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Name.....RADHA P.....

Enrolment No. X 6101 PPY 6802.....

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STATE AND TRAIT ANXIETY.

Experiment No : 1
Date : 28-04-2008

Experimenter : Rm
Subject : L.G.

AIM:

To Assess the STATE and TRAIT Anxiety of the subject [L.G.]

MATERIALS REQUIRED

- 1) State and Trait Anxiety Questionnaire by Spielberger.
- 2) Answer Sheet
- 3) Manual and Scoring Key.

DESCRIPTION OF THE MATERIAL.

Psychological Description of the Anxiety Dimensions.

Dimension T_n (Tension) Description

The person who scored high on Tension tends to be very tense, excitable, frustrated, restless, fretful and impatient. He is often fatigued.

but unable to remain inactive. In groups, he takes a poor view of the degree of unity, orderliness and leadership. The person who scores low on tension tends to be sedate, relaxed, tranquil, composed and satisfied. In some situations however, his over-satisfaction can lead to laziness and result in low performance.

Dimension Gp (Guilt Proneness)

The person who scores high on Gp tends to be depressed, apprehensive, troubled, moody, a worrier, brooding, childlike tendency to anxiety in difficulties and does not feel free to participate in groups. The person who scores low on Gp tends to be self-assured, confident, serene and placid with unshakeable nerve. He has a mature, unanxious confidence in himself and his capacity to deal with things.

Dimension Ma (Maturity)

The person who scores high on Ma is easily affected by feelings and tends to

be low in frustration, tolerance, changeable, placid, evades necessary reality demands and is neurotically fatigued. The person who scores low on Ma is emotionally stable, faces reality calm, emotionally mature, stable, realistic about life, unruffled, possessing ego strength, better able to maintain solid group morale.

Dimension Su (suspiciousness)

The person who scores high on Su tends to be suspicious, mistrusting, doubtful and hard to fool. He is often involved in his own ego, is self opinionated and interested in internal mental life. The person who scores low on dimension Su tends to trusting, free of jealous tendencies, adaptable, cheerful, uncompetitive, concerned about other people, a good team worker and easy to get on with.

Dimension Sc (self control)

The person who scores high on Sc will not be bothered with will control and regard for social demands. He is not overly considerate careful or painstaking. The person who scores

low on dimension SC tends to have strong control of his emotions and general behaviour.

PROCEDURE

The State Trait Anxiety booklet is distributed to the subject. Directions are given to the subject like: Administration and scoring of the STAT is simple and straight forward. The test is designed to be verbally undemanding and as non stressful as possible. This scale is a paper test but typically requires 10 mts. for the examinee of average reading ability who is not excessively disturbed. Once the examiner is sure that the subject understood the instructions clearly he should ask them to begin the test. The examinee must ensure that the subject has written all the Demographic details in the space provided. When the subject has finished the test the examiner should ask the subject to check if they have answered all the questions. Environmental conditions should be adjusted to provide a comfortable testing setting. In order to establish good rapport and maximise the validity of the responses the examiner should make introductory remarks appropriate to situation.

TABLE I SHOWING THE INDIVIDUAL DATA OF THE SUBJECT IN STATE TRAIT ANXIETY SCALE

S.NO.	INITIALS	STATE ANXIETY	TRAIT ANXIETY	ANXIETY
12	L.G	10	9	STATE ANXIETY

TABLE II SHOWING THE GROUP DATA USING STATE TRAIT ANXIETY SCALE

SI No	Initials	Trait Anxiety					Total Score	State Anxiety					Total Score	Anxiety	
		GP	MA	SC	SU	TN		GP	MA	SC	SU	TN			
1	PK*	1	2	4	4	9	20	3	1	4	2	7	17	Trait	
2	RSN*	1	3	4	4	4	16	4	4	3	2	5	18	State	
3	LV*	1	3	2	3	5	14	6	5	5	0	3	19	State	
4	RI	5	1	1	2	2	11	4	0	2	0	1	7	Trait	
5	NS	6	3	4	3	4	20	5	2	3	4	8	22	State	
6	SS	3	3	3	2	6	17	7	3	2	4	5	21	State	
7	AR	2	2	2	4	7	17	9	1	4	4	6	24	State	
8	SS	2	0	1	0	3	6	3	0	3	1	2	9	State	
9	JR	5	1	0	4	6	16	5	5	3	3	7	23	State	
10	SR	4	3	0	1	7	15	4	2	2	1	4	13	Trait	
11	RM	6	4	2	1	9	22	4	3	2	4	4	17	Trait	
12	LG	2	0	4	1	2	9	5	1	0	3	1	10	State	
13	RS	8	4	4	2	6	24	6	3	4	1	5	19	Trait	
14	RG	8	4	2	2	2	18	4	3	1	0	4	12	Trait	
Summary															
								Avg							Avg
	MEN	3	8	10	11	18	50	17	13	10	12	4	15	54	TRAIT 18
	WOMEN	51	25	23	22	54	175	16	56	23	26	25	47	177	TRAIT 16
	GROUP	54	33	33	33	72	225	17	69	33	38	29	62	231	TRAIT 17

SCORING.

The Scoring Procedure in STAT is very objective and simple and was done as per the manual.

RESULTS.

TABLE - I shows the Individual data of the subject [L.G.] in State-Trait Anxiety.

TABLE - II shows the Group data in State-Trait Anxiety.

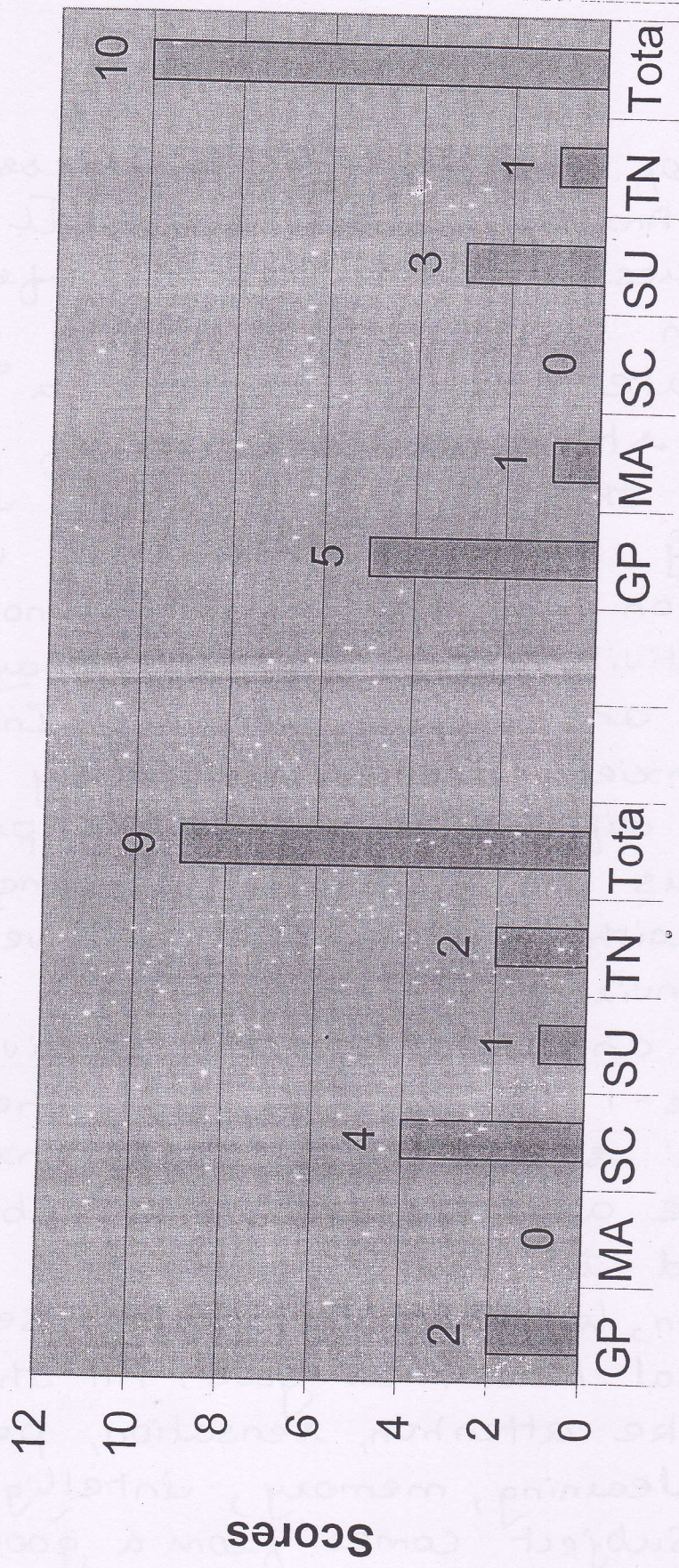
DISCUSSION.

Anxiety is when we feel fearful and tense. Anxiety affects our whole being. It affects how we feel, how we behave and has very real physical symptoms. We experience unpleasant physical symptoms like fast heart rate, breathing faster, palpitations, feeling sick, chest pain, headache, dry mouth and sweating. The psychological symptoms of anxiety include feeling worried or uneasy a lot of the time, having difficulty sleeping an inability to concentrate, being irritable, etc.

The Aim of this test is to assess the State and Trait Anxiety of the subject [L.G.]. Anxiety is a stressful state resulting from the anticipation of danger. According to the author, state anxiety reflects a "transitory emotional state or condition of the human organism, that is characterised by subjectively consciously perceived feelings of tension and apprehension and heightened autonomic nervous system activity." State anxiety may fluctuate over time and vary in intensity. In contrast "Trait anxiety denotes relatively stable individual differences in anxiety proneness and refers to a general tendency to respond with anxiety with perceived threats in the environment."

On analysis of the individual data from Table-1 it is seen that the subject [L.G.] has scored 9 in Trait Anxiety and 10 in state anxiety. Hence the subject [L.G.] may tend to have characteristics like low tension, low maturity, highly self-controlled. Her physical health is good. All the psychological factors like attention, sensation, perception, motivation, learning, memory, intelligence is good. The subject comes from a good family background and has lived in urban conditions. As compared to the group the subject [L.G.]

GRAPH - Showing the Individual Data of the subject (LG) in STATE-TRAIT Anxiety scale



DIMENSIONS

Trait Anxiety

State Anxiety

2 axis - Dimensions
y axis - scores

has the second least score in Trait Anxiety and third in State Anxiety. The subject may be suitable for jobs like nurse, Doctor, Psychologist.

On analysis of the group data it is seen that [L.V.], [R.I.], [S.S.], [N.R.], [S.R.], [R.S.] score less than the group average, in Trait anxiety. [P.K.], [N.S.], [R.M.], [R.S.] and [R.G.] above the group and [S.S.], [A.R.] equal to the group average in Trait Anxiety. In State anxiety the group data shows that [S.S.], [S.R.], [R.M.], [L.G.], [R.G.] have scored below the group and [R.K.], [R.S.], [L.V.], [R.I.], [N.S.], [A.R.], [N.R.] and [R.S.] have scored above the group average. The mean of the group is high in State Anxiety.

PRAGTICAL APPLICATIONS.

The State Trait Anxiety Test may be useful in educational and vocational setting, selection, training, guidance and counselling. It may also be useful in clinical set-up for the purpose of diagnosis and treatment.

CONCLUSIONS :

- 1) Anxiety of the subject is high in STATE Anxiety.
- Anxiety of men in the group is also high in State Anxiety.
- Anxiety of the women in the group is high in State Anxiety.
- Anxiety of the group is also high in State Anxiety.
- Individuals in the group differ in their levels of Anxiety.

REFERENCES :

Psychology by Lester M. Sidorow
Cheryl A. Rickabaugh

ON THE NET : [www.medical news today.com](http://www.medicalnews today.com)
[www.nhs ~~direct~~ ^{direct} .nhs/uk](http://www.nhs ^{direct} .nhs/uk)
www.webmd.com

STATE AND TRAIT ANGER

EXPERIMENT NO : 2.

EXPERIMENTER : [R.M.]

DATE : 28-4-08

SUBJECT : [L.G.]

INDIVIDUAL EXPERIMENT.

AIM:

- 1) To assess the intensity of anger of the subject [L.G.]
- 2) To assess the way in which the intensity of anger

MATERIALS REQUIRED

- 1) State and Trait ~~Anxiety~~ Anger Expression Inventory by Spielberger.
- 2) Answer Sheet.
- 3) Manual and Scoring Key.

DESCRIPTION OF THE MATERIAL

The State and Trait Anger Expression inventory was developed by Spielberger in 1985. The State Trait Anger Expression inventory measures the intensity of anger as an Emotional State (state Anger) and the disposition

to experience angry feelings as a Personality Trait. (Trait Anger). The State Anger Scale assesses the intensity of anger as an emotional state at a particular time. The Trait anger scale measures how often angry feelings are experienced over time. The anger Expression and Anger control scales assess four relatively independent anger related traits.

- a) Expression of anger towards other persons or objects in the environment. (Anger Expression-out)
- b) holding in or suppressing any feelings. (Anger Expression-In)
- c) controlling angry feelings by preventing the expression of anger toward other persons or objects in the environment. (Anger-control out)
- d) controlling suppressed angry feelings by calming down or cooling off (Anger Control-In)

Psychological Description of the Anger Dimension on STAXI scales.-:

The STAXI consists of 44 items forming 6 scales and 2 subscales. The components are.

