PERSPECTIVES IN PERSONALITY MEASURES IN EDUCATION

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ABSTRACT

The paper examined perspectives in personality measures in education. Based on experiences and research evidence, the researchers rayed the common areas in personality measures. These include personality or affective testing, behavioural theories, psycho-analytic theory, major conventional techniques, advantages of testing and disadvantages of testing. The paper recommended that measures should cover all relevant vocational interests that exist in a given culture. The paper concluded that the inventory items need to be clear and simple for the understanding of any person who responds to them.

Key words: Personality, Measures, Behaviours, Testing, Vocation

INTRODUCTION

The importance of developing the, affective dimensions of pupils' behaviour has been emphasized in many important official education documents. The provision of the new policy on educational aims and objectives in the country are in the affective domain. The first is the inculcation of the right types of values and attitudes for the survival of the individual and the Nigerian society. Teacher's instructions are expected to facilitate the development in individuals of favourable attitudes toward issues of patriotism, unity, social integration, civil obligations and other socio-political ideals. As teachers strive to attain these goals, they need to ascertain on frequent and regular basis the extent to which their instructional strategies are succeeding in effecting the desired affective behavioural changes in the pupils.

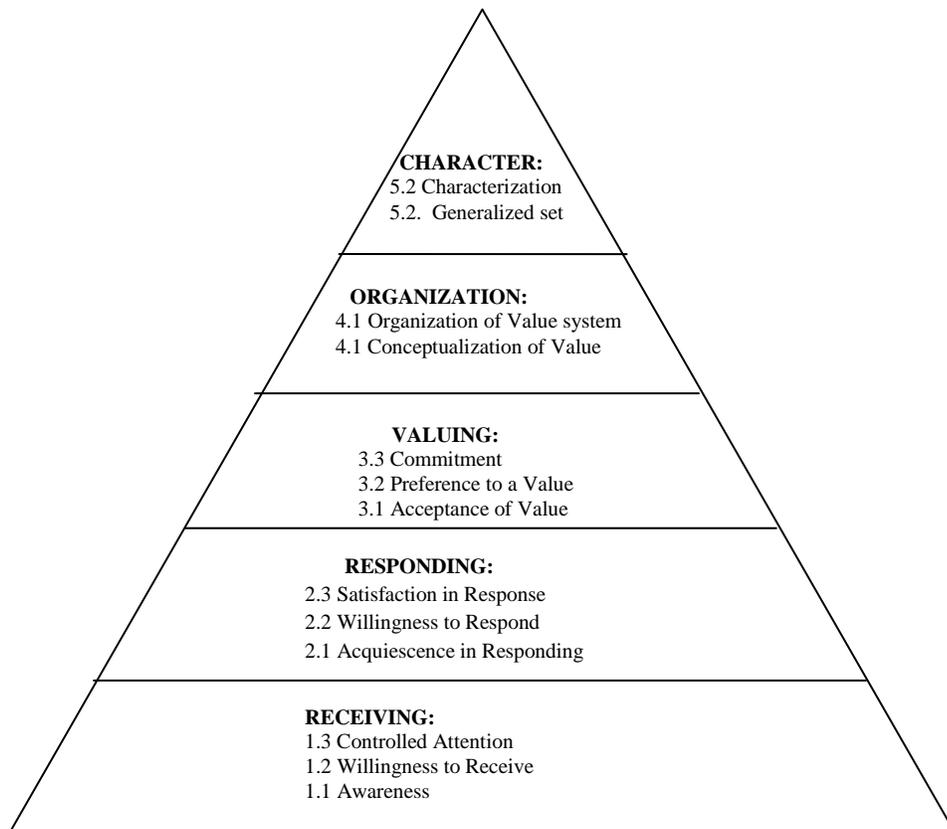This paper was, therefore, discussed under the following objectives

- ➢ Affective behaviours
- ➢ Personality measures
- ➢ Behaviours theories
- ➢ Major conventional techniques
- ➢ Advantages of testing

➤ Disadvantages of testing.

