

Very Short Answer Questions

Q. 1. What is self?

Ans. Self refers to the totality of an individual's conscious experiences, ideas, thoughts and feelings with regard to himself or herself. For example, an adivasi or an Indian. A newly born child has no idea about his self. As a child grows older, the idea of self emerges and its formation begins. Parents, friends, teachers, etc., help in this. Our interaction with other people, our experiences, and the meaning we give to them, serve as the basis of our self.

Q. 2. What is personal identity?

Ans. Personal identity refers to those attributes of a person that make him or her different from others. For example, I am Sanjana or I am honest.

Q. 3. Explain the term social identity.

Ans. Social identity refers to those aspects of a person that link him or her to a social or cultural group. For example, he is a Hindu or an adivasi.

Q. 4. Differentiate between self as a subject and self as an object.

Ans. Self is described as a subject, who does something (e.g., I am a dancer) and as an object on which something is done (e.g., I am the one who easily gets hurt).

Q. 5. What is 'self-concept'?

Ans. The way we perceive ourselves (as either positive or negative) and the ideas we hold about our competencies and attributes is called self-concept. For e.g., view of an individual's academic talents. At a more specific level, a person may have positive view of his athletic bravery but a negative view of academic talents. At an even more specific level, one may have a positive view about one's reading ability but a negative one about one's mathematical skills.

Q. 6. What is 'self-esteem'?

Ans. The judgment a person makes about his value or worth is called self-esteem. It can be high or low. Children with high academic self-esteem perform better in school than those with low academic self-esteem. Children with high social self-esteem are more liked by their peers than those with low social self-esteem.

Q. 7. What are the characteristics of people with low self esteem?

Ans. Children with low self-esteem display anxiety, depression and increasing antisocial behaviour.

Q. 8. What is 'self-efficacy'?

Ans. A person who believes that she/he has ability or behaviours required by a particular situation demonstrates high self-efficacy. A strong self-efficacy sense allows us to select, influence, and construct the circumstances of our life. Strong self-efficacy people are less fearful. Self-efficacy can be developed with the help of society, parents and our own positive experiences as they present positive models during formative years of childhood. The notion of self-efficacy is based on Bandura's social learning theory. His initial studies showed that children and adults learned behaviour by observing and imitating others. People's expectations of mastery or achievement and their convictions about their own effectiveness determine the type of behaviour they would engage in. The amount of risk they would undertake also determines this. For example, people with high self-efficacy stop smoking the moment they decide to do so.

Q. 9. What is 'self-regulation'?

Ans. Self-regulation refers to our ability to organize and monitor our own behavior. People who can change their behavior according to demands of the external environment are high on self-monitoring. Resistance to situational pressures and control over ourselves is possible through will-power.

Q. 10. What is self-control or delay of gratification?

Ans. Learning to delay or defer the gratification of needs is called self-control. For example, fasting in vrata or roza.

Q. 11. Define personality.

[CBSE (AI) 2013]

Ans. Personality refers to our characteristic ways of responding to individuals and situations. For example, a person who is socially active, assertive, talkative and fun-loving is an extravert personality. Personality refers to unique and relatively stable qualities that characterize an individual's behaviour across different situations over a period of time. Consistency in behaviour, thought and emotion of an individual across situations and time-periods characterizes his/her personality. For example, an honest person is more likely to remain honest irrespective of time or situation.

Q. 12. Describe any two factors from the 5-Factor Model of Personality. (Write any two)

Ans. The Big Five Factors include:

Openness to experience: Those who score high on this factor are imaginative, curious, open to new ideas, and interested in cultural pursuits. In contrast, those who score low are rigid.

Extraversion: It characterizes people who are socially active, assertive, talkative and fun-loving. On its opposite are people who are shy.

Agreeableness: This factor characterises people who are helpful, co-operative, friendly, caring, and nurturing. On the opposite are people who are hostile and self-centered.

Neuroticism: People who score high on this factor are emotionally unstable, anxious, worried, fearful, distressed, irritable and hypertensive. On the opposite side are people who are well adjusted.

Conscientiousness: Those who score high on this factor are achievement-oriented, dependable, responsible, prudent, hardworking and self-controlled. On the opposite are people who are impulsive.

Q. 13. Give the characteristics of extroverts.

Ans. Extroverts are sociable, outgoing, active, gregarious, impulsive, thrill-seeking, assertive, talkative, fun-loving, drawn to occupations that allow dealing directly with people and react to stress by trying to lose themselves among people and social activity.

Q. 14. What are defence mechanisms?

Ans. Human behaviour reflects an attempt to deal with or escape from anxiety. Freud described various defence mechanisms which people use to reduce anxiety by distorting reality.

Q. 15. Explain the term 'reaction formation'.

[CBSE Delhi 2014]

Ans. Reaction Formation is a type of defence mechanism in which a person defends against anxiety by adopting behaviours opposite to his or her true feelings. For e.g. a person with strong sexual urges channelises his or her energy into religious fervour.

Q. 16. What is meant by structured personality tests?

Ans. Structured personality tests require subjects to give responses using some kind of rating scale. The subject reports his/her feeling objectively with respect to various items. For example, self-report measures.