- 1) STATE ANGER (S-Anger) -: 10 item scale measures the intensity of angry feelings at a particular time.

- 2) TRAIT ANGER (T-ANGER) : 10 item scale measures individual differences in the disposition to experience anger. 2 subscales.
 Angry Temperament (T/Ang/T) : 4 item scale measures general propensity to experience & express anger.
 Anger Reaction (T/Ang/R) : 4 item scale measures anger when criticised or treated unfairly.
- 3) ANGER-IN (Ax/In) :- 8 item scale measures how often an individual's feelings are repressed.
- 4) ANGER-OUT (Ax/out) :- 8 item scale measures how often anger is expressed towards other people or objects.
- 5) Anger-control (Ax/con) :- 8 item scale measures attempts to control expression of Anger.
- 6) Anger Expression (Ax/Ex) :- General index of frequency of expressed anger ($Ax_{out} + Ax_{in} - Ax_{con} + 16$).

PROCEDURE :

The State Trait Anger Expression inventory booklet is distributed to the subject. Directions are given to the subject and instructed to follow as far as possible. The examiner should ensure that the subject has written all the demographic details in the space provided.

TABLE-I Showing the Individual data of the Subject in State and Trait Anger Expression Inventory. Scale.

S.NO.	Ins.	S. Ang		T. Ang		T. Ang (L)		T. Ang R		AX/IN		AX/CON		AX/EX		Anger.
		R.S.	P.S.	R.S.	P.S.	R.S.	P.S.	R.S.	P.S.	R.S.	P.S.	R.S.	P.S.	R.S.	P.S.	
12	L.G.	13	88	14	9	5	48	7	18	17	74	28	48	20	61	AX/CON

TABLE II Showing the group data in state and Trait Anger Expression Inventory scale.

SI No	Initials	S Anger		T Anger		T Ang / T	
		RS	PS	RS	PS	RS	PS
1	PK*	27	99	23	85	11	95
2	RSN*	17	95	21	76	7	69
3	LV*	16	94	14	19	5	48
4	RI	13	88	17	47	7	69
5	NS	13	88	16	94	7	69
6	SS	15	93	12	6	4	29
7	AR	11	80	21	76	10	92
8	SS	11	80	15	29	6	60
9	JR	17	95	19	63	7	63
10	SR	16	94	18	55	6	60
11	RM	12	85	16	38	6	60
12	LG	13	88	14	9	5	48
13	RS	19	97	19	63	7	69
14	RG	13	88	12	6	4	29

Summary

MEN	60		58		23	
WOMEN	153		179		69	
GROUP	213		237		92	

Environmental settings should be adjusted to provide a comfortable testing setting. In order to establish good rapport and maximise the validity of the responses the examiner should make introductory remarks appropriate to the situation.

SCORING

It is a self rating questionnaire and scoring was done as per the manual.

RESULTS

TABLE I shows the individual data of C.U.G.J. in state and Trait Anger Expression Inventory Scale.

TABLE II shows the group data in state and Trait Anger Expression inventory scale.

DISCUSSION.

Anger is a basic human emotion that is experienced by all people. Anger is usually experienced as an unpleasant feeling. Anger is usually experienced as an unpleasant feeling.

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The experience of anger varies widely, how often anger occurs, how intensely it is felt and how long it lasts for each person is different. Anger is defined as "A state of acute emotional reaction, elicited by any number stimulating situations including threat, overt aggression, restraint, verbal attack, disappointment or frustration." Bhatia and Sharma. The Aim is to assess the intensity of the angry feeling of the subject [L.G.] and to assess the way in which the subject [L.G.] expresses anger towards other people or objects in the environment.

On analysis of the individual data from Table -I it is seen that the subject [L.G.] has scored more in Trait Anger than in State Anger. The subject may tend to have suppressed angry feeling. The subject (L.G.) may be an introvert who may not have the quality of expressing anger. As the subject scores high in Trait Anger she may have characteristics like perceiving a wide range of situations as anger provoking that is annoying, irritating, frustrating and to respond to such situations with elevations in state anger. The subject [L.G.] is a female and young. The Physical health and the psychological factors of the subject is good. She comes from a good urban family background and so may respond well to Anger

management techniques. The Subject may be suitable for a career in Sociology, or become a psychologist, Doctor, etc. In comparison of the scores with the group, the subject scores less than the group both in State and Trait Anger.

GROUP DISCUSSION.

On analysis of the group data it is seen that [P.K.] and [R.S.] have scored more than the group average [R.N.] and [T.R.] equal to the group average and [L.V.], [N.S.], [R.I.], [S.S.], [A.R.], [S.S.], [S.R.], [R.M.], [L.G.], and [R.G.] have scored less than the group in State Anger. In Trait Anger, [P.K.], [R.N.], [N.S.], [A.R.], [T.R.], [S.R.], [R.S.] have scored more than the group. [L.V.], [R.I.], [S.S.], [R.M.], [S.S.], [L.G.], [R.G.] have scored less than the group. The men in the group have scored 20 in State Anger and 19 in Trait Anger which is more than the group mean in both the scales. The women in the group have scored 13 in State Anger which is less than the group average and 21 in Trait Anger which is more than the group average. The group has a high score in Trait Anger.

7.1 PRACTICAL APPLICATIONS.

The State-Trait Anger Expression inventory scale may be used to assess the components of anger in the context of normal personality and psychopathology. It helps to evaluate the contributions of the various components of anger to the etiology and progression of medical conditions, particularly hypertension, coronary heart disease and cancer.

CONCLUSION

Anger of the subject is high in Trait Anger.
Anger of the men in the group is high in state Anger

Anger of women in the group is high in Trait anger.
Anger of the group is high in Trait anger.
Individuals in the group differ in their levels of anger.

REFERENCES

Psychology by Lester M. Sdolow and Cheryl A. Rickabaugh

TABLE - I SHOWING THE INDIVIDUAL DATA OF THE SUBJECT IN MYERS - BRIGGS TYPE INDICATOR

S. NO	INITIAL S	E.	I	S.	N	T.	F.	J	P.	PERSONALITY TYPE
12	L.G.	7	6	18	4	6	9	11	4	ESFJ

MYER BRIGG'S TYPE INDICATOR.

EXPERIMENT NO : 3

EXPERIMENTER : [R.M]

DATE : 28-04-08

SUBJECT : [L.G.]

AIM

To assess the personality type of the subject [L.G].

MATERIALS REQUIRED.

- 1) Myer Brigg's Type indicator Questionnaire.
- 2) Answer sheet.
- 3) Manual and scoring key.

DESCRIPTION OF THE MATERIAL.

The Myers-Briggs Type Indicator is a forced choice personality inventory based on Carl Jung's theory of psychological types. Its purpose is to make this comprehensive theory of personality practical and useful in people's lives. People when they complete the MBTI are given a four letter code [e.g. ISTJ] etc. as their results which when verified, indicates their personality preferences as one of 16 types. The different type preferences lead to different way of living and working, taking

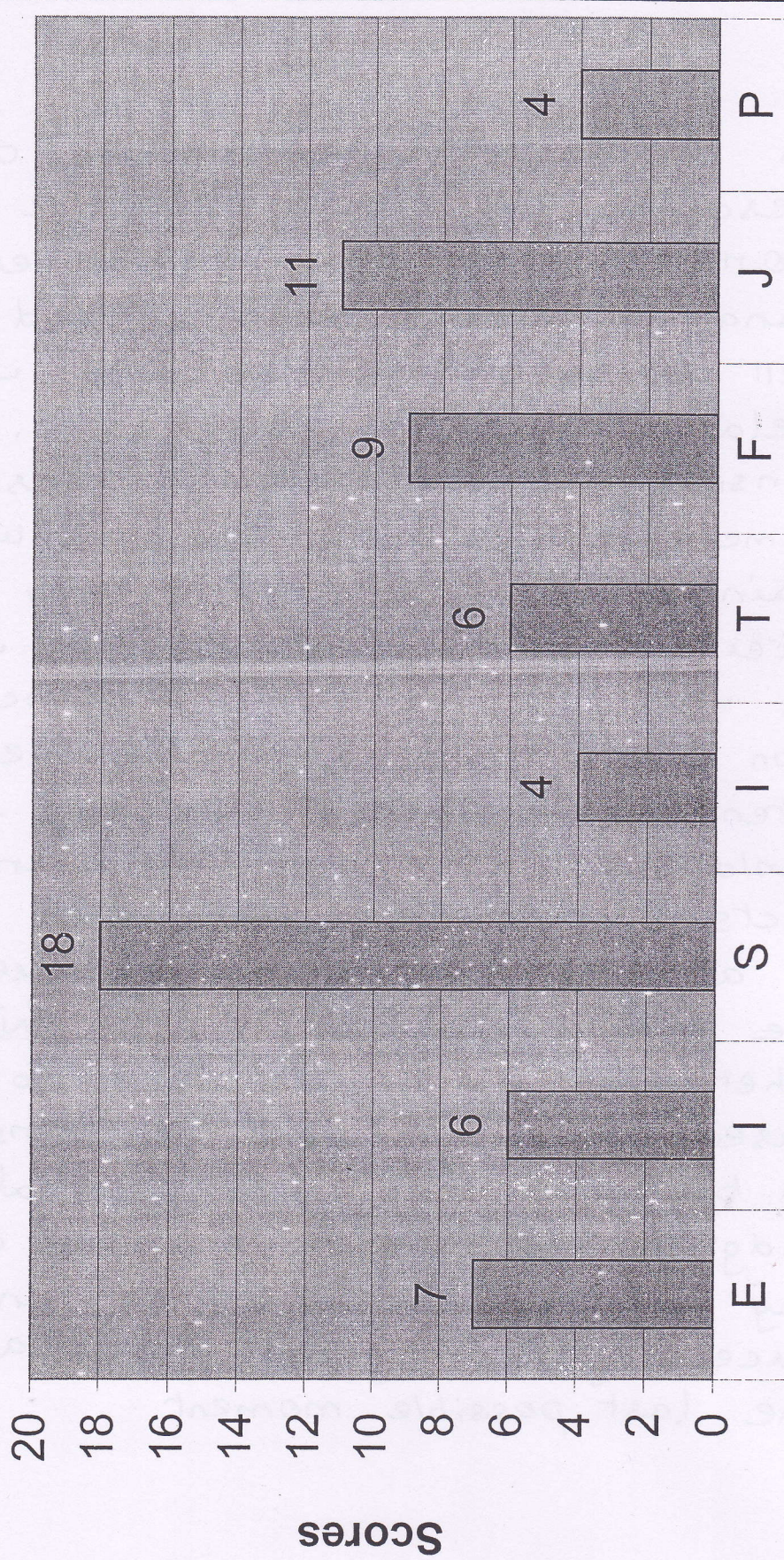
in information and making decisions. They describe different, effective approaches to working and learning styles and methods managing, leading, coaching and teaching as well as general communication, teamwork, relationships, counselling, etc. The Questionnaire consists of 4 dichotomous classifications namely Extraversion (E) - i.e. whether people gained their personal energy from the outer world of people or the inner world of thoughts, ideas and concepts - Introversion (I). Sensing (S) whether people pay attention to their 5 senses, seeing the world as it is, from the standpoint of facts or whether they are more interested in applying meaning or interpreting what they see before them - Intuition (N). Thinking (T) i.e. whether a person prefers to make decisions based on an objective non-personal assessment or based on subjective personal values (F). Judgement (J) likes to make decisions and may want to be scheduled and ordered or Perceiving (P) may not make a decision until the last possible moment.

PROCEDURE

GRAPH SHOWING THE INDIVIDUAL DATA OF THE SUBJECT IN

1000 - dimension
 4000 - scores

Myers Briggs Type Indicator



Dimensions

The Myers-Beigg's Type indicator Booklet is distributed to the subject. Directions are given to the subject and instructed to follow carefully. The examiner should ensure that the subject has written all the demographic details in the space provided. Environmental conditions should be ~~per~~ adjusted to provide a comfortable testing setting. In order to establish a good rapport and maximising the validity of the responses the examiner should make introductory remarks appropriate to the situation.

SCORING

It is a self rating questionnaire which is very objective and simple. The scoring was done as per the manual.

RESULTS

TABLE I shows the Individual data of [L.G.] in Myers Biggs Type indicator.

TABLE II shows the Group Data in Myer's Biggs type indicator.

DISCUSSION

Personality is made up of the characteristic patterns of thoughts, feelings and behaviours that make a person unique. Almost everyday we describe and assess the personalities of the people around us. Whether we realise it or not these daily musings on how and why people behave as they do are similar to what personal psychologists do. Personality arises within the individual and remains fairly consistent through out life. The Aim is to assess the personality type of the subject [L.G.] using Myers - Briggs Type Indicator. Personality types was assessed using the various dimensions in Myers - Briggs Type indicator.

Extroversion: They tend to enjoy being with large groups of people and prefer to act than reflect. Introversion: - They tend to enjoy quieter activities and to reflect before acting.

Sensing - They can be seen to be practical and down to earth, relying on either past experience or what they see in the moment. Intuition -

They are visionaries or idealists more interested in the future or some timeless principle.

Thinking: may seek conceptual or factual clarity in a dispute, seeking to identify objective principles. Feeling: may seek harmony or

collaboration in the same dispute.