Affective behaviours: are usually described as interests, attitudes, values and appreciations. They also include temperament and personality traits of various kinds. Some traits associate with affective domain are; interests, attitudes, values, appreciation, morality, emotions, self-concept and social development. Affective behaviours depict an individual's personality.

Psychologists agree that affective behaviours refers to feelings and emotional reactions, but they have variously defined the concept with different words according to Hapkins and Stanley (1981), affective measures attempt reflect typical performances (what a person does, or feel). According to Iwuji (1997) the affective domain, is the area of learning that deals with values, attitude, interest, appreciation and commitment Bloom et al (1956) noted that the affective domains refers to the educational objectives that involve change in feelings which lead to integration of emotive reactions into the learners' character. Bloom's taxonomy of educational objective, the affective domain refers to education objectives that involve changes in feelings which lead to integration of the type of emotion reactions into the learner's character. Bloom et al(1981) identified five major hierarchical levels of effective behaviours and their sub-division

They are:

CHARACTER:
5.2 Characterization
5.2. Generalized set

ORGANIZATION:
4.1 Organization of Value system
4.1 Conceptualization of Value

VALUING:
3.3 Commitment
3.2 Preference to a Value
3.1 Acceptance of Value

RESPONDING:
2.3 Satisfaction in Response
2.2 Willingness to Respond
2.1 Acquiescence in Responding

RECEIVING:
1.3 Controlled Attention
1.2 Willingness to Receive
1.1 Awareness

Source: Bloom et al 1981

Perspective: A perspective can be referred to as a view point. It can also be referred as a particular way of seeing something. Different perspectives of one thing mean different handled.

> Encyclopedia of Education evaluation (1976) describes assessment as a multi-trait, multi-method and multi-source process of gathering information about the variable of interest. It further states that assessment is "the process of gathering the data and fashioning them into an interpretable form" Hopkin and Stanley (1981) opined that testing is a technique of obtaining information. It special virtue is that the information which it provides is organized and that the technology of testing also makes provision for determining how dependable or independable the information is.

PERSONALITY/AFFECTIVE TESTING MEASURES

The term personality takes its origin from a Greek word; 'persona' persona is the name of a 'Mask', which actors used to put on before acting a play. The persona or the personality of the actor/actress was the impression or the effect he left on the audience about himself after acting. The impression is associated with the mask or the 'persona' which the actor/actress put on to act the play.

The term personality has attracted different definitions. Some researchers view it as a social stimulus. These groups of people defined it as an individual's personality as the effect he has on people he has had contact with. He could be repulsive or likeable, domineering or submissive. In this regard the individual's reputation and impression is often deduced from his physical appearance, way of dressing, his choice of words and efficiency in use of a language. He could be vulgar, polite or harsh. (Carver & Sheler, 2000).

Some people view personality as totality of the different qualities an individual has. These include his innate dispositions, his habits, emotions, impulses, interests and attitudes Gestalt theorists criticized this definition. They argued that the idea of summing of parts to form one entity cannot be made without considering organization and integration of the parts into one wholistic entity. They therefore perceived personality as cognitive, affective and physical characteristics of an individual as it manifests itself in focal distinction from others". Some other group of scholar's such as state that one's personality develops as he tries to adapt to his environment. This group

of scholars described personality as an individual's characteristic and unique pattern of behaving as he adjusts to his environment.

Allport (1961), stated that every individual has some determining tendencies within him and that manifestation of each of these tendencies is stimulated by suitable stimuli. Allport defines personality as the dynamic organization within the individual of those psychophysical systems that determine his unique adjustment to his environment.

