



CHAPTER VII

S U M M A R Y

A personality inventory or questionnaire has been observed to be sensitive to some manipulated variables, such as the tester, language of the test, forms of test item, instructions, response-categories provided, set etc. Personality assessment being a focus of attention of many, a number of attempts have been made to construct tests, measuring personality. However, a comparatively few research works have been undertaken to study the methodological aspects of personality measurement, i.e. to examine the reliability and validity of such tests, to evaluate the

factors affecting measurement, to find out which forms of the test would yield more reliable results and so on. An attempt has been made by the investigator of this present study to study the influence of the various forms or modes of the questionnaire to measure personality.

Three hypotheses were examined, (i) to test whether the different types of instructions, viz. 'Honest' response oriented and socially desirable response oriented instructions made any difference in the response elicited, (ii) to find out if there is differences in test performance on different forms of the test items, viz. the question form and statement form of the same item, (iii) to examine the differential effect, if any, of the two-category and three-category responses provided after the test item.

The inclusion of both boys and girls in the sample enabled the investigator to study also the sex differences as far as above mentioned influences were concerned. The sample consisted of High School students of the tenth grade studying in different high schools in Baroda City. Test materials

used was the standard Bernreuter Personality Inventory consisting of 125 test items including six types of personality factors, viz. B1-N, B2-S, B3-I, B4-D, F1-C, and F2-S. This inventory was translated in Gujarati version and reliability was found to be 0.9. While administering the questionnaire, the subjects were divided into two groups, for two forms of the test, say A and B. On the first session, all these subjects - group I and group II were given the forms A and B respectively and after an interval of 20 days, the same groups, I and II were given the forms B and A respectively of the same inventory, i.e. the same subjects were given the same two forms of the same test in a counter-balanced design (AB and BA) in order to counteract facilitating (e.g. practice) or interfering (e.g. prestige) effect if any. The scores obtained on each of the six personality factors were statistically analysed separately to study the significance of difference between the forms.

The analysis warranted the following inferences.

- 1) The responses in case of 'Socially desirable' response oriented instructions were sufficiently different from the

responses in case of 'Honest' response oriented instructions, with respect to scores on almost all personality traits for the total sample as well as separately for boys and girls.

- 2) Sex differences were not observed in case of responses on any of the six personality traits.
- 3) No significant differences were found between the responses on the question form and the statement form in case of total sample or separately for boys and girls. With respect to any of the six traits, excepting somehow in case of responses on two traits B2-S and B3-I for boys only.
- 4) However, sex differences were observed on the question form in case of some traits (B1-N, B4-D, and F1-C), while responses on almost all traits (excepting F2) showed significant sex differences on the Statement form of the inventory.

- 5) The two category and the three category response forms differed significantly with respect to scores on some traits viz. B2-S, B3-I, and B4-D for girls and not others consistently both for the total sample as well as separately for boys and girls.
- 6) The scores on the two category response form revealed significant sex differences on traits B1-N, B3-I, B4-D, and F1-C, while the scores on the three category response form showed significant differences on traits B1-N, B4-D and F1-C only.

Further research needs be undertaken to study the same forms on samples of greater size and from different areas as well as levels of education in order to study these differences under more rigorous statistical refinement. Moreover, other factors and forms particularly positive-negative, personal - impersonal etc. influences the test measurement should be studied with more required experimental designs and statistical techniques.