Judging or Perceiving: how a person prefers to run their life. A person preferring Judging is driven by lists and time frames whereas Perceiving - a more spontaneous approach to life and work.

On analysis of the individual data of the subject [L.G.] it is seen that she has scored high on (E) Extraversion, (S) Sensation, (F) feeling and (J) Judgement. Hence the personality type of the subject is ESFJ. As the subject is an extrovert she may tend to have characteristics like enjoy being with large groups of people. She may be practical and down to earth and may seek harmony. She may tend to be scheduled and ordered. The various factors like age, education and the socio-economic status of the subject may have contributed to mould her personality. The family background may also have shaped the factors to make up her personality. The physical and the psychological factors are good.

The subject may be suitable for jobs like marketing and entrepreneurial spheres, counselling and many of the helping professions. Teaching, banking and law enforcement may also suit the personality of the subject.

Group Discussion.

On comparison with the group the subject conforms with the group, as the predominant personality of the group is also ESFJ and ESTJ.

On analysis of the Group data it is found that [J.R.], [S.R.], [R.M.], [L.G.] and [R.G.] belong to the personality type ESFJ. [L.V.*], [R.I.], [S.S.], [A.R.] and [S.S.] are ESTJ. Two individuals [R.S.] and [P.K.] are ISTJ and [R.S.N.] is EITJ [W.S.] is ISFJ. The men in the group do not conform with the predominant personality of the group. The women in the group are more in ESFJ and least in the personality type ISTJ. In the group the Personality type of ESFJ and ESTJ are more.

PRACTICAL APPLICATIONS.

It can be applied in almost anything which involves people (e.g) communication, leadership, change management, team building, planning, marketing, counselling, personal development, career planning, teaching and learning.

CONCLUSIONS.

Personality type of the subject [L.G.] is

ESFJ.

Personality type of the women is high in ESFJ. This is predominant personality of women. Personality type of the group is also high in ESFJ. This is the predominant personality of the group.

REFERENCE.

MBTI Page - by Peter Greyer.
on the net

WORK MOTIVATION QUESTIONNAIRE

EXPERIMENT NO : 4

EXPERIMENTER : [R.M.]

DATE : 28-4-08

SUBJECT : [L.G.]

INDIVIDUAL EXPERIMENT

AIM

To assess the work motivation of the subject [L.G.]

MATERIALS REQUIRED

- 1) Work motivation questionnaire
- 2) Answer sheet
- 3) Manual and scoring key.

DESCRIPTION OF THE MATERIAL

The work motivation questionnaire is available in all languages and can be used for managerial (or) white collar as well as blue collar employees to assess their work motivation both intrinsic and extrinsic. The scale consists of 26 items. The 26 items measure six factors namely Dependence, Organisational orientation, work group relations, psychological work incentives, material incentives

TABLE I SHOWING THE INDIVIDUAL DATA OF THE SUBJECT IN WORK MOTIVATION QUESTIONNAIRE

S. No	Initials	D	O	W	P	M	J	WORK MOTIVATION
12	L.G.	31	23	14	24	16	13	DEPENDENCE

TABLE - II SHOWING THE GROUP DATA IN WORK MOTIVATION QUESTIONNAIRE

SI No	Initials	D	O	W	P	M	J	Work Motivation
								<i>Dependence</i>
1	PK*	35	28	19	23	17	15	<i>Dependence</i>
2	MS*	35	23	19	20	15	11	<i>Dependence</i>
3	LV*	29	21	13	21	11	14	<i>Dependence</i>
4	RI	29	22	13	21	11	14	<i>Dependence</i>
5	NS	28	16	14	19	10	10	<i>Dependence</i>
6	SS	26	20	14	18	14	12	<i>Dependence</i>
7	AR	29	21	13	19	16	12	<i>Dependence</i>
8	SS	27	21	14	20	16	12	<i>Dependence</i>
9	JR	37	28	17	23	19	12	<i>Dependence</i>
10	SR	32	27	16	24	18	14	<i>Dependence</i>
11	RM	25	18	12	24	16	11	<i>Dependence</i>
12	LG	31	23	14	24	16	13	<i>Dependence</i>
13	RS	28	20	15	18	13	12	<i>Dependence</i>
14	RG	25	17	14	16	7	8	<i>Dependence</i>
		416	305	207	290	199	170	
Summary								
	Men	33	24	17	21	14	13	<i>Dependence</i>
	Women	28	21	14	22	14	11	<i>Dependence</i>
	Group	29	22	15	21	14	12	<i>Dependence</i>

job situation related to work motivation.

PROCEDURE

The work motivation booklet is distributed to the subject. The following directions are given to the subject. A number of statements that people use to describe themselves are given below. Read each statement and then fill in the circle with the number that indicates how you feel right now. There are no right or wrong answers. The examiner should ensure that the subject has written all the demographic details.

SCORING:

It is a self-rating questionnaire which is very objective and simple. Scoring was done as per the manual.

RESULTS:

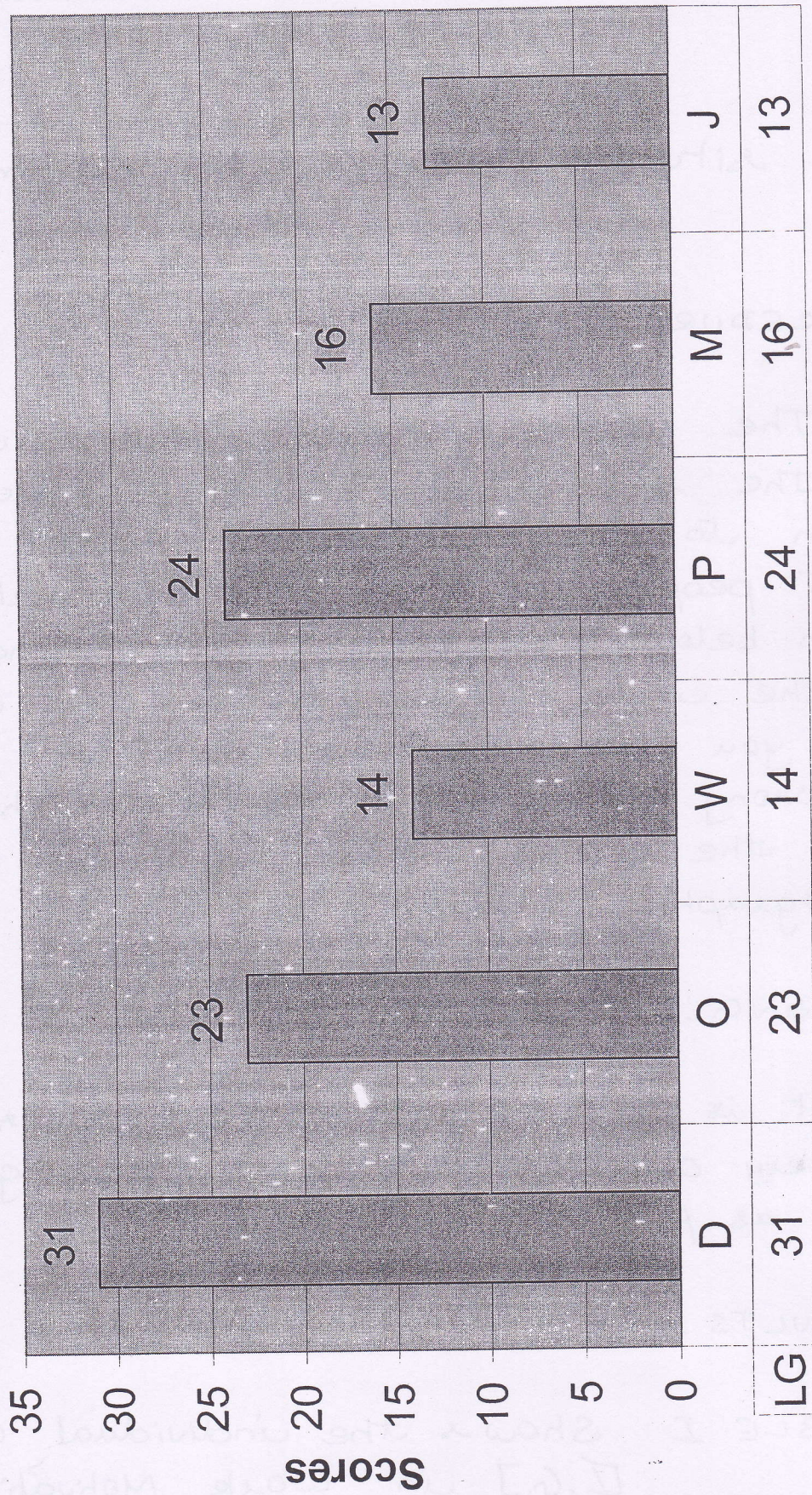
TABLE I Shows the individual data of [I.G.] in work Motivation.

TABLE II Shows the group data in work motivation questionnaire.

Graph showing the Individual data of the Subject in WORK MOTIVATION.

X-axis - Dimension

Y-axis - Scores



Dimensions

Aim is to measure the work motivation of the subject [L.G.] Motivation is defined as the biological, emotional, cognitive or social forces that activate and direct behaviour. Motivation is influenced by variables like organisational structure, (e.g) automated or semi automated; monetary incentives like - pay, wages, bonus etc, benefits like housing, social security, medical aid, etc. and psychological incentives like satisfaction of doing the work, recognition. For any certain organisation work motivation will vary according to individual's status. It will also vary over time.

INDIVIDUAL DISCUSSION.

The subject has scored 31 - Dependence, 23 in Organisational orientation, 14 in work group relations, 24 in psychological work incentives, 16 in material incentives and 13 in job situation. On analysis of the individual data of the subject [L.G.] it is seen that she has scored highest in Dependence and lowest in job situation. The subject may tend to have dependency on the organisation tend to expect directions and suggestions from the higher authority.

women scored 28 in Dependence. The score of the group is also high in Dependence (29).
The work motivation questionnaire may be useful in all ~~ed~~ processes of selection, planning, training, guidance and counselling.

CONCLUSION

Work motivation of the subject [L.G.] is high in Dependence.

Work motivation of the men in the group is high in Dependence.

Work motivation of the women in the group is high in Dependence.

Work motivation of the group is also high in Dependence.

Individuals differ in work motivation.

REFERENCE

- 1) Quantitative techniques - C.R. Kothari.

LEADERSHIP STYLE INVENTORY

EXPERIMENT NO : 5

EXPERIMENTER [R.M.]

DATE : 28-04-08

SUBJECT [L.G.]

INDIVIDUAL EXPERIMENT

AIM

To assess the Leadership style inventory of [L.G.]

MATERIALS REQUIRED

- 1) Leadership style inventory scale.
- 2) Answer sheet
- 3) Manual and Scoring Key.

DESCRIPTION OF THE MATERIAL

The development level of a group can be measured either by making on the three dimensions (Competence, motivation and team work) or by using special instruments for this purpose. The Instrument Team Effectiveness Assessment measure by Uday Pareek measure three aspects of a team. (1) Competence (2) Team building (3) Leadership. Competence building would require providing information relevant to the roles,

building skills to play the roles effectively and planning a proper long term strategy. Commitment building can be facilitated by

- helping the individual members of the group to set realistic and challenging goals
- supporting them to achieve the goals and
- recognising their achievements through feedback and rewards.

Team Building can be achieved by making teams responsible for various tasks and by allocating resources to them. It is also necessary to recognise the importance of team work through rewards, by giving a high value to team work in performance appraisal.

Motivation refers to the biological, emotional cognitive or social forces that activate and direct behaviour.

The instrument Team Effectiveness Assessment Measure (TEAM) by Udai Pareek is useful to measure all the three aspects. Leadership Profile Indicator consists of 12 situations each of which poses a problem for the organisational leader.

PROCEDURE

The Leadership Profile Effectiveness scale booklet is distributed to the subject. Director

TABLE - I Showing the Individual data of the subject [L.G.] in Leadership Style Inventory.

S. NO	INITIAL	SCORES			Leadership Style
		C	M	T	
11	L.G	3	1	0	COMPETENCE

TABLE - II Showing the group data using Leadership style inventory.

SI No	Initials	Competence	Motivation	Teamwork	Leadership Style
1	PK*	4	3	3	Competence
2	MS*	4	2	3	Competence
3	LV*	2	2	1	Competence
4	RI	3	1	2	Competence
5	NS	5	3	2	Competence
6	SS	1	0	0	Competence
7	AR	4	3	1	Competence
8	SS	4	0	1	Competence
9	JR	5	1	1	Competence
10	SR	4	3	3	Competence
11	RM	4	4	3	Competence & Motivation
12	LG	3	1	0	Competence
13	RS	3	0	0	Competence
14	RG	2	1	3	Teamwork
	Total	48	24	23	
Summary					
	Men	3	2	2	Competence
	Women	3	2	1	Competence
	Group	3	2	2	Competence

are given to the subject to follow carefully. Environmental conditions are adjusted to provide a comfortable setting. It is ensured that the subject provides all the demographic details in the space provided.

SCORING

It is a self rating questionnaire and scoring was done as per the manual.

RESULTS

TABLE I shows the individual data of subject [L.G.] in Leadership Style Inventory.