Higard, Antkinson and Antkinson (1971) defined personality as, 'the total pattern of characteristics ways of thinking, feeling and behaving that constitute the individual's distinctive method of relating to his environment." (P. 400). It is not worthy that all above definition have some elements of truth. Following the foregoing, personality has the following qualities:

1. It is unique to each individual. No two people have the same personality
2. It is consistent or stable. This means that the individual habitually behaves
3. in the way. A-person who get angry once a year cannot be described as hot-tempered.
4. Environmental factors stimulate manifestation of personality traits. Personality is developed as an individual tries to react to his environment.
5. The perception people have of the individual or the impact he makes on his social environment makes up his personality.
6. Personality is comprehensive. It is made of different aspects of behaviour which includes the affective, cognitive, psychomotor and physical appearance of the individual.
7. The personality of an individual is no:-perceived in bits. It is one whole complex entity produced from organization and integration of different aspects of individual's qualities.
8. Although no two individuals have exactly the same type of personality individuals are usually similar in some aspects. This enables grouping of peoples as people with similar type of personality.
9. Personality is developmental and therefore dynamic but the modification in a person's behaviour is not significant enough to prevent recognition of the individual. Personality is therefore an individual's unique way of feeling and reacting to his environment.

There are different types of personality characteristics. No single individual has all. Some personalities are positive while some are negative. Positive personality qualities are qualities that help individuals to relate well with other people. Some positive aspects of personality are friendliness and gentility some negative aspects of personality are jealousy and distrust,

Andrew (2005) defined personality as "more or less stable internal factors that make one person's behaviour consistent from one time to another and different from the behaviour other people would manifest in comparable situation." Even then the nature and essence of those 'stable internal factors' are matters of dispute among educationists and psychologists. Anatasi (1988) described personality as temperament, character, adjustment, interests, and attitudes."

Personality, according to Mkpa, and Ekennia (2006) is the sum total of all the ways of acting, thinking and feeling that are typical for a person and makes that person different from all other individuals

PERSONALITY/AFFECTIVE TESTING/MEASURES

Different psychological theories propose different techniques for assessment of personality/affective behaviours. Some of the theories are Behaviourism, psycho-analytic theory, cognitive theory, social-learning theory psycho-social theory and humanistic theory.

BEHAVIOURAL AND LEARNING THEORIES

Radical behaviorist recognizes use of only observable behaviour for personality assessment. They insist that observational techniques be used to assess personality. Behaviourists believe that what determines personality solely depends on environmental factors. They state that an individual's personality can only be assessed by observing factors in the individual's environment and his testing of those factors. Another group theorist called cognitive theorists opine that personality can best be examined through analyzing mental processes of individual such as way he solves problems, the way he evaluates issues and his reasoning patterns. They use psychological tests for personality testing.

Social learning theorists, stress that both personal values and desire to attract external reinforcement can be used to predict an individual's personality Alport (1934). A social

learning theorist says that an individual's personality can be understood through identifying what motivates his actions. Anatasi (1988) called this locus of control. He developed a Instrument called Internal-External (I-E) scale, which is an instrument that elicits internal and external locus of control for specific behaviour. An individual's locus of control reveals whether he perceives external or internal factors as what motivate him to behave in a particular way. How much the examinee anticipates internal or external reinforcement from his actions reveals his locus of control. The internal-external (I-E) scale is a self-report inventory.

PSYCHO-ANALYTIC THEORY

This theory was propounded by Sigmund Freud. He stressed that emotional reactions and personality of the individual are influence by unconscious motives. Psycho-analytics noted that behaviour is highly influenced by biological instincts such as libido, thanatos, eros, and id, which can be shaped by environmental factors, to assess an individual's affective behaviour Sigmund freud used a process called cartharis. This involves trying to dig into the individual's subconscious and unearthing the causes of his behaviours. He used processes such as hypnosis and techniques such as case study to elicit and interpret affective behaviours. Techniques such as protective test, introspective techniques and self-reports are also perceived by psycho-analytic theories as ways of assessing affective behaviours. Sigmund Freud also assessed affective behaviours through interpretation of dreams. (Onunkwo, 2000, Okpala, 2004).