Q. 17. Elaborate the Existential theory of personality.

Ans. Existentialism emphasizes avoiding powerlessness, loneliness, emptiness, and inability to find meaning and value in our lives. This can be achieved by taking responsibility and by living genuine and authentic lives.

Q. 18. What is assessment?

Ans. Assessment refers to measurement of psychological attributes of individuals and their evaluation using scientific testing procedures.

Q. 19. Differentiate between formal and informal assessment.

Ans. Formal assessment is objective, standardized and organized while informal assessment varies from case to case, from one assessor to another and is open to subjective interpretations.

Q. 20. Explain any two methods used for psychological assessment. (Write any two)

Ans. The methods for psychological assessment are:

Self-report Measures: These are fairly structured measures, often based on theory, that require subjects to give verbal responses using some kind of rating scale. The method requires the subject to objectively report her/his own feelings with respect to various items. The responses are accepted at their face value. They are scored in quantitative terms and interpreted on the basis of norms developed for the test.

Projective Techniques: Projective techniques were developed to assess unconscious motives and feelings. These techniques are based on the assumption that a less structured or unstructured stimulus or situation will allow the individual to project her/his feelings, desires and needs on to that situation. These projections are interpreted by experts. A variety of projective techniques have been developed; they use various kinds of stimulus materials and situations for assessing personality. Some of them require reporting associations with stimuli (e.g., words, inkblots), some involve story writing around pictures, some require sentence completions, some require expression through drawings.

Interview: This involves seeking information from a person on a one-to-one basis. This can be structured or unstructured. For example, an employer selecting employees for his/her organization.

Observation: This involves employing systematic, organized and objective procedures to record behavioural phenomenon occurring in a natural situation. This can be participant or non-participant in nature. E.g., observing mother-child interactions.

Q. 21. What is naturalistic observation?

Ans. Naturalistic observation is observation in a natural setting. For example, observing how people behave in response to a heavy discount provided by a shop.

Q. 22. Explain participant observation.

Ans. In participant observation, the observer may become part of the group being observed. In this the observer takes some time to establish a rapport with the group so that they start accepting him/her as one of the group members. E.g., a teacher may become a part with students playing in the play-ground.

Q. 23. Critically evaluate the method of behaviour rating for assessing personality.

Ans. Behaviour ratings are used for assessment of personality in educational and industrial settings. In this individuals are put into certain categories in terms of their behavioural qualities. These ratings have drawbacks such as halo effect, middle category bias and extreme response bias.

Q. 24. Describe nomination as a method of assessment.

Ans. This method is used in obtaining peer assessment. In this each person is asked to choose one or more persons of the group with whom she/he would like to work, study, play or participate in a activity. The person may be asked to specify the reason for his or her choices.

Q. 25. What are situational tests?

Ans. The most commonly used test of this kind is the situational stress test. It involves a kind of role-playing in which a person performs a task with other persons who are noncooperative and interfering. Thus this test provides us with information about how a person behaves under stressful situations.

Short Answer Questions - I

Q. 1. State the techniques of self-control. [CBSE Delhi 2014; (AI) 2013]

Ans. The psychological techniques of self-control are:

- I. Observation of our own behaviour: This refers to changing, modifying or strengthening certain aspects of self.
- II. Self instruction: This refers to instructing ourselves to do something and behave accordingly.
- III. Self-reinforcement: This involves rewarding behaviours that have pleasant consequences. For, e.g., going to a movie after doing well in exams.

Q. 2. How parents can contribute in developing self-esteem of the child?

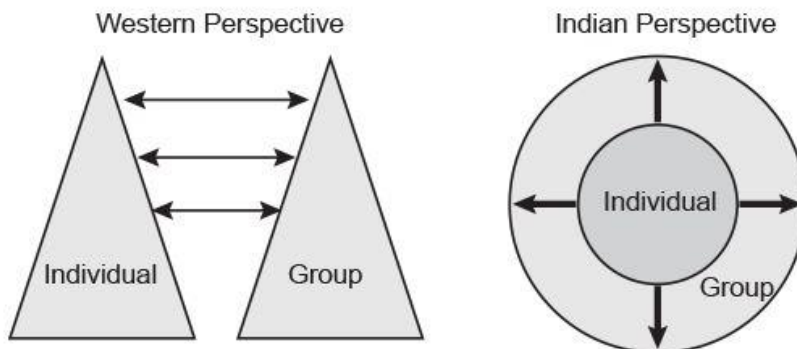
Ans. Warm and positive parenting helps in development of high self-esteem among children as it allows them to know that they are accepted as competent and worthwhile. Children whose parents help or make decisions for them even when they do not need assistance, often suffer from low self-esteem.

Q. 3. Describe the relationship between culture and self.

OR

Explain the views of self in different cultures. [CBSE (AI) 2014]

Ans. Many aspects of self are linked with the characteristic features of the culture in which one lives. Analysis of self in Indian cultural context shows many features that are distinct from those found in the Western cultural context. Western cultures are characterized as individualistic, with rigid boundaries between self and others, whereas Asian cultures are characterized as collectivistic with flexible boundaries between self and others.