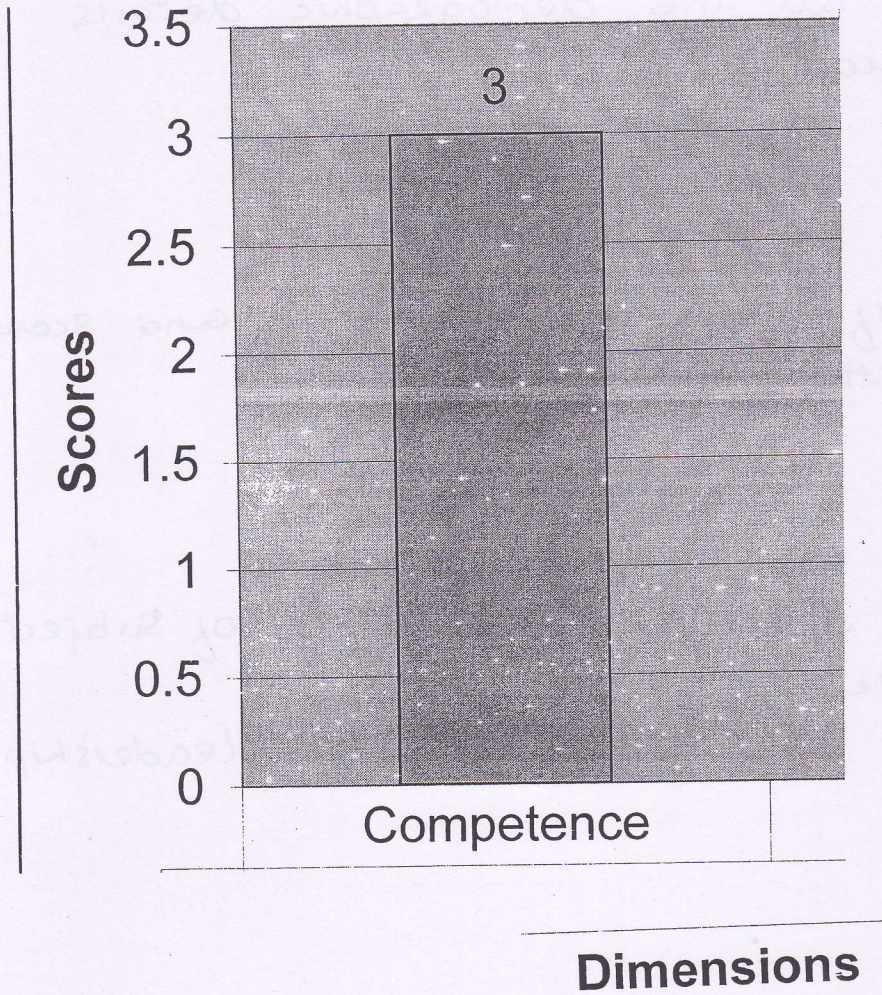
TABLE II shows the group data in leadership style inventory.

DISCUSSION

The Aim of this experiment is to assess the Leadership style of the subject [L.G.] Leadership can be defined as an act of making a positive impact on others. Most of the work in an organisation has been done on the way a leader gets results through motivating people. The ultimate goal of a leader is to make his/her people effective and competent to achieve

Graph showing the Individual Data
in Leadership style Inventory.

X-axis - Dimension
Y-axis - Scores



Organisational as well as individual objectives.

Directive Behaviour is defined as the extent to which a leader engages in one way communication. 3 words can be used to define directive behaviour (1) Structure - Structure the task well (2) Control - Control resources and (3) Supervision closely supervise progress.

Supportive Behaviour is defined as the extent to which a leader engages in providing support and encouragement. Praise, listen and facilitate.

A combination of high and low directive and supportive behaviour will give four quadrants each representing four different leadership styles.

High directive / low supportive Leader Behaviour.

Directing. The leader defines the roles of group members and tell them what tasks to do and how, when and where to do it.

High directive / high Supportive leader behaviour.

Coaching. In this style the leader still provides a great deal of direction but also attempts to get a feedback from the group. Control over decision making remains with the leader.

High Supportive / low directive leader behaviour.

Nurturing. The focus of control for day to-day decision making and problem solving shifts from the leader to the group members. The leader's role is to provide recognition and to actively listen to and facilitate the group's problem solving and decision making.

Low supportive/low directive leader behaviour. Delegating
The leader discusses the problems with the group until a joint agreement is arrived on at problem definition and then the decision making process is delegated totally to the group members.

On analysing the individual data of the subject [L.G.] it is seen that the subject [L.G.] has scored 3 in competence, 1 in motivation and 0 in team building. As the subject has scored high in competence she may tend to have the characteristics of understanding and she may tend to reorganise the team. As a competent leader she may be able to set targets and responsibilities supervise and monitor the progress and success of the organisation. The high score of the subject in competence may be due to suitable demographic factors. The family, friends and other significant individuals would have expected high level of competency and set high standards. The subject may be good in psychological and physical health also. The subject is operative under any stressful situations due to good psychological factors. Hence the subject may suit for jobs like Psychologists, Sociologists and certainly in management. The score of the subject is the same as the score of the mean of the group. The group is also high

in competence.

On analysis of the group data it is seen that subjects [P.K.], [M.S.], [L.V.], [R.I.], [N.S.], [S.S.], [A.R.], [S.S.], [J.R.], [S.R.], [L.G.] and [R.S.] are high in competence. [R.M.] has a high score in both competence and motivation. [R.G.] is high in team building. The scores of the men and the women in the group is also high in competence. The group scores is the same in motivation and team building.

PRACTICAL APPLICATIONS.

The Leadership style inventory scale may be useful in selection, planning, training and guidance. It is useful for the purpose of diagnosis and treatment in a clinical setup.

CONCLUSIONS.

Leadership Style of the subject [L.G.] is high in competence.

Leadership style of the men in the group is high in competence.

Leadership style of the women in the group is high in competence.

Leadership style of the group is also high in competence.

01
Individuals differ in their leadership style

REFERENCES.

K.C. Shukla and Tarachand - Experimental Psychology.

QUALITY OF WORK LIFE INVENTORY

EXPERIMENT NO : 6

EXPERIMENTER : [R.M.]

DATE : 29-04-08.

SUBJECT : [L.G.]

INDIVIDUAL EXPERIMENT

AIM

To Assess the Quality of work life of the subject [L.G.]

MATERIALS REQUIRED

- 1) Quality of work life inventory scale by Vijayalakshmi.
- 2) Answer sheet.
- 3) Manual and scoring Key.

DESCRIPTION OF THE MATERIAL

The tool consists of 50 questions measured on a 5 point likert scale measures 8 dimensions of quality of work life developed by Vijayalakshmi. Prof. Richard E. Walton identified the 8 dimensions as (1) Adequate fair compensation (2) safe and healthy working

TABLE-I Showing the Individual data of the subject in Quality of work life Inventory

S.No.	INITIALS	SCORE	Quality of work life
12	L.G.	148	MODERATE.

TABLE-II Showing the Group data of Quality of work life inventory.

SI No	Initials	Score	Quality of worklife
1	PK*	149	Moderate
2	MS*	169	High
3	LV*	195	High
4	RI	140	Moderate
5	NS	155	High
6	SS	149	Moderate
7	AR	158	High
8	SS	162	High
9	JR	172	High
10	SR	190	High
11	RM	185	High
12	LG	148	Moderate
13	RS	180	High
14	RG	142	Moderate
		2294	

Summary		Average	
	Men	171	HIGH
	Women	162	HIGH
	Group	164	HIGH

conditions (3) Immediate opportunity to develop human capacities. (4) future opportunity for continued growth and security (5) social integration in the work organisation. (6) constitutionalism and rights for privacy in the work organisation (7) Balanced role of work (8) social relevance of work.

PROCEDURE

The Quality of work life Inventory scale booklet is distributed to the subject. Directions are given to the subject to follow carefully. Environmental conditions are adjusted to provide a comfortable testing setting. It is checked whether the subject has written all the demographic details in the space provided. The subject is encouraged to give the answer which seems to best describe their present feelings.

SCORE

The scoring was done as per the manual.

RESULTS

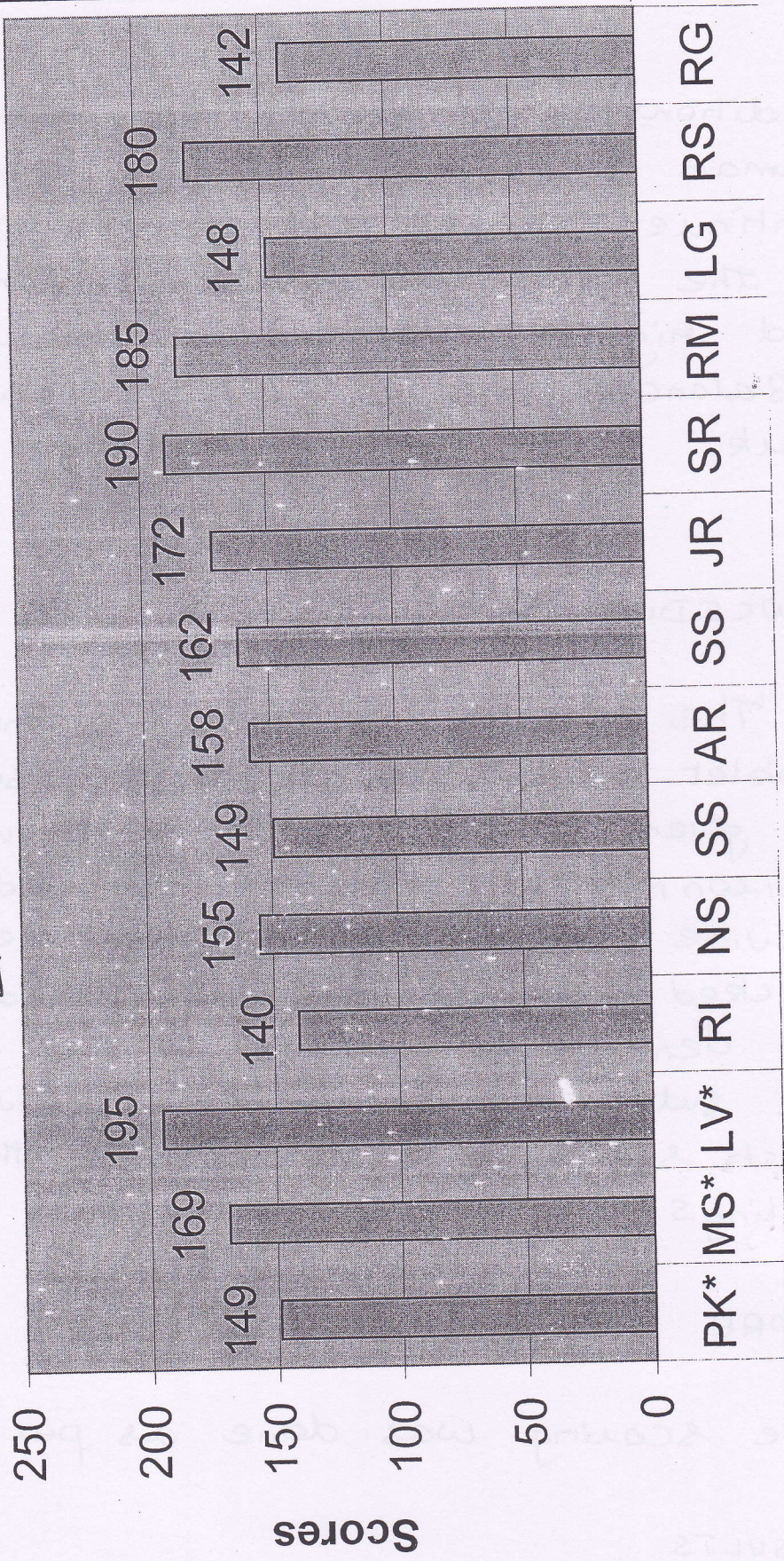
TABLE I shows the individual data of

Graph showing the group data
 of

Quality of Work Life

INVENTORY

x-axis - Subjects
 y-axis - Scores



Subjects

[L.G.] in Quality of work life inventory. TABLE II shows the group data in Quality of work life inventory.

Discussion.

The Aim of the Experiment is to evaluate the quality of work life of the subject. According to Goodman, "Quality of work life is an attempt to restructure multiple dimensions of the organisation" and to institute a mechanism which introduces and sustains over time."

According to Luthans, "Quality of work life is more concerned with overall climate of work. Glazer feels Quality of work life requires an organisational climate and structures that really encourages, facilitates, reward, question, challenge or suggest ways to improve the existing modes operating anyway."

On analysis of the individual of the subject [L.G.] in Table I it is seen that Quality of work life is moderate. She may tend to have characteristics like not a fair compensation or the organisational climate may not be conducive. They may not enjoy good working conditions, rewards or work related welfare services. The demographic factors may also

contribute to the subject's moderate score. The subject is young and energetic. The psychological factors like periodical medical check-ups or medical benefits may increase the quality of work life of the subject. The personal achievements of the subject must be appreciated and rewarded. The subject may be suitable for jobs like Doctor, Engineer, Business, Scientists, Judge.

On comparison of the subject with the group it is seen that the subject [L.G.] has scored less than the group which has scored 167 and the Quality of work life is High.