Humanistic theory: Car /Rogers, a humanistic theorist developed a personality theory called self-theory. He propounds that the degree of congruence that exists between an individual's self-concept and his actual self determines his type of personality. When there is harmony between the two a healthy personality is anticipated. Rogers introduced the use of Q-sorting-techniques for personality assessment Psycho-social theory: some criteria used by the psycho-social theorists qualify people's personality are the extent to which they are aggressive, thoughtful, outgoing, emotional reserved, excitable domineering, cheerful, sensitive, curious and honest other factors assessed are level of: integrity, tactfulness, dishonesty, introversion and extroversion. The quantity of possession of each trait by a person determines how much the traits influences him. Cattle stated that each person has four types of traits. 1

- ➢ Surface trait
- ➢ Source trait

- ➤ Common trait
- ➤ Unique traits

SURFACE TRAIT IS THE OBSERVABLE BEHAVIOURS.

Source traits are the internal attributes that stimulates the surface traits. He developed questionnaire called sixteen personality factor Questionnaire for assessing them and analyzed the results with factor analysis.

MAJOR CONVENTIONAL TECHNIQUES

There are two major techniques:

Self-report and other people's perception

Self-Report

This method involves eliciting information from the assessee about how he perceives himself in relation to the trait being assessed and some self report techniques are:

Likert scales

Interview

Personality inventories

Projective techniques

2. Other people's perception

These other people are able to describe the assesses from their observation of his behaviour. This approach is therefore referred to as observational techniques. These are techniques used to assess people's affective/ personality from other people's point of view. Some observational techniques are:

CLASSIFICATION AND ASSESSMENT OF PERSONALITY/AFFECTIVE BY TYPOLOGISTS

Freud's Typology:

Based on Freud's psycho-sexual stages of personality development and the concept of fixation Sigmund Freud identified three types of personality, namely:

1) Oral-Eratic type: Oral Sadistic type, Oral passive type, The anal type and, the phallic type

Different behavioural traits are used to identify people who belong to the different personality types

The Oral-Eratic type

People who have this type of personality are those who were fixated at Freud's Oral stage. Freud states that the sensation of the sexual drive called the libido is heightened at the mouth region at infancy stage called oral stage. When the membrane of the mouth is tickled at this stage the child derives pleasure. Inadequate satisfaction (under gratification or over gratification) leads to fixation, which is characterized, by these types of personality:

Oral Passive type: These types of people were over indulged at oral stage. They are noted to be dependent.

Under self-report techniques are:

a) Likert scales
b) Interview
c) Personality inventories
d) Protective Techniques and
e) Interest inventories
f) Observational Techniques

Likert Scales

This Likert-type scale comprises a number of favourable (positive), neutral and unfavourable (negative) statements about an attitude, object, and a scale usually points on which the degrees of acceptability of each statement is checked by the subjects. Weights/scores are assigned to the various points on each scale; the higher the score, the more positive, or favourable the subjects attitude. A subject's score on the instrument is the sum of the weights assigned to all the scale points he checked. The proportion of this score to the maximum possible score, which gives an insight into the dept and direction of the subject's attitude to the subject in question.

Interview

An interview is a face to face interactional session between an interviewer and an interviewee during which both the questions asked by the interviewer and the

responses of the interviewee are communicated orally. An interview can be structured or unstructured as follows:

Structured (Standardized) Interviews

This is a type of interview in which the questions to be asked during the interview are predetermined by the interviewer. The purposes are: To be fair to all and enable achievement of the objective of the interview within a stipulated time. (Eyibe, 2014)

Unstructured Interview

This is the type of interview which does not use predetermined questions.

Two types of unstructured interview are:

a) Free interview: In this type of interview no subject matter or area is specified for discussion. The leading questions are asked by the interviewer.
b) Non-directive interview: This is a type that is used to elicit deep information from the interviewee. This type of interview is recommended by Carl Rogars. It is the non-directive interview. Rapport is established between the interviewer and the interviewee. The interviewee is given the opportunity to express himself as he desires.