Self and Group Boundaries in Western and Indian Cultural Perspectives

Q. 4. Describe the features of personality

Ans. Personality is characterised by the following features:

- I. It has both physical and psychological components.
- II. Its expression in terms of behaviour is fairly unique in a given individual.
- III. Its main features do not easily change with time.
- IV. It is dynamic in the sense that some of its features may change due to internal or external situational demands, i.e. adaptive to situations.

Q. 5. Is personality a dynamic organization? Explain.

Ans. Dynamic means change due to internal or external demands. Allport proposed that individuals possess a number of traits which are dynamic in nature. They determine behaviour in such a manner that an individual approaches different situations with similar plans. He acknowledged that people sharing the same traits might express them in different ways, and any variation in traits would elicit a different response in the same situation.

Q. 6. Explain the interactional approach to personality. *[CBSE (AI) 2013]*

Ans. The interactional approach to the study of personality holds that situational characteristics play an important role in determining our behaviour. People may behave as dependent or independent not because of their internal personality trait, but because of external rewards or threats available in a particular situation. For example, people's behaviour in a market, courtroom or a place of worship.

Q. 7. Discuss personality types given by Sheldon.

Ans. Sheldon proposed the following personality types:

- i. **Endomorphs:** They are fat, soft and round. By temperament they are relaxed and sociable.
- ii. **Mesomorphs:** They have strong musculature, are rectangular with a strong body build. They are energetic and courageous.
- iii. **Ectomorphs:** They are thin, long, fragile in body build. They are brainy, artistic and introvert.

Q. 8. Describe Eysenck's theory of personality.

Ans. H. J. Eysenck proposed that personality could be reduced into three dimensions:

- i. **Neuroticism vs. Emotional Stability:** At one end of the dimension there are people who are neurotic who are anxious, moody, touchy, restless and quickly lose control. At the other extreme lie people who are calm, even-tempered, reliable and remain under control.

- ii. **Extraversion vs. Introversion:** At one extreme are people who are outgoing, active, gregarious, impulsive and thrill-seeking while at the other end are people who are withdrawn, passive quiet, cautious and reserved.
- iii. **Psychoticism vs. Sociability:** A psychotic person is hostile, egocentric and antisocial.

Q. 9. What are the three levels of consciousness proposed by Sigmund Freud?

Ans. Freud described the human mind in terms of three levels of consciousness:

- i. **Conscious:** It includes the thoughts, feelings and actions of which people are aware.
- ii. **Preconscious:** It includes mental activity of which people may become aware only if they attend to it closely.
- iii. **Unconscious:** It includes mental activity that people are unaware of.

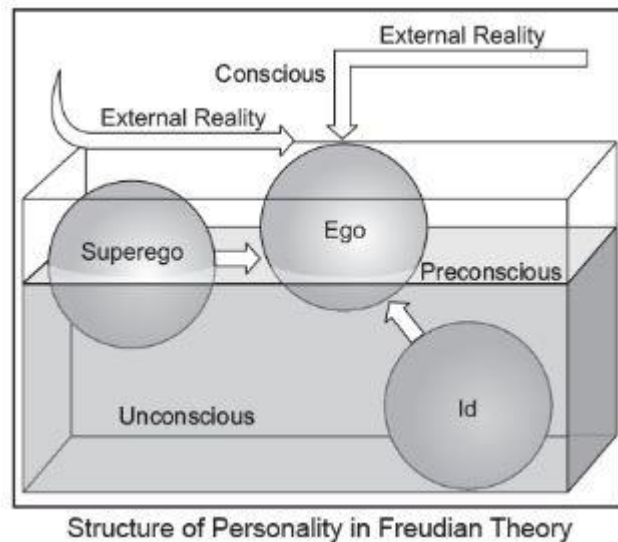
Q. 10. Describe the unconscious as stated by Freud.

Ans. According to **Freud**, the unconscious is a reservoir of instinctive or animal drives, which also stores all ideas and wishes that are concealed from conscious awareness, perhaps because they lead to psychological conflicts. Most of these arise from sexual desires which cannot be expressed openly and therefore are repressed. People constantly struggle to find either some socially acceptable ways to express unconscious impulses, or to keep those impulses away from being expressed. Unsuccessful resolution of conflicts results in abnormal behaviour. Analysis of forgetting, mispronunciations, jokes and dreams provide us a means to approach the unconscious. Freud developed a therapeutic procedure, called psychoanalysis, whose basic goal is to bring the repressed unconscious materials to consciousness, helping people live in a more self-aware and integrated manner.

Q. 11. Describe the structure of personality.

Ans. According to Freud, there are three structural elements of personality:

- i. **Id:** It deals with immediate gratification of primitive needs, sexual desires and aggressive impulses. It is based on the pleasure principle in which people seek pleasure and try to avoid pain. For example, a boy who wants an ice-cream cone, will grab the cone and eat it.
- ii. **Ego:** It grows out of id, and seeks to satisfy an individual's instinctual needs in accordance with reality. It works on the reality principle. For example, a boy who wants an ice-cream cone, will ask for permission to eat the cone.
- iii. **Superego:** The superego tells the id and ego whether gratification in a particular instance is ethical. It is the administrative division of personality. For example a boy who wants an icecream cone, his superego will indicate whether his behaviour is morally correct. Obtaining the ice-cream cone will create guilt, fear or anxiety in the boy.