GROUP DISCUSSION

On analysis of the group data it is seen that the group has also scored high in the Quality of work life inventory scale. Subjects [M.S.], [H.V.], [N.S.], [A.R.], [S.S.], [J.R.], [S.R.], [R.M.], and [R.S.] have scored high. Subjects [P.K.], [R.I.], [S.S.], [L.G.] and [R.G.] have a moderate score. The men in the group have scored high and the women in the group have also scored high. The Group has also scored high in Quality of work life.

PRACTICAL APPLICATIONS

The Quality of work life inventory scale may be useful in redesigning of jobs, in job security, skill development and training and while formulating labour laws.

CONCLUSIONS.

Quality of worklife of the subject is moderate
quality of the worklife of men in the group is high.

Quality of worklife of women in the group is high.

Quality of worklife of the group is high.

Individuals differ in the level of quality of work life.

REFERENCES.

- 1) Dr. C. Beena and Prof. E.G. Parameshwaran - An Introduction to Psychology.
- 2) Henry E. Gravelt - Statistics in Psychology and Education.

SELF ESTEEM INVENTORY

EXPERIMENT NO : 7

EXPERIMENTER : [R.M.]

DATE : 29-04-08

SUBJECT : [L.G.]

INDIVIDUAL EXPERIMENT

Aim

To assess the level of self esteem of the subject [L.G.] using self esteem inventory scale.

MATERIALS REQUIRED.

- 1) self esteem inventory scale by Dr. S. Karuna ^{nidhi}
- 2) Answer sheet
- 3) Scoring Key.

DESCRIPTION OF THE QUESTIONNAIRE

The multi dimensional questionnaire consists of 83 items in the form of statements. It has both positive and negative items. The inventory measures six dimensions of self-esteem. 1) Competency (16 items) - competency means ability to evaluate and understand one's personal resources. 2) Global self-esteem

TABLE-I showing the Individual data of the subject in self-Esteem Inventory scale.

S. NO	Initials	Comp.	Global	Moral + selfcontrol	Social	family	self Esteem
12	L.G.	50	60	40	38	26	17

Table-II showing the Group Data in self Esteem Inventory scale.

SI No	Initials	Competence Scale	Global Scale	Moral & Self Control Scale	Social Scale	Family Scale	Body & Physical App Scale	Level of Self Esteem
1	PK*	50	62	40	40	39	23	Global
2	MS*	47	51	36	31	35	23	Global
3	LV*	37	41	31	33	34	23	Global
4	RI	36	42	46	56	21	42	Social
5	NS	45	44	39	33	29	26	Competence
6	SS	52	60	48	40	37	27	Global
7	AR	46	57	39	35	42	28	Global
8	SS	38	52	36	37	40	25	Global
9	JR	49	52	42	40	42	28	Global
10	SR	48	60	47	37	39	25	Global
11	RM	47	55	39	40	40	28	Global
12	LG	50	60	40	38	26	17	Global
13	RS	35	44	34	33	33	22	Global
14	RG	42	56	39	38	29	28	Global
		622	736	556	531	486	365	
	Men	45	51	36	35	36	23	GLOBAL
	Women	44	53	41	39	35	27	GLOBAL
	Group	44	53	40	38	35	26	GLOBAL

It is the general appraisal of the self. (3) Mora and self-control - is the reflection of feeling good as being honest, sincere, adhering to social values, etc. (4) Social esteem encompasses us as a friend to others (5) Family self esteem how we feel as a member of his family, parents siblings etc. (6) Body and physical appearance is the body image as a contribution to of physical appearance and capabilities.

PROCEDURE.

It is a self administered questionnaire. This tool can be administered to a group or an individual. The subject is seated comfortably in a well lit room free of external distractions. The general instructions are given to the subject like there are no right and wrong answers. The subject should be asked not to omit any questions.

SCORING

Scoring was done as per the manual.

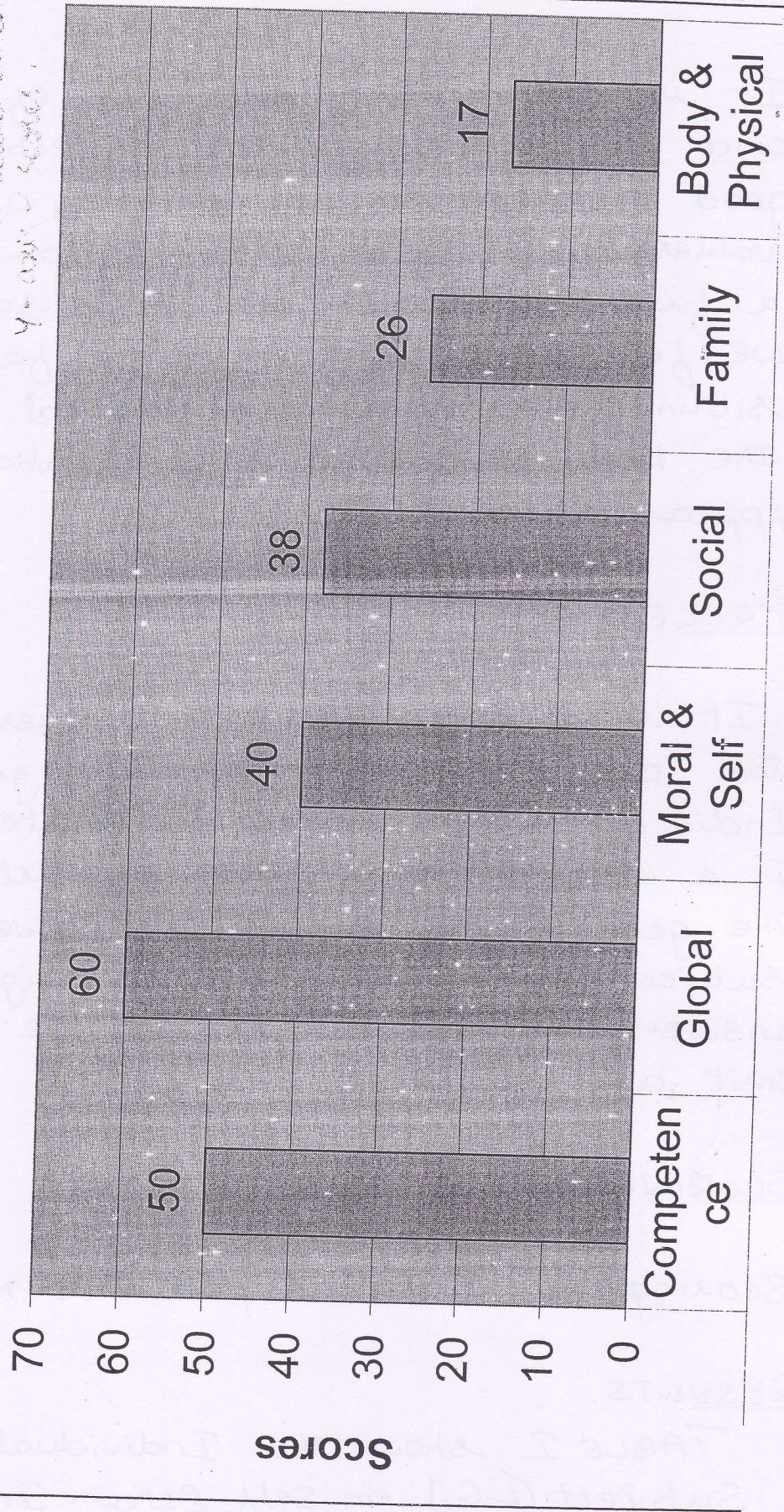
RESULTS.

TABLE I show the Individual Data of the Subject [L.G.] on Self Esteem Inventory scale

✓
Graph Showing the Individual data of the Subject
Using

Self Esteem INVENTORY SCALE

X-axis - Scale Dimensions
Y-axis - Scores



Scale dimensions

TABLE II shows the group data in Self-Esteem Inventory scale.

DISCUSSION.

The Aim of this experiment is to evaluate the self-esteem of the subject [L.G.]

Self-esteem is defined in many ways by psychologists. According to Cooper Smith, self-esteem is "personal judgement of worthiness that is expressed in the attitudes that individual holds towards himself. It is a subjective experience which the individual conveys to others by verbal reports and other overt expressive behaviour." Seneca the ancient philosopher said "what you think to yourself is much more important than what others think of you."

SOURCES OF HIGH SELF ESTEEM.

- 1) Parental approval in terms of ability, individuality
- 2) Sibling and Peer approval.
- 3) Educational achievements.
- 4) Skills, mastery in sports, music
- 5) career expertise and enjoyment etc.

CAUSES OF LOW SELF ESTEEM.

- 1) Negative body image
- 2) Criticism

3 chronic comparisons to others

4 Demands of perfection.

People with low self esteem tend to be defensive, critical of others, self-centred, dependent, reserved and avoid reality. People with high self esteem are spontaneous, natural, self-reliant, task oriented, feel valuable and are undefensive.

On analysis of the individual data of the subject [L.G.] it is seen that she has scored the highest ~~and~~ in Global self esteem and lowest in Body and Physical Appearance scale. She may tend to have characteristics of feeling gooding about herself and a high level of self respect. As she has scored the lowest in physical and Body appearance scale she is not satisfied with the way her body looks and performs. On comparison with the group the global scale is the highest in the group. The subject also conforms with the group as the score in Body and physical appearance is the lowest.

On analysis of the group data it is seen that the subjects [P.K.], [M.S.], [L.V.], [S.S.] [A.R.], [S.S.], [J.R.], [S.R.], [R.N.] [L.G.], [R.S.] [R.G.] have all scored the highest in Global scale. [R.I.] has scored the highest in social scale and [N.S.] scored the highest on competency scale

men in the group also have the highest score in Globe scale. The scores of women and the group is the highest on Global scale. Men, women and the group have scored lowest in Body and Physical appearance scale.

This test can be used to assess the perception of the level of self-esteem in the field of guidance and counselling.

CONCLUSIONS.

Self Esteem of the subject is high in Global scale.
Men in the group are high on Global self esteem.
Women in the group are high on Global self esteem.
Self esteem of the group is high on Global self esteem.
Individuals differ in their levels of Self Esteem.

REFERENCES

- 1) Introduction to Psychology by Dr. Joseph G. Johnson.
- 2) Supporting Pupils with Emotional Difficulties by Rob Long and Jonathan Fogell.

EMOTIONAL INTELLIGENCE TEST

EXPERIMENTER NO : 8

EXPERIMENTER : [R.M.]

DATE

: 29-04-08

SUBJECT : [L.G.]

INDIVIDUAL EXPERIMENT

AIM

To assess the Emotional Intelligence of the subject [L.G.]

MATERIALS REQUIRED

- 1) Emotional Intelligence questionnaire by n.k.chaudh
- 2) Answer sheet
- 3) Manual and Scoring Key.

DESCRIPTION OF THE MATERIAL

This test measures some areas of an individual's personal and professional life. It will help a person to learn more about himself. The questionnaire consists of 15 questions with 6 options for each item. The items in this questionnaire will measure emotional reactions of an individual to different situations.

TABLE - I Showing the Individual Data of the Subject in Emotional Intelligence Scale.

S.No.	Initials	Score		Emotional Intelligence
		R.S.	P.S.	
12	L.G.	220	50	Average.

TABLE - II Showing the group Data in Emotional Intelligence Scale.

SI No	Initials	RS	PS	Emotional Intelligence
1	PK*	270	75	High
2	MS*	240	50	Average
3	LV*	70	P - 15	Try some other day
4	RI	225	50	Average
5	NS	185	50	Average
6	SS	180	50	Average
7	AR	195	50	Average
8	SS	240	50	Average
9	JR	225	50	Average
10	SR	275	75	High
11	RM	190	50	Average
12	LG	220	50	Average
13	RS	250	75	High
14	RG	210	50	Average
	Total	2975		
	Men	193	50	Average
	Women	218	50	Average
	Group	213	50	Average

PROCEDURE.

The Emotional intelligence questionnaire was distributed to the subject. Directions are given to the subject to be sincere in answering the questions and there are no right or wrong answer. The subject is encouraged to answer all the questions, and his answers are confidential.

SCORING

The scoring was done as per the manual.