ADVANTAGES OF USE OF INTERVIEW FOR PERSONALITY TESTING ARE:

a) Even illiterates who cannot read and write can be assessed with interview.
b) It is good for assessing blind students
c) Faking of information and other personality traits can be observed through observing the interviewees non-verbal expression such as facial expressions and gestures.

Inventories consist of questions that have no correct answers. The answers given by a respondee to inventory questions are usually influenced by his attitudes. Personality inventories can be described as questionnaires designed to elicit specified Affective traits of the respondents. Personality inventories can be designed to measure attributes like, study habits, introversion and extroversion, morality and social behaviours. Personality inventories consist of a premise composed with the questions and a response column. Some formats used for constructing personality inventories are:

a) Forced-Choice techniques and

b) Check-List format

Forced-choice techniques require the testee to choose options that describe him most and the one that describes him least. Forced choice technique inventories are composed with pairs of equality complimentary or equally uncomplimentary alternatives. One of the alternatives in each pair would be found more significant by a person who has a particular personality trait. The same alternative will be irrelevant to someone who has a polar trait (A trait opposite to the other trait). The respondent is required to choose one response which he likes most and the one that is his least choice from the list.

GORDON PERSONAL INVENTORY

These items in Gordon personal inventory illustrate the type of items used in forced-choice personality inventory format.

i.   Likes to work primarily with ideas
ii.   Does things at a slow pace
iii.   Very careful when making a decision
iv.   Finds a number of people hard to get along with.

The assesses is instructed to 'tick in the column 'most like me' for the item that describes his behaviour most. He should tick in the column "least like me" for the items that describes him least. Items *i' and 'iv' will be liked by one personality type while people with another type of personality will prefer items 'ii and iii'.

Projective Techniques:

These are devices used to elicit personality traits of testee from the interpretation he gives to ambiguous stimuli. It is assumed that individuals project their personality characteristics in the way they perceive techniques for personality assessment takes its root from psychoanalysis's assumption that the innermost thoughts of an individual are unconsciously expressed in   the way he perceives ambiguous stimuli which are subject to different interpretations Allport (1937) popularized what is called projective hypothesis, which states that personal interpretations of ambiguous stimuli reflect the unconscious needs, motives and conflicts of the assessee. Five types of projective techniques have been distinguished. They are:

a) Association to inkblots or words
b) Construction of stories or sequences

c) Completion of sentences or stories

d) Arrangement and selection of pictures or verbal choices

e) Expression with drawings or play

THE RORSCHACH

The Rorschach projective technique was devised by Herman Rorschach. It consists of inkblots formed by dripping ink on a piece of white paper and folding the paper systematically to form ink mark designs on it. It is suitable for five year old children. The children are asked to freely express what they think. The examiner uses non-directive approach in questioning. Rorschach inkblot technique is used for psychiatric diagnosis to predict tendency to commit suicide and other personality qualities. The validity and reliability of information obtained using Rorschach technique is difficult to determine.

INTEREST INVENTORIES;

In constructing an interest inventories, some points are important to note, All port (1937) has highlighted twelve points which he named as principles. Some of these have been paraphrased below:

1. A vocational interest inventory should be able to differentiate well between occupations and occupational groups. This is important if the inventory is to be able to measure unique differences in the interest of individuals.
2. The inventory items should be distributed so well as to cover the domain of interest "relevant to vocational choice". This is essential to ensure that measurement covers all relevant vocational interests that exist in a given culture.
3. The inventory item needs to be clear and simple for the understanding of any person who responds to them.
4. As much as possible, the items should be free from response bias.
5. The use of occupational titles should be avoided. This is for the simple reason that many respondents may not know the meanings of some of the occupational titles merely listed as items. Such lack of knowledge reduces the validity of the inventory.
6. Some means of checking on "the confidence which can be placed in the answers of the inventory" need to be provided.