Unconscious is composed of these three competing forces. In some people, the id is stronger while in others it is the superego. The relative strength of the id, ego and superego determines each person's stability. The instinctual life force that energizes the id is called libido. It works on the pleasure principle, and seeks immediate gratification.

Q. 12. Describe the theory by Jung.

Ans. Jung developed analytical theory of personality in which he claimed that there was a collective unconscious consisting of archetypes or primordial images. These are found in myths, dreams and arts of all mankind.

Q. 13. Describe the theory by Karen Horney.

[CBSE (AI) 2015]

Ans. Karen Horney criticized Freud's theory in his treatment of women as inferior. She claimed that women are more likely to be affected by social and cultural factors than by biological factors. She argued that psychological disorders were caused by disturbed interpersonal relationships during childhood. Indifferent, discouraging and erratic behaviour of parents makes the child feel insecure and basic anxiety results. If parents are indifferent or dominant or show too much or too little approval, children feel isolated and helpless which interfere with their healthy development.

Q. 14. Describe the theory by Alfred Adler.

[CBSE (AI) 2015]

Ans. Alfred Adler is known as individual psychology in which he assumes that human behaviour is purposeful and goal-directed. Our personal goals are the sources of our motivation. In Adler's view every individual suffers from the feelings of inadequacy and guilt i.e., inferiority complex which arise from childhood. Overcoming this complex is essential for optimal personality development.

Q. 15. Discuss Erich Fromm's theory of personality

Ans. Erich Fromm viewed human beings as social beings who could be understood in terms of the relationship with others. He argued that psychological qualities such as growth and realization of potentials resulted from desire for freedom and striving for justice and truth.

Q. 16. Discuss Erikson's concept of identity crisis. [CBSE Delhi 2016; (AI) 2016]

Ans. Erik Erikson laid stress on rational, conscious ego processes in personality development. He viewed development as a life-long process with a central place granted to ego identity. His concept of identity crisis of adolescent age has shown considerable attention. The primary task of adolescence is to establish an identity separate from their parents. In this process, the adolescents experience conflict with their parents and with themselves. Those who are not able to cope with this identity crisis are confused. This 'identity confusion', according to Erikson, can lead them to isolate themselves from their peers and family, or they lose their identity in the crowd. Adolescents on one hand may desire independence and at the same time show a great deal of dependence on their parents. Rapid fluctuations of self-confidence and insecurity are typical of this stage.

Q. 17. Describe the behavioural approach to the study of personality.

[CBSE Delhi 2016; (AI) 2013]

Ans. Behaviourists believe in data which are definable, observable, measurable and scientifically verifiable. They focus on learning of stimulus-response connections and their reinforcement. Personality is not biologically determined and is learned through classical conditioning, operant conditioning and modelling. The principles of theories of classical conditioning (Pavlov), instrumental conditioning (Skinner) and observational learning (Bandura) have been widely used in developing personality theories. A response is the structural unit of behaviour. If a particular response is positively reinforced, then it is repeated again and again and becomes a part of habit. Personality is basically a bundle of habits. For example, initially children eat vegetables such as spinach, pumpkin and gourds because of appreciation or reinforcement from their parents, but later they develop the taste of these vegetables.

Q. 18. Describe the cultural approach to the study of personality.

Ans. This approach attempts to understand personality in relation to the features of ecological and cultural environment. In agricultural societies, children are socialized to be obedient to elders, nurturant to youngsters and responsible to their duties. In contrast hunting-gathering societies show independence, autonomy and are achievement-oriented.

Q. 19. Describe the humanistic approach to personality.

[CBSE (AI) 2012, 2013, 2016]

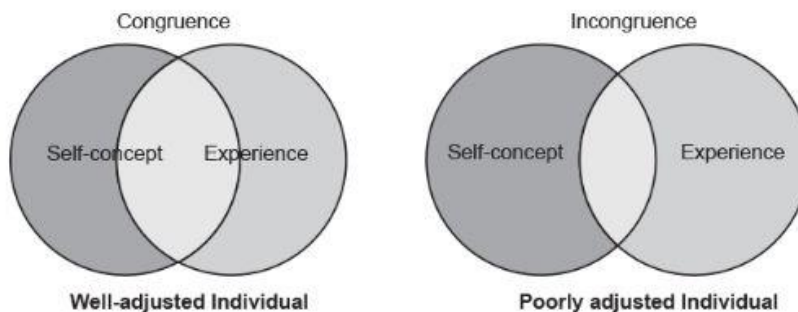
Ans. Humanistic approach to personality was proposed by Carl Rogers and Abraham Maslow, emphasise personal responsibility and innovate tendencies towards personal growth. They focus on the importance of people’s subjective attitudes, feelings and beliefs, especially with regard to the self. Human beings are most creative, growing, fully functioning and self-actualising people, fulfillment is the motivating force for personality development. Psychologically healthy persons live life to the fullest.