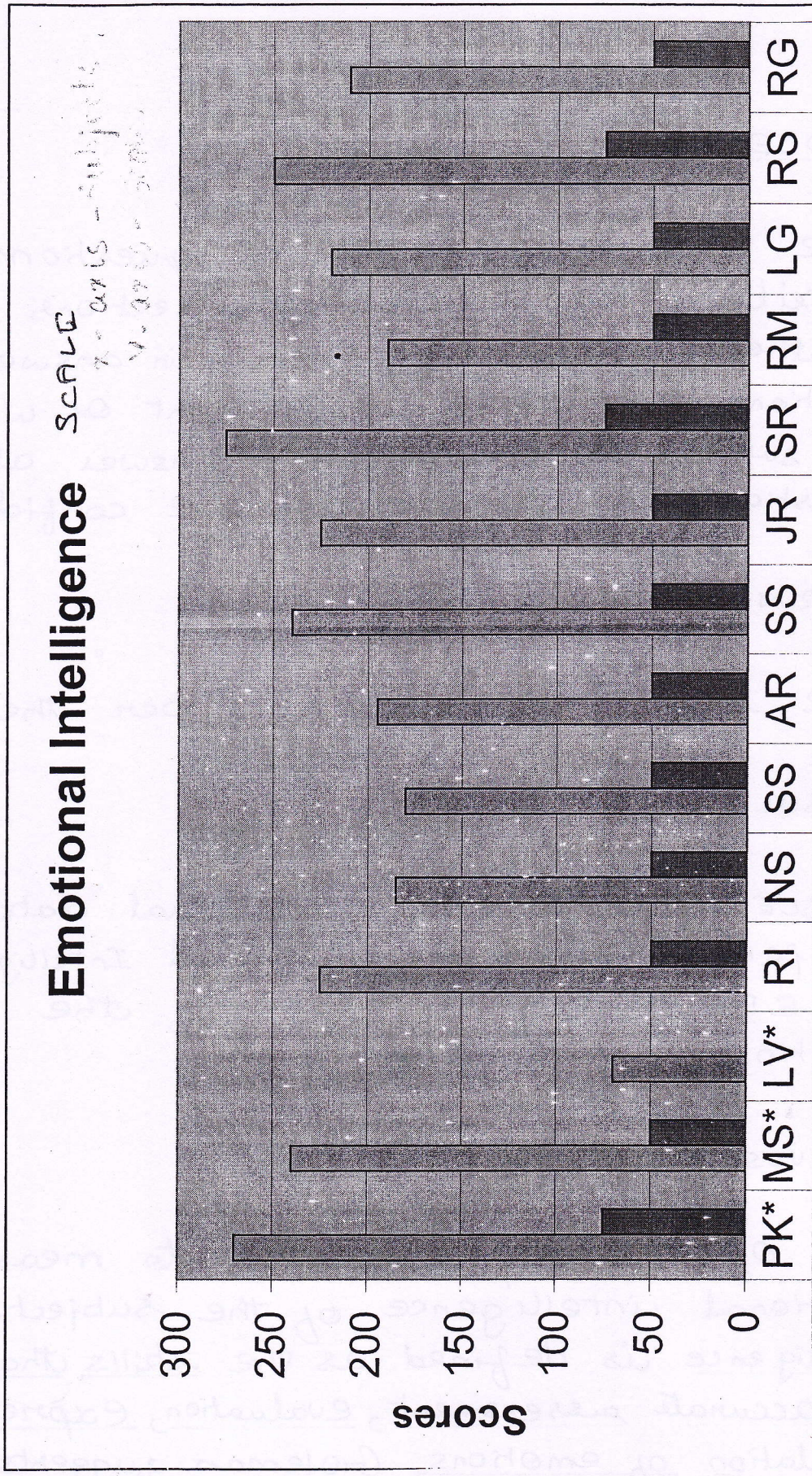
RESULTS:

TABLE I shows the individual data of the subject [L.G.] using Emotional Intelligence scale. TABLE II shows the data of the group on Emotional intelligence scale.

DISCUSSION

Aim of this experiment is to measure the Emotional intelligence of the subject. Emotional Intelligence is defined as the skills that underlie the accurate assessment, evaluation, expression and regulation of emotions. Goleman suggests that Emotional intelligence consists of (1) Knowing our

Graph showing the group Data on Emotional Intelligence. Scale.



Subjects

RS	270	240	70	225	185	180	195	240	225	275	190	220	250	210
RS	35	50	00	50	50	50	50	50	50	75	50	50	75	50

Own Emotions (2) Managing our emotions (3) motivating ourselves (4) recognising the emotion of others (5) handling relationships. Each of these elements he contends, plays an important role in shaping the outcomes we experience in life. Intelligence is the capacity to understand the world, think rationally and use resources effectively when faced with challenges.

INDIVIDUAL DISCUSSION

Only analysing the individual data of the subject [L.G.] it is seen that the subject has scored 220 in Emotional intelligence and is average. The subject may tend to have characteristics like friendliness, sociability, helpfulness and skills essential for dealing with people. The subject is female and young. The demographic factors contribute to the score being average. The physical and the psychological factors are satisfactory. The subject comes from a good socio economic status. Parents siblings and family are also factors which make the subject's Emotional intelligence as average. The subject may be suitable for jobs like Nurse, managers. In comparison with the group data the subject has the same emotional intelligence score as the group i.e. average. The subject conforms with the group in Emotional Intelligence.

GROUP DISCUSSION

On analysis of the group data from Table II it is seen that the subjects [P.K.], [S.R.] and [R.S.] have scored high which is above the group. One subject has [L.V.] scored low and can be requested to take the test on some other day. All the other subjects [M.S.], [R.I.], [N.S.], [S.S.], [A.R.], [S.S.], [J.R.], [R.M.], [L.G.], [R.G.] have scored average. The men and women in the group have scored average in this test. The score of the group is also average.

This test has been standardised on Indian population. This can be used on managers, businessmen, bureaucrats and industrial workers. It is used in guidance and counselling.

CONCLUSIONS

Emotional intelligence of the subject [L.G.] is
Average.

Emotional intelligence of men in the group is average.

Emotional intelligence of women in the group is average.

Emotional intelligence of the group is average.

Individuals differ in Emotional Intelligence.

REFERENCE

Introduction to Psychology by Dr. Joseph G.
JOHNSON

THURSTONE'S INTEREST SCHEDULE

EXPERIMENT NO : 9

EXPERIMENTER : [R.M.]

DATE : 29-4-08

SUBJECT : [L.G.]

INDIVIDUAL EXPERIMENT

Aim.

To assess the vocational interests of the Subject [L.G.] using Thurstone's Interest Schedule.

MATERIALS REQUIRED

- 1) Thurstone's Interest schedule.
- 2) scoring key
- 3) Interest profile.

DESCRIPTION OF THE MATERIAL.

The Thurstone Interest schedule is a checklist by which a person can systematically clarify his understanding of his vocational interests. A single sheet of paper with 10 rows and 10 columns (100 boxes) has a pair of occupation in each box. The subject is asked to mark his preference. The 10 vocational fields are (1) PS - Physical sciences (2) Biological sciences (3) computational (4) B - Business (5) E - Executive

TABLE-I Showing the Individual data of the subject using Thurstone's Interest schedule

S.No.	Initials	Scores	Vocational Interest										
			P.S.	B.S.	C	B	E	P	L	H	A	M	
12	L.G.	10	8	10	6	9	7	14	12	12	11		Linguistic

TABLE-II Showing the group data using Thurstone's Interest schedule.

SI No	Initials	PS	BS	C	B	E	P	L	H	A	M	Vocational Interest
1	PK*	10	14	4	4	10	14	18	14	12	10	Linguistic
2	MS*	8	9	9	7	12	12	14	12	13	15	Musical
3	LV*	4	4	7	4	12	7	3	5	6	9	Executive
4	RI	14	15	11	9	15	15	21	26	10	27	Musical
5	NS	7	19	6	2	7	6	8	15	13	9	Biological Sciences
6	SS	6	6	11	12	8	6	11	12	16	12	Artistic
7	AR	8	17	6	4	13	4	12	9	12	14	Biological Sciences
8	SS	8	11	4	6	5	8	14	12	15	16	Musical
9	JR	13	24	7	11	14	4	16	16	7	11	Biological Sciences
10	SR	13	15	7	8	13	7	14	8	9	9	Biological Sciences
11	RM	8	13	9	2	8	9	16	16	7	11	Linguistic /Humanitarian
12	LG	10	8	10	6	9	7	14	12	12	11	Linguistic
13	RS	12	14	8	7	9	7	6	12	9	9	Biological Sciences
14	RG	10	17	10	6	7	8	11	13	6	12	Biological Sciences
Summary												
	Men	7	9	7	5	11	11	12	10	10	11	Linguistic
	Women	10	14	8	7	10	7	16	14	11	13	Linguistic
	Group	9	13	8	6	10	8	15	13	10	13	Linguistic

(6) P - Persuasive (7) L - Linguistic (8) H - Humanitarian
(9) A - Artistic (10) M - Musical.

PROCEDURE

The subject is instructed and encouraged to express his preference for a vocation. The subject is encouraged to mark both items in a pair if he likes both or cross them out if he dislikes both. In each comparison it is assumed that there is no difference in income and prestige.

SCORING

scoring has been done as per the manual

RESULTS

TABLE I shows the individual data of the subject [L.G.] in Thurstone's Interest schedule.

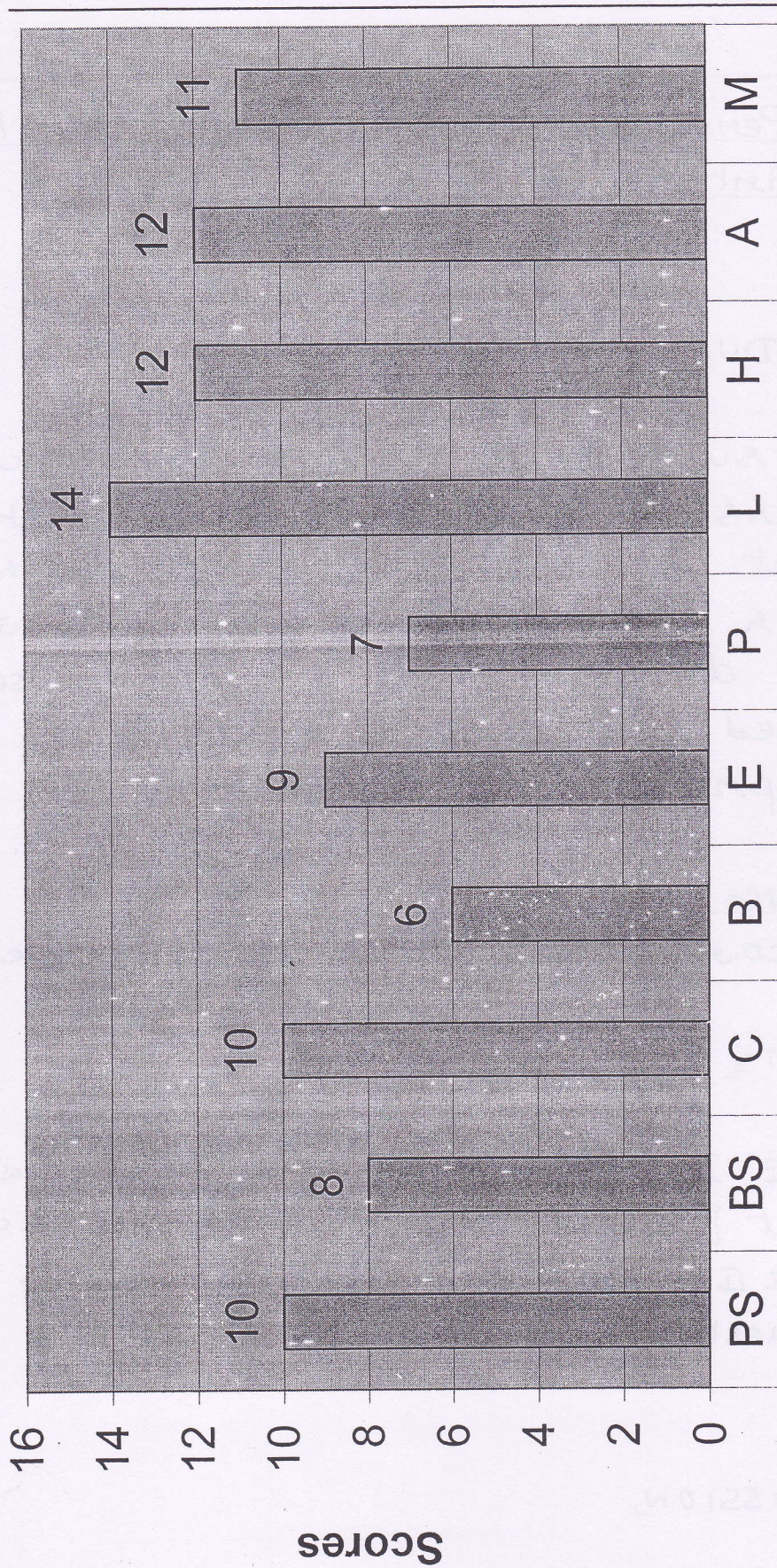
TABLE II show the group data using Thurstone's Interest schedule.

DISCUSSION.

Aim of this experiment is to assess the

Graph showing the Individual data of the subject Using Thurstone's Interest Schedule.

X-axis - Occupational field
Y-axis - Scores



Occupational fields

Vocational interest of the subject [L.G.] using Thurstone's Interest schedule. Interest is a big part of every individual's life. We express interest in several issues and facets of life. An individual can be interested in many things at a time. Information regarding a person's interest can be obtained by several methods such as (1) Expressed interest (2) Manifest or evidenced interest (3) Tested interests (4) Inventoried interests. Directly asking an individual of his or her interests is termed Expressed interest. Observing a person's behaviour in different situations is termed as Manifest or Evidenced interest as individuals tend to participate in activities they like and find somewhat satisfying. Tested interests infer interests from an individual's knowledge of special terminology or relevant information about a given topic. Lastly an individual is asked to report his likes and dislikes, preferences. This is the Inventoried interest and is the most popular and widely used.

On analysis of the individual data of the subject [L.G.] it is seen that the score is highest in (L) linguistics and lowest in (B) Business. The subject may tend to have the characteristics like good in communication and language. The subject is a young female and is working as a teacher. They^{is} may have

contributed to a strong interest in linguistics. The physical and psychological factors like thinking, perception, learning may be strong and would have made the subject strong in language. The socio economic status would also have contributed to her high interest in linguistics. On comparison with the group, there are less individuals in the group who are interested in linguistics.