7. The inventory must be highly reliable and suitable to ensure that the responses of an individual are consistent within a short long period of time. The measure of consistency must come from the responses of each individual.

Observational Techniques

According to Nkwocha (2004) "the eye witnessed of manifested behaviuor. Behaviour observed should be recorded immediately to enhance the objectivity of the information obtained through observation.

Some instruments used for recording observed traits are:

a. Check list
b. Notebooks
c. Rating scales
d. Context maps and
e. Video machines

Observation can be systematic or unsystematic. It is systematic when the traits to be assessed are predetermined and unsystematic when they are not predetermined. Information noted through unsystematic observation could be seen in diaries and biographical records.

ADVANTAGES OF PERSONALITY TESTS

Personality test is used in clinical settings to identify personal problems and psychopathologies as well as in counseling, and guidance contexts. Counselors use personality inventories or questionnaires to collect objective evidence to compare subjectively judgments already at hand. Personality tests can help individuals gain insight into their own behaviour, self-reporting technique such as interest inventories, adjustment inventories, attitude scales I and problem check list. This involves asking an individual what he/she thinks/feels, says and does. As the individual responds to the question, they are likely to gain insight into their own behaviour. (Mkpa & Ekennia, 2006). Personality tests can help describe an individual systematically, diagnose a problem, give an indication of growth or change in behaviour and predict behaviour. The use of personality assessment tools such as peer appraisal, projective, observational and techniques will help collect valid information. They can help describe a person

systematically and diagnose his problems. Personality tests can be used to evaluate change after therapy, growth groups, and assertiveness of training programmes

Personality assessment is often utilized during recruitment and selection in order to examine the gap between the individual and the work environment. The most commonly used personality inventories -include the sixteen personality factor questionnaire (16 PF) and Myers-Bru's type of indictor (MBTI) (Andrews, 2005). Personality test is used by some corporations and companies to match candidates with specific job needs. Personality test is extensively used in research studies especially in psychological research. For example to enter into executive training program, a person may have to rank exceptionally high in assertiveness and tolerance for stress and moderately high in social conformity (Wortmen and Loffas 1999).

DISADVANTAGES OF PERSONALITY TESTS

Personality tests are part of the affective domain and are not as valid and reliable as most of the attitude and achievement tests that make up the cognitive domain. They provide only a good estimate of the trait or skill they are designed to measure. Important decisions about a person should never be made solely on the basis of one test score. Personality tests can possibly fall into the wrong hands and or be interpreted by unqualified persons thereby subjecting the examiner to biased treatment. (Mkpa & Ekennia, 2006).

Personality and adjustment inventories have been criticized for invading into people's privacy. Many of these instruments ask individuals to respond to questions on sensitive areas such as family relationship, sexual attitudes and behaviours, religious beliefs, questions of these sorts are viewed as invasion of privacy. The knowledge of personality test score with opportunity to discuss further may be detrimental; to the individual. A severe personality disorder may occur when a maladjusted person is given his score on a personality text. There is the possibility that the personality test result may fall into the wrong hands. When this happens it will be detrimental to the examinee.(Onunkwo, 2002).

The behaviours measured by personality inventories as contrasted of other kinds of tests are more changing and fluid. This leads to complications in determining test reliability and validity; also the search for adequate criterion data to establish validity of adequate characterizations of the individual behaviour in a real life situation. Personality

test especially personality inventories and behavioural observation have not proved very satisfactory (Higard, Alkinson & ABanson 1971).

RECOMMENDATIONS AND DIRECTIONS

The following recommendations are made based on the study:

1. Teachers must ensure the inculcation of the right values and attitudes
2. Teachers must ensure that their instructional strategies are succeeding in affecting desired affective behavioural changes
3. Teachers must ensure that effective behaviours depict industrial personality
4. Teachers and researchers must ensure that the higher the score, the more positive or favourable the subjects attitude.

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