Two assumptions by Rogers are that

Behaviour is goal directed or worthwhile

People choose adaptive and self-actualising behaviour

Humanistic theories emphasise personal responsibility and innovate tendencies toward personal growth. They focus on the importance of people’s subjective attitudes, feelings and beliefs especially with regard to the self. Human beings are most creative, growing, fully functioning and self-actualising people. Psychologically healthy persons live life to the fullest. Rogers suggest that each person has a concept of ideal self, what a person would like to be. When there is a correspondence between real self and ideal self, a person is generally happy. Discrepancy between real self and ideal self results in unhappiness and dissatisfaction. People have a tendency to maximize self-concept through selfactualisation. When a person has high self-concept, s/he has a high self-esteem and vice-versa. People with high self-esteem are flexible and open to new experiences. An atmosphere of unconditional positive regard must be created in order to ensure enhancement of people’s self-concept. This theory emphasizes the significance of positive aspects of life which may be supported by the following diagram.



Pattern of Adjustment and Self-concept

Q. 20. What are self-report measures? Explain three self-report measures with examples. *[CBSE Delhi 2015]*

Ans. Self-report measures are structured measures that require subjects to give responses using some kind of rating scale. Some of the self-report measures are:

- i. The Minnesota Multiphase Personality Inventory (MMPI):** It contains 567 statements in which the subject has to state true or false. The test is divided into 10 subsets and diagnoses depression, hysteria, psychopathology, schizophrenia, mania, social-introversion etc.
- ii. Eysenck Personality Questionnaire (EPQ):** This test measures personality traits on three dimensions Introversion-Extraversion, Neuroticism-Emotional stability and Psychoticism-Sociability.
- iii. Sixteen Personality Factor Questionnaire (16 PF):** This test was developed by Cattell. On the basis of his studies, he identified a large set of personality descriptors, which were subjected to factor analysis to identify the basic personality structure. This test provides with declarative statements and the subject responds to a specific situation by choosing from a set of given alternatives.

Short Answer Questions – II

Q. 1. Differentiate between personal self and social self-giving examples.

Ans. Personal self: The biological self (e.g., a child cries when it is hungry which is based on reflex) modifies itself in context of socio-cultural environment and other components of personal self-emerge such as personal freedom, personal responsibility, personal achievement or personal comforts.

Social self: This emerges in relation with others and emphasizes such aspects of life as cooperation, unity, affiliation, sacrifice, support or sharing. This self-values family and social relationships. Hence it is also called familial or relational self.

Q. 2. Differentiate between type and trait approaches to personality. Give suitable examples.

[CBSE Delhi 2015]

Ans. Type approaches comprehend human personality by examining certain broad patterns in the observed behavioural characteristics of individuals.

For example, Type-A personality possess high motivation, lack patience, feel short of time, are in a great hurry and always feel burdened with work.

Trait approach focuses on the specific psychological attributes along which individuals tend to differ in consistent and stable ways.

For example, an individual with extraversion traits are active, gregarious, impulsive and thrill-seeking.

Q. 3. State the characteristics of Type A, Type B, Type C and Type D personality.

Ans. Type A personality possess high motivation, lack patience, feel short of time, seem to be in a hurry and feel burdened with work. They are susceptible to problems like hypertension and coronary heart disease.

Type B personality are individuals who have absence of Type-A traits.

Type C personality are prone to cancer. Individual characterised by this personality are cooperative, unassertive and patient. They suppress their negative emotions such as anger and show compliance to authority.

Type D personality are people characterised by proneness to depression.

Q. 4. Compare the trait approaches given by Allport and Cattell to understand personality.

Ans. Allport proposed that individuals possess a number of traits, which are dynamic in nature. He categorized traits as follows:

- a. **Cardinal traits:** These indicate the goal around which a person's entire life seems to revolve. For example, Mahatma Gandhi's non-violence is identified as Gandhian trait.
- b. **Central traits:** These traits like warm, sincere, diligent are often used in writing a job recommendation.
- c. **Secondary traits:** These are least generalized characteristics such as 'likes mangoes' or 'prefers ethnic clothes'.

Cattell developed a common personality structure on which a person differs. He applied a statistical technique called factor analysis to discover the common structures. He distinguished between source traits and surface traits, source traits are stable and considered as building blocks of personality. Surface traits result out of interaction with source traits. He developed a test called 16 PF (16 Personality Factors) for the assessment of personality.

Q. 5. Describe the unconscious as described by Sigmund Freud.

Ans. According to Freud, the unconscious is a reservoir of instinctive and animal drives. It also stores all ideas and wishes that are concealed from conscious awareness because they lead to psychological conflicts. The sexual desires cannot be expressed openly and are therefore repressed. People constantly struggle to find socially acceptable ways to express these unconscious impulses or to keep those impulses away from being expressed. Unsuccessful resolution of conflicts results in abnormal behaviour. Analysis of forgetting, mispronunciations, jokes and dreams provide us with a means to approach the unconscious. The basic goal of psychoanalytic therapy is to bring the repressed unconscious material into consciousness, thereby helping people to live in a more self-aware and integrated manner.

