaps one of the oldest procedures used in personality study and may be well considered a forerunner of the more recent projective techniques. It consists of presenting a stimulus word to a subject and having him answer quickly with the first word that comes to mind. Generally in the word association various disconnected words are to be presented in chain to the respondent and asked not to reflect or reason but to give his most immediate response. In individual testing the verbal responses are recorded as well as hesitations, reflections, blockings, etc. of responses are also recorded.".
1.6.2 Methods of presenting words in the word association test

There are various methods of presenting words to meet research requirements. Adreas (1963:340-341) has classified the methods in four ways —

1. Discrete association,
2. Continuous association,
3. Free association,
4. Controlled association.

In discrete association, the subject is required to respond with the first word that occurs to him when he hears or sees the stimulus word. By asking for a single response we reveal our interest in determining the strongest of all the possible associations between the stimulus word and the other in the subject vocabulary.

In continuous association, the subject has to respond with a series of words upon hearing the stimulus word in a certain time-limit.

In the free association tests, the subject is free to produce any response word that first occurs to him.

In controlled association, responses are restricted to some announced category like opposite in meaning, which might be required for discrete responses to adjective as stimuli.

Either a free or a controlled condition may be
imposed on either discrete or continuous association, giving four possible combinations as free-discrete, controlled-discrete, controlled-continuous and free-continuous.

1.6.3 The use of word association test

As Rapaport, Gill and Schafer (1970:231) say, "The word association test indicates to some extent the individual content of the problems which stand in the focus of the maladjustment". Psychologists have shown main three uses of the word association test: (1) As psychiatric and clinical tool, (2) As measurement of interests and attitudes, and (3) As lie detector.

The clinical application of word association methods was stimulated largely by the psychoanalytic movement. Jung selected some stimulus words to represent "emotional complexes". Jung has shown that the word association test had been valuable assistance to him both practically and theoretically. The responses of the test were analysed with reference to reaction-time and content. Rapaport and his associates used 60-word list to aid in detecting impairment of thought process and to suggest areas of significant internal conflicts. Kent and Rosenoff, using 100 stimulus words, tried to develop "index of commonality". Comparisons of psychotics with normals suggested that psychotics give more individual responses and obtain a lower index of commonality than normals.

The free association method has also been employed
in the measurement of interests and attitudes. The adjectives in responses may be analysed to understand the respondent's attitude toward some concept or areas presented through the stimulus words.

Anastasi (1982:576) shows the use of word association test as a lie detector. She says, "The rationale offered to justify the employment of word association in the detection of lying or guilt is similar to that which underlies its utilization in uncovering areas of emotional conflict. Content analysis, reaction-time and response disturbances have all been explored as indices of lying or guilt. Frequently, physiological measures of emotional excitement are obtained concurrently with the verbal responses. The word-lists chosen for lie detection purposes are usually custom-made to cover distinctive features of the particular crime or other situation under investigation."

As Thorndike and Hagen (1970:503) say, "The word association procedure is not widely used at the present time because it does not appear to provide very rich insights in the person being studied". We may agree with the point that sufficient material is not provided by the word association test to understand the personality as a meaningful whole. However, the technique can be of considerable value, particularly when the subject is not readily willing or able to discuss his problem.

The word association test may work to show emotional
complexes and as indirect measure of interests and attitudes of a person. The early experimental psychologists have seen in such association tests a tool for the exploration of thinking processes.

Maslow (1970:138) has shown its importance and says, "Free association works best in the unstructured situation just as does the Rorschach Test".

The subject's responses are not accidental occurrences. The essential frame of reference is psychoanalytical with determinism as the care concept. In actual practice, the clinician uses the response words to further probing.

As J. B. Rotter (1952:279) has described, this technique is able to acquire clues to personality of the subject in three ways —

1. By analyzing the stimulus words on which the subject 'blocks', that is, words on which his reaction-time, nature of response or behaviour deviates from his usual reaction.

2. By analyzing the association or actual responses to stimulus words on which the subject shows some emotional disturbance, blocking or otherwise.

3. By analyzing the commonness or unusualness of the subject's responses as compared to norms for his culture or for a diagnostic group.