**Psychological Assessment Reports (External)**



**Submitted to**

Ms. Aasma Yousaf

**Submitted by**

Fatima Zaheer

Roll No. 05

BS-V

2019-23

**Centre for Clinical Psychology**

**University of the Punjab**

**Lahore**

**Table of Content**

[**Thematic Apperception Test** 3](#_Toc94874200)

[Summary 4](#_Toc94874201)

[Biodata 5](#_Toc94874202)

[Reason and Source for Referral 6](#_Toc94874203)

[Background Information 6](#_Toc94874204)

[Test Administration 9](#_Toc94874205)

[Behavioral Observations 9](#_Toc94874206)

[Qualitative Analysis 9](#_Toc94874207)

[Discussion 11](#_Toc94874208)

[Conclusion 12](#_Toc94874209)

[Limitations and Suggestions 13](#_Toc94874210)

[References 13](#_Toc94874211)

[**Rotter’s Incomplete Sentence Blank** 15](#_Toc94874212)

[Summary 16](#_Toc94874213)

[Reason and Source for Referral 16](#_Toc94874214)

[Background Information 16](#_Toc94874215)

[Test Administration 16](#_Toc94874216)

[Behavioral Observations 16](#_Toc94874217)

[Results 17](#_Toc94874218)

[Quantitative Analysis 17](#_Toc94874219)

[Qualitative Analysis 18](#_Toc94874220)

[Discussion 19](#_Toc94874221)

[Conclusion 20](#_Toc94874222)

[Limitations and Suggestions 20](#_Toc94874223)

[References 21](#_Toc94874224)

[**NEO-Personality Inventory-3** 22](#_Toc94874225)

[Summary 23](#_Toc94874226)

[Biodata 23](#_Toc94874227)

[Reason and Source for Referral 24](#_Toc94874228)

[Background Information 24](#_Toc94874229)

[Test Administration 26](#_Toc94874230)

[Behavioral Observation 26](#_Toc94874231)

[Results 27](#_Toc94874232)

[Quantitative Analysis 27](#_Toc94874233)

[Qualitative Analysis 29](#_Toc94874234)

[Discussion 32](#_Toc94874235)

[Conclusion 34](#_Toc94874236)

[Limitations and Suggestions 34](#_Toc94874237)

[References 34](#_Toc94874238)

[Appendix-A 36](#_Toc94874239)

[Appendix-B 37](#_Toc94874240)

# **Thematic Apperception Test**

# **Summary**

Thematic Apperception Test was administered to an