Q. 6. How is fixation different from regression?

Ans. Failure of a child to pass successfully through a stage leads to fixation to the stage.

For example a child who does not pass successfully through the phallic stage fails to resolve the Oedipus complex and may still feel hostile toward parent of the same sex. He may consider that men are generally hostile and may want to relate to females in a dependable relationship.

Regression occurs when a person's resolution of problems at any stage of development is less than adequate. In this situation, people display behaviours typical of a less mature stage of development.

Q. 7. Differentiate between repression and regression.

Ans. In **Repression** anxiety-provoking behaviours or thoughts are totally dismissed by the unconscious. When people repress a feeling or desire, they become totally unaware of that wish or desire. **Regression** occurs when a person's resolution of problems at

any stage of development is less than adequate. In this situation, people display behaviours typical of a less mature stage of development.

Q. 8. What are defence mechanisms? Differentiate between repression and denial.
[CBSE (AI) 2012]

OR

What are defence mechanisms? Explain repression.

[CBSE Delhi 2016]

Ans. Human behaviour reflects an attempt to deal with or escape from anxiety. Freud described various defence mechanisms which people use to reduce anxiety by distorting reality. Differences between repression and denial are:

Repression: In this anxiety-provoking behaviours or thoughts are totally dismissed by the unconscious. For e.g., when people repress a feeling or desire, they become totally unaware of that wish or desire.

Denial: In this a person totally refuses to accept reality. For e.g., someone suffering from HIV/AIDS may altogether deny his or her illness.

Q. 9. Explain ego defence mechanisms. Illustrate with examples, the projection as a defence mechanism.
[CBSE Delhi 2014]

Ans. According to Freud, defence mechanisms are ways in which the ego unconsciously tries to cope with unacceptable Id desires or impulses. Human behaviour reflects an attempt to deal with or escape from anxiety. Freud described various defence mechanisms which people use to reduce anxiety by distorting reality. Defence mechanisms reduce anxiety temporarily. The optimum use of defence mechanisms is useful, normal and adaptive but excessive use is harmful which can even lead to distortion of reality and develop various forms of maladjustment and psychological problems. In projection people attribute their own traits to others. For e.g., a person who has strong aggressive tendencies may see other people as acting in an excessively aggressive way towards him or her. By means of projection an individual

blames others for his own shortcomings, mistakes, anxiety, guilt, misdeeds.

blames others for his own unacceptable impulses, thoughts and desires.

For example, a student failing in an examination blames either fate for being bad or the teacher for being unfair.

Q. 10. What are the major criticisms against the psychodynamic theories?

Ans. The major criticisms of psychodynamic theories are as follows:

- i. The theories are largely based on case studies that lack a scientific basis.
- ii. They use small and atypical individuals as samples for advancing generalizations.

- iii. The concepts are not properly defined and it is difficult to submit them to scientific testing.
- iv. Freud has used males as the prototype of all human personality development. He overlooked female experiences and perspectives.

Q. 11. Differentiate between personality inventories and projective techniques.

Ans.

- i. Personality inventories are structured measures. The stimuli in projective techniques are unstructured and poorly defined.
- ii. In personality inventories responses are given on some kind of rating scale, scored in quantitative terms and on some kind of rating scale, scored in quantitative terms and interpreted on the basis of norms developed for the test. Scoring and interpretation in projective techniques are lengthy and subjective.
- iii. Personality inventories require the subject to objectively report his/her feelings. Projective techniques assess unconscious motives and feelings.
- iv. Example of personality inventories–Eysenck Personality Questionnaire (EPQ). Example of projective technique–Thematic Apperception Test (TAT).

Q. 12. Describe the limitations of self-report measures.

OR

Explain any two problems associated with their (self-report measures) use for personality assessment.

[CBSE Delhi 2015]

Ans. The self-report measures suffer from a number of problems:

- i. Social desirability: It is a tendency on the part of the respondent to endorse items in a socially desirable manner.
- ii. Acquiescence: It is a tendency of the subject to agree with items/ questions irrespective of their contents. It often appears in the form of saying 'yes' to items.

Q. 13. Define observation. Explain the limitations of observation as a method to evaluate personality.

Ans. Observation involves employing systematic, organized and objective procedures to record behavioural phenomenon occurring in a natural situation. This can be participant or non-participant in nature. E.g., observing mother-child interactions. The limitations of the observation method are:

- i. This requires a professionally trained psychologist.
- ii. The psychologist should be matured to conduct the observations.
- iii. The mere presence of the observer may contaminate the results.

Q. 14. Explain the techniques of behavioural analysis used in personality assessment.

Ans. The techniques of behavioural analysis used in personality assessment are:

Interview: This involves seeking information from a person on a one-to-one basis. This can be structured or unstructured. For example, an employer selecting employees for his/her organization.

Observation: This involves employing systematic, organized and objective procedures to record behavioural phenomenon occurring in a natural situation. This can be participant or non-participant in nature. E.g. observing mother-child interactions.

Behaviour ratings are used for assessment of personality in educational and industrial settings. In this individuals are put into certain categories in terms of their behavioural qualities. These ratings have drawbacks such as halo effect, middle category bias and extreme response bias.