GROUP DISCUSSION.

On analysis of the group data it is seen that the subjects [N.S.], [A.R.], [J.R.], [S.R.], [R.S.] and [R.G.] have expressed a vocational interest of Biological Sciences. Subjects [M.S.], [R.I.], [S.S.] have scored high in Musical and subjects [P.K.], [L.G.] have scored high in linguistics. One subject [R.M.] has scored high both in linguistic and Humanitarian. The men in the group have a high score in linguistics, the women in the group and the group have also scored high in linguistics. The vocational interest is high in linguistics.

PRACTICAL APPLICATIONS.

This test is useful in deciding about career

it can be used in the field of vocational and guidance and counselling.

CONCLUSIONS.

Vocational interest of the subject is high in linguistics.

Vocational interest of the men in the group is high in linguistics.

Vocational interest of the women in the group is high in linguistics.

Vocational interest of the group is high in linguistics.

Individuals differ in their vocational interests.

REFERENCES.

- 1) Educational Psychology by John. W. Santrock.
- 2) K.C. Shukla and Tarachand - Experimental Psychology.

STUDY SKILLS INVENTORY

EXPERIMENT NO: 10

EXPERIMENTER : [R.M.]

DATE : 29-04-08

SUBJECT : [L.G.]

INDIVIDUAL EXPERIMENT

AIM

To assess the study skills of the subject [L.G.] using study skills inventory scale.

MATERIALS REQUIRED.

- 1) Study skills inventory scale by M. Kanchara
- 2) scoring key
- 3) Answer sheet.

DESCRIPTION OF THE MATERIAL

The questionnaire has 52 items on the aspect of study skills. It measures one's organisation of time, goal setting, ability to concentrate, learning methods and obstacles of effective study.

TABLE I Showing the Individual Data of the Subject in STUDY SKILLS INVENTORY:

S.NO.	Initials	scores	Study skills
12	L.G.	42	Very good

TABLE - II showing the group data in study skills.

SI No	Initials	Score	Study Skills
1	PK*	35	Very Good
2	MS*	43	Very Good
3	LV*	37	Very Good
4	RI	41	Very Good
5	NS	34	Very Good
6	SS	44	Very Good
7	AR	31	Very Good
8	SS	46	Very Good
9	JR	43	Very Good
10	SR	40	Very Good
11	RM	41	Very Good
12	LG	42	Very Good
13	RS	34	Very Good
14	RG	18	Poor
		529	
Men		38	Very Good
Women		38	Very Good
Group		38	Very Good

PROCEDURE.

The subject is seated comfortably. Directions are given to the subject like (1) try to be sincere and honest (2) There are no right or wrong answers. (3) Do not omit any item. (4) The data is confidential. (5) Demographic details of the subject should be collected.

SCORING

The scoring was done as per the manual.

RESULTS

TABLE I shows the Individual data of the subject [L.G.] in study Skills Inventory.

TABLE III shows the Group Data in study skills inventory.

DISCUSSION

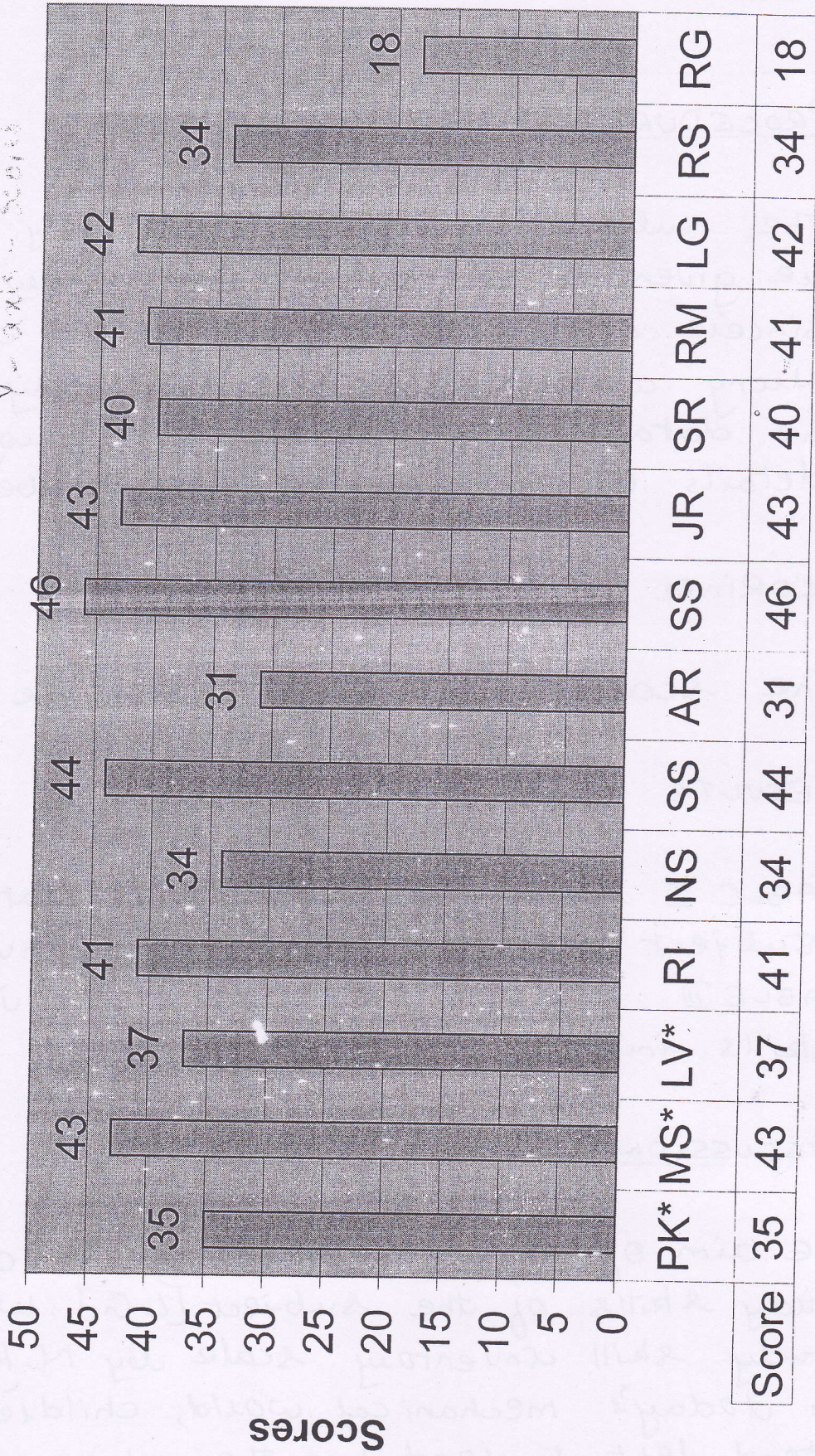
The aim of this experiment is to assess the study skills of the subject [L.G.] using the study skill inventory scale by M. Kanchana. In today's mechanical world, children are oftend left to fend for themselves and study. Further external distractions such as the T.V.

Graph Showing the group Data

USING Study Skills INVENTORY

X-axis - Subjects

Y-axis - Score



Subjects

media are plenty. The child's potential lays untapped because of bad study habits and lack of planning. Every student should in order to achieve the best and full realise their potential (1) be able to schedule or organise studying (2) Minimise distractions (3) Improve concentration (4) Be motivated (5) visualise the goal

on analysing the individual data of the subject [L.G.] from Table I it is seen that the score is 42 which interprets the study skills as ^{very} good. She may tend to have characteristics like the aptitude, to study efficiently and the motivation is high. She may also be good in time management and have a good memory. As the subject is young and energetic she may use her time management skills sensibly. The subject is a teacher and so may have known the importance of study skills. The subject has good approach to learning, perception, attention and these psychological factors would have contributed in her scoring high in study skills. Her socio economic status would also make her very efficient. The family and siblings must have imbued in her the value of education. Coming from an educated family and a culture where education is important, her score in study skills is good.

The subject may be suitable for jobs like

teaching, training in soft skills, vocational training, etc.

On comparison with the group, the subject [L.G.] conforms with the group as the score in study skills is high.

GROUP DISCUSSION

On analysis of the group from Table II it is seen that all the subjects except [R.G.] have scores which exhibit very good study skills. [R.G.] has a score of 18, showing that her study skills are poor. The scores of [P.K.], [M.S.], [L.V.], [R.I.], [N.S.], [S.S.], [A.R.], [S.S.], [J.R.], [S.R.], [R.M.], [L.G.], [R.S.], [R.G.] indicate their study skills as very good. The men women and the group have an average score of 38 and their study skills are very good.

PRACTICAL APPLICATIONS

This test can be used by school-counsellors to enhance the performance of children. Teachers can administer this questionnaire to their students to determine those who are below average in study skills.

CONCLUSION

Study skills of the subject is high and ranks
very good.

Study skills of the men in the group is very good.

Study skills of women in the group is very good.

Study skills of the group is very good.

Individuals differ in study skills.

REFERENCES.

EDUCATIONAL PSYCHOLOGY by John. W. Santrock

ASSERTIVENESS SCALE

EXPERIMENT NO : 11

EXPERIMENTER : [R.M.]

DATE : 30-04-08

SUBJECT : [L.G.]

INDIVIDUAL EXPERIMENT

AIM

To assess the assertiveness of the subject.

MATERIALS REQUIRED

- 1) Rathus Assertiveness scale
- 2) Answer sheet
- 3) Manual and scoring key.

DESCRIPTION OF THE MATERIAL

Rathus assertiveness scale was standardised in 1967 on high school students. It measures the level of assertiveness of the subject. The scale comprises of 32 statements, which have to be rated on a 4 point scale.

PROCEDURE

The subject is seated comfortably. The

TABLE - I Showing the Individual Data of the Subject in Assertiveness scale.

S.No.	Initials	Score	Assertiveness.
12	L.G.	63	High.

TABLE - II Showing group data in Assertiveness Scale.

SI No	Initials	Score	Assertiveness
1	PK*	71	Moderate
2	MS*	64	High
3	LV*	58	High
4	RI	41	High
5	NS	68	Moderate
6	SS	69	Moderate
7	AR	65	Moderate
8	SS	64	High
9	JR	67	Moderate
10	SR	74	Moderate
11	RM	83	Moderate
12	LG	63	High
13	RS	69	Moderate
14	RG	79	Moderate
		935	
Men		64	High
Women		67	Moderate
Group		67	Moderate

Assertiveness scale booklet is distributed to the subject. General instructions are given to the subject like (1) try to be sincere and honest (2) There are no right or wrong answers. Do not omit any item. Clarify doubts if any regarding this questionnaire. The demographic details of the subject is collected.

SCORING.

Scoring was done as per the manual.

RESULTS

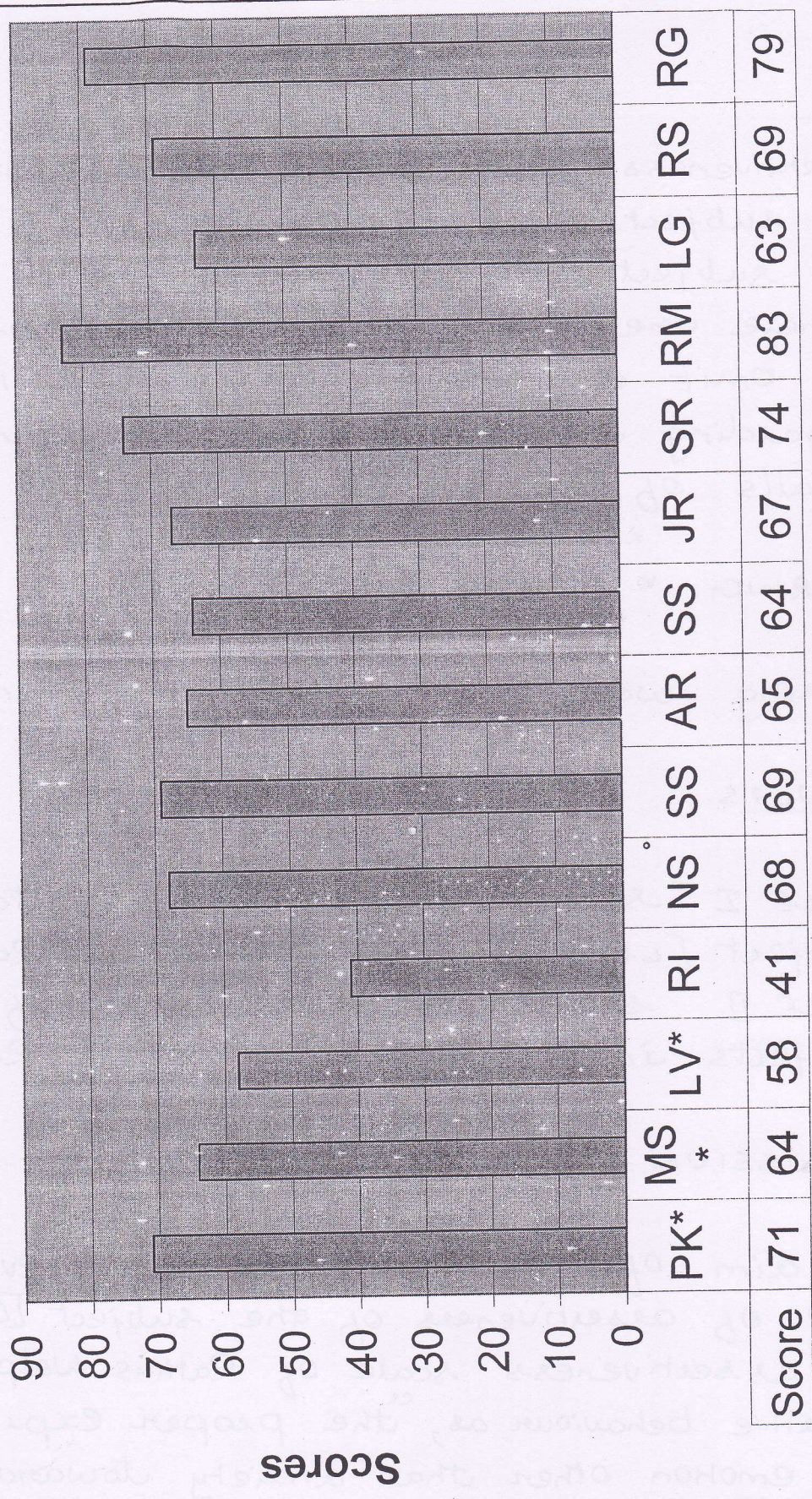
TABLE I shows the individual data of the subject [L.G.] in Assertiveness or Rathus scale.

TABLE II shows the group data of the subjects in Assertiveness scale by Rathus.

DISCUSSION

The aim of this experiment is to evaluate the level of assertiveness of the subject [L.G.] using the assertiveness scale of Rathus. Wolpe defined assertive behaviour as, "the proper expression of any emotion other than anxiety towards another person." Lazarus suggested four response categories involved in assertive behaviour namely (1) the

Graph Showing the group data on ✓
Assektiveness Scale.
x-axis: Subjects
y-axis: Scores



Subjects

ability to initiate, continue and successfully terminate conversations (2) The ability to say no (3) the ability to make requests or ask for favours (4) the ability to express positive and negative feelings.

On analysis of the individual data of the subject [L.G.] it is found that the subject has scored 63 and her assertiveness is High. She may tend to have characteristics like speaking more loudly, maintain eye contact, during conversation, spontaneity, politeness and firmness in her speech. The subject is a young female who is a teacher which may have made her assertive. She belongs to the urban lifestyle which might have contributed to her high level of assertiveness. Also her family might have listened to her and co-operated with her, valuing her suggestions. Psychological factors like motivation learning memory and Perception are good in the subject which show high assertiveness. The subject may be suitable for jobs like Police officers, trainers and teachers, Head of an Institution, Politician.

On comparison with the group the subject has scored low which means the assertiveness of the subject is higher than that of the group.

On analysing the Group data from Table II it is seen that subjects [M.S.], [L.V.], [R.I.], [S.S.], [L.G.] have low scores which means their assertiveness is high. Subjects [P.K.], [N.S.], [S.S.], [A.R.], [J.R.], [S.R.], [R.M.], [R.S.] and [R.G.] have scored high which means their assertiveness is low. Men in the group have scored 64 and are high in assertiveness. Women in the group have a score of 61 and are moderate in assertiveness. The group as a whole has a score of 61 and is also moderate in Assertiveness.

PRACTICAL APPLICATIONS

The Assertiveness scale can be used to find whether an individual is submissive or assertive. Assertiveness training can be given to individuals who are submissive and moderate on assertiveness. It can be used in the field of guidance and counselling.

CONCLUSION

Assertiveness of the subject [L.G.] is High.
Assertiveness of men in the group is High.
Assertiveness of women in the group is moderate.
Assertiveness of men in the group is moderate.
Individuals differ in their levels of assertiveness.

REFERENCES.

Educational Psychology by John. W. Santrock

THE BIG FIVE LOCATOR.

EXPERIMENT NO : 12

EXPERIMENTER : [R.M.]

DATE : 30-04-08

SUBJECT : [L.G.]

INDIVIDUAL EXPERIMENT

AIM

To assess the Big five personality of the subject [L.G.]

MATERIALS REQUIRED

- 1) The Big five locator Questionnaire
- 2) Answer sheet
- 3) Manual and Scoring Key.

DESCRIPTION OF MATERIALS REQUIRED.

The Big Five locator was developed to assess the personality types. The five dimensions of the Big five locator are (1) Negative Emotionality. This trait is about an individual's resilience in response to stressful situations. It refers to a person's predisposition to become emotionally upset. While stability reflects a disposition to

be emotionally even. Emotional stability is associated with the surface traits of being calm, relaxed and even tempered. (2) Extroversion: which is the degree to which a person directs his energies outward towards the other people and environments versus inward towards his inner and self focused experience. (Introversion). (3) Openness: Intellectual, imaginative, polished, artistically sensitive. (4) Agreeableness: - good natured, not jealous, co-operative (5) Conscientiousness: busy, responsible, preserving. The five dimensions identify domains that vary from person to person rather than define all or nothing categories into which some people fall and others do not. For this reason a bipolar adjective pair format was selected for use in the Big five locator. The format utilises adjective pairs that represent opposite poles of a single continuum. A five point scale is presented between the adjectives and the respondent is instructed to mark the spot on the continuum that is most descriptive of him or her.

PROCEDURE.

The subject is to be seated comfortably. The Big five locator questionnaire is distributed to the subject. The demographic details of

Table I Showing the individual data of the SUBJECT IN BIG FIVE LOCATOR..

S. NO.	Initials	N.E.		E.		O		A		C		Personality Type
		R.S.	N.S.	R.S.	N.S.	R.S.	N.S.	R.S.	N.S.	R.S.	N.S.	
12 12	L.G.	12	40	13	42	13	46	18	50	25	70	CONSCIENTIOUSNES

TABLE - II Showing the group data in BIG FIVE LOCATOR.

SI No	Initials	Negative Emotionality		Extroversion		Openness
		RS	NS	RS	NS	
1	PK*	18	62	17		
2	MS*	14	48			
3	LV*	12	40			
4	RI	12	40			
5	NS	15	52			
6	SS	15	52			
7	AR	10	34			
8	SS	15	52			
9	JR	17	58			
10	SR	16	54			
11	RM	11	36			
12	LG	12	40			
13	RS	11	36			
14	RG	13	44	1		
		191		21		
	Men	15		14		
	Women	13		16		
	Group	14		15		

the subject should be filled in the space provide. Directions are given to the subject like (1) there are no right or wrong answers. (2) Do not omit any questions. Do not think for a long time. Answers will be strictly confidential.

SCORING.

The scoring was done as per the manual.

RESULTS.

Table I shows the Individual data of the subject [L.G.] using Big five locator.

Table II shows the group data using the Big five locator.

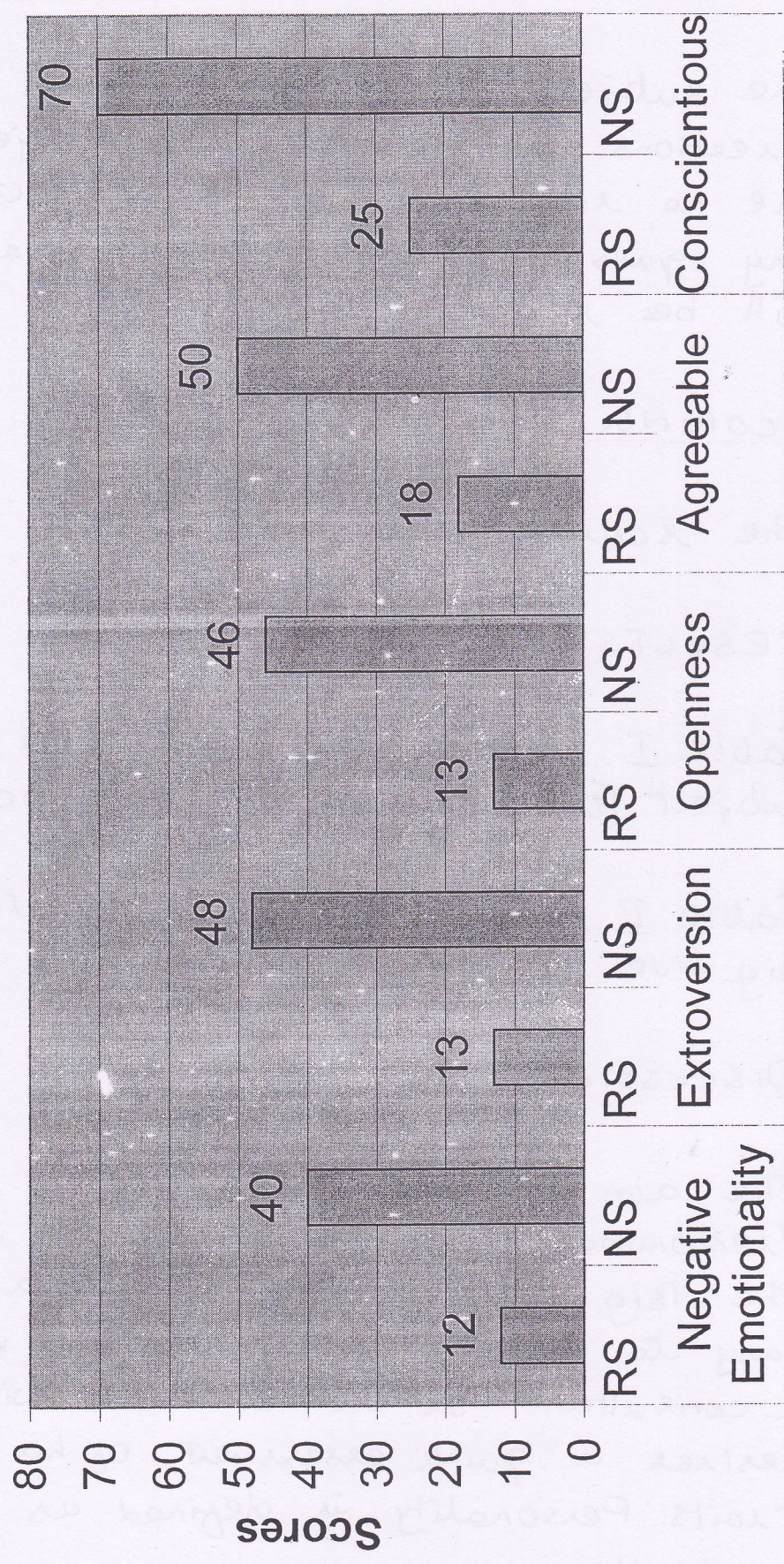
DISCUSSION

The aim of this experiment is to assess the predominant personality of the subject using the Big five locator. This is a quick and easy to use instrument designed to be used by a consultant or trainer with a willing client who desires a quick assessment of his or her personality traits. Personality is defined as a unique pattern of traits.

Graph showing the individual data of the subject using

Big Five Locator

X-axis : Dimensions
Y-axis : Scores



Dimensions

On analysis of the Individual data of the subject [L-G] from Table I it is seen that subject has scored 12 in Negative Emotionality, 13 in Extroversion, 13 in Openness, 18 in agreeableness and 25 in conscientiousness. The subject has scored highest in conscientiousness and lowest in negative Emotionality. She may tend to have characteristics like high self control resulting in consistent focus person characterised by academic and career achievement, but when focus turns extreme, it results in workaholics. It may not be easy to distract the subject. If it is the other extreme then the 'flexible' person is more easily distracted, less focussed on goals, more hedonistic and lax with respect to goals. Towards the middle of this continuum is the balanced person who finds it easier to move from focus to laxity, from production to research.

There are various factors that contribute to the conscientiousness of the subject. The subject is young and energetic and is a teacher. Being in the teaching profession may have made her to have more self control and work towards goals. The physical health of the subject is good. The subject is good in her psychological factors also like attention, perception, Thinking memory and learning. The family may have raised her in an environment, giving importance to

self-control. The subject may be suitable for jobs in fields like social workers, religious leaders, psychologists. On comparison with the group the subject conforms with the group as the predominant personality of the group is agreeableness/conscientiousness.

On analysis of the group data it is seen that the subjects [P.R.] [A.R.] [J.R.], [L.G.], [R.S.] and [R.G.] have scored high in conscientiousness. Subjects [R.I.], [N.S.] [S.S.] [S.S.] have scored high in agreeableness. Two subjects [N.S.] and [L.V.] have scored high Agree/consc. Only one subject [R.M.] has scored high in Extroversion. Men in the group have scored high in conscientiousness, women and the group have a predominant personality of Agree/consc.

PRACTICAL APPLICATIONS

This test is useful to consultants and trainers during interviews. The Big Five locator is a comprehensive assessment of normal adult personality. For consultant and trainers it is easy to make more extensive evaluation of client's personalities.

CONCLUSION

The predominant personality of the subject is conscientiousness.

The predominant personality of the men in the group is conscientiousness.

The predominant personality of the women in the group is Agreeableness / conscientiousness.

The predominant personality of the group is Agreeableness / conscientiousness.

Individuals differ in their personality.

REFERENCE.

Psychology by Lester M. Sidorow

Cheryl A. Rickabaugh

Experimental Psychology by K.C. Shukla
and Talachand.