Nomination: This method is used in obtaining peer assessment. In this each person is asked to choose one or more persons of the group with whom s/he would like to work, study, play or participate in a activity. The person may be asked to specify the reason for his or her choices.

Situational Tests: The most commonly used test of this kind is the situational stress test. It involves a kind of role-playing in which a person performs a task with other persons who are non-cooperative and interfering. Thus this test provides us with information about how a person behaves under stressful situations.

Q. 15. What are behaviour ratings? Give two limitations of behaviour ratings.

OR

Explain behaviour ratings used in assessment of personality.

[CBSE Delhi 2014; (AI) 2014]

Ans. In Behavioural ratings the subjects are asked to put individuals whom they know into categories in terms of their behavioural qualities. The categories may involve numbers or descriptive adjectives. Behaviour ratings are used for assessment of personality in educational and industrial settings. In this, individuals are put into certain categories or ratings in terms of their behavioural qualities such as strongly disagree, disagree, neutral, agree and strongly agree. Limitations of behaviour ratings are:

- a. A favourable or unfavourable trait forms a basis of a rater's overall judgment of a person. This tendency is known as halo effect.
- b. Raters have a tendency to place individuals either in the middle of the scale (called middle category bias) or in extreme positions (called extreme response bias).

Long Answer Questions

Q. 1. What is meant by delay of gratification? Discuss the techniques used for self-control. *[CBSE Delhi 2011; (AI) 2011]*

Ans. Learning to delay or defer the gratification of needs is called self-control. For example, fasting in vrata or roza.

The psychological techniques of self-control are:

- i. **Observation of our own behaviour:** This refers to changing, modifying or strengthening certain aspects of self.
- ii. **Self instruction:** This refers to instructing ourselves to do something and behave accordingly.
- iii. **Self-reinforcement:** This involves rewarding behaviours that have pleasant consequences. For e.g. going to a movie after doing well in exams.

Q. 2. Describe different stages of personality development proposed by Freud.

Ans. The stages of personality are:

- i. **Oral Stage:** It spans between 0 to 1.5 years of age in which the newborn's or the infant's mouth is the pleasure seeking centre. The infant achieves oral gratification through feeding, thumb sucking, biting and babbling.
- ii. **Anal Stage:** It spans between 1.5 to 3 years of age in which the anal area gives pleasurable feelings. The child experiences pleasure by retention or expulsion of bowels.
- iii. **Phallic Stage:** This stage spans between 3 to 6 years of age and the pleasure seeking area are the genitals. The children begin to realize the relationship between males and females and become aware of the relationship between their parents. The male child experiences the Oedipus complex which involves love for the mother, hostility towards the father and the consequent fear of punishment or castration by the father (Oedipus was a Greek king who unknowingly killed his father and then married his mother). The girls at this stage develop Electra complex in which the girls shows love for their father and symbolically marry him and raise a family (Electra was a Greek character who induced her brother to kill their mother). By the end of this stage, the Oedipus complex and the Electra complex are resolved in which boys give up sexual feelings for their mothers and begin to see their fathers as role models rather than as rivals while the girls give up their sexual desires for their father and identify with their mother.
- iv. **Latency Stage:** This stage spans between 6 to 12 years of age. During this period the child continues to grow physically, but sexual urges are relatively

inactive. Much of the child's energy is channeled into social or achievement-related activities.

- v. **Genital Stage:** This stage spans between 12 to 18 years of age and the repressed feelings of the earlier stages are once again exhibited. People learn to deal with members of opposite sex in a socially and sexually matured way.

Q. 3. What are defence mechanisms? Explain with examples.

Ans. According to Freud, defence mechanisms are ways in which the ego unconsciously tries to cope with unacceptable Id desires or impulses. Human behaviour reflects an attempt to deal with or escape from anxiety. Freud described various defence mechanisms which people use to reduce anxiety by distorting reality. Defence mechanisms reduce anxiety temporarily. The optimum use of defence mechanisms is useful, normal and adaptive but excessive use is harmful which can even lead to distortion of reality and develop various forms of maladjustment and psychological problems.

The various defence mechanisms are:

- i. **Repression:** In this anxiety-provoking behaviours or thoughts are totally dismissed by the unconscious. For example, when people repress a feeling or desire, they become totally unaware of that wish or desire.
- ii. **Projection:** In this people attribute their own traits to others. For e.g. a person who has strong aggressive tendencies may see other people as acting in an excessively aggressive way towards him or her. By means of projection an individual
 - blames others for his own shortcomings, mistakes, anxiety, guilt, misdeeds.
 - blames others for his own unacceptable impulses, thoughts and desires For example, a student failing in an examination blames the teacher for being unfair or the fate being bad (bad luck).
- iii. **Denial:** In this a person totally refuses to accept reality. For example, someone suffering from HIV/AIDS may altogether deny his or her illness.
- iv. **Reaction Formation:** In this a person defends against anxiety by adopting behaviours opposite to his or her true feelings. For example, a person with strong sexual urges channels his or her energy into religious fervour.
- v. **Rationalisation:** In this a person tries to make unreasonable feelings or behaviour seem reasonable and acceptable. For example, a person eats the chocolate giving the reason that it will melt in the sun in his pocket.
- vi. **Displacement:** A frustrated person may show aggressive behaviour towards a weaker person. For example, members of a majority group in a society may be prejudiced against members of a minority group, and may show aggressive behaviour towards a minority group member, such as using abusive language or physically assaulting the minority group member.

Q. 4. What do projective techniques bring from the unconscious mind? Explain briefly the projective techniques with examples.

Ans. Projective techniques were developed to assess unconscious motives and feelings. These techniques are based on the assumption that a less structured or unstructured stimulus or situation will allow the individual to project his/her feelings, desires and needs on to that situation.

- i. Rorschach Inkblot test: This test consists of 10 inkblots, 5 of them are in black and white, 2 in red ink and the remaining 3 in pastel colours. The blots were prepared by dropping ink on a piece of paper and folding the paper in half. The subjects are shown the cards and are asked to tell what they see in each of the cards and where, how and what basis was a particular response made.
- ii. Thematic Apperception Test (TAT): This test consists of black and white picture cards and a blank card. Each picture card depicts one or more people in a variety of situations. The cards are presented one at a time. The subject is asked to tell a story describing the situation presented in the picture: what led up to the situation, what is happening at the moment, what will happen in the future and what the characters are feeling and thinking.
- iii. Rosenzweig's Picture-Frustration Study (P-F Study): This test presents with the help of cartoon like pictures in which one person frustrates another or calls attention to a frustrating condition. Observation is made whether the subject protects the frustrated person or finds a constructive solution to the problem. The direction of aggression may be towards the environment, towards oneself or may be to avoid the situation.
- iv. Sentence Completion Test: This test makes use of a number of incomplete sentences. The starting part of the sentence is first presented and the subject has to provide an ending to the sentence. These endings reflect the subject's attitudes, motivation and conflicts. Examples of sentence completion tests are:
 - a. My father _____.
 - b. My greatest fear is _____.
 - c. I am proud of _____.
- v. Draw-a-Person Test: In this test the subject has to draw a person on a sheet of paper and then the figure of an opposite sex. Then the subject is asked to make a story about the person as if s/he was a character in a novel or play. Some examples of interpretations are:
 - a. Omission of facial features suggests that the person tries to evade a highly conflict-ridden interpersonal relationship.
 - b. Graphic emphasis on the neck suggests lack of control over impulses.
 - c. Disproportionately large head suggests organic brain disease and pre-occupation with headaches.

Q. 5. What do you understand by personality? Explain assessment of personality using behavioural analysis. [CBSE Delhi 2011; (AI) 2011, 2015]

Ans. Personality refers to our characteristic ways of responding to individuals and situations. For example, a person who is socially active, assertive, talkative and fun-loving is an extravert personality. The methods for personality assessment using behavioural analysis are:

Interview: This involves seeking information from a person on a one-to-one basis. This can be structured or unstructured. For example, an employer selecting employees for his/her organization.

Behaviour ratings are used for assessment of personality in educational and industrial settings. In this, individuals are put into certain categories in terms of their behavioural qualities. These ratings have drawbacks such as halo effect, middle category bias and extreme response bias.

This method is used in obtaining peer assessment. In this each person is asked to choose one or more persons of the group with whom s/he would like to work, study, play or participate in an activity. The person may be asked to specify the reason for his or her choices.

The most commonly used test of this kind is the situational stress test. It involves a kind of role-playing in which a person performs a task with other persons, who are non-cooperative and interfering. Thus, this test provides us with information about how a person behaves under stressful situations.

Q. 6. Describe the key features of self-report measures used in personality assessment.

Ans. Key features of self-report measures are:

- i. In psychology, a self-report is a test, measure, or survey that relies on the individual's own report of their symptoms, behaviors, beliefs, or attitudes. Self-report data is gathered from paper-and-pencil or electronic format, or sometimes through an interview.
- ii. Self-reports are commonly used in psychological studies largely because much valuable and diagnostic information about a person is revealed to a researcher or a clinician based on a person's report on himself or herself. One of the most commonly used self-report tools is the Minnesota Multiphasic Personality Inventory (MMPI) for personality testing.
- iii. One of the primary advantages of self-report data is that it can be easily obtained. It is one of the instrumental ways that clinicians diagnose their patients—by asking questions. Those making the self-report are usually familiar with filling out questionnaires. For research, it is an inexpensive tool that can

reach many more test subjects than could be analyzed by observation or other methods.

- iv. It can be performed relatively quickly so a researcher can obtain results in days or weeks rather than observing a population over the course of longer time frames.
- v. The self-reports can be made in private and can be anonymized to protect sensitive information and perhaps promote truthful responses.
 - Collecting information through a self-report, however, has its limitations. As people are often biased when they report on their own experiences. For example, many individuals are either consciously or unconsciously influenced by 'social desirability,' that is, they are more likely to report experiences that are considered to be socially acceptable or preferred.
 - This 'multi-modal' or 'multi-method' assessment provides a more global and therefore likely more accurate picture of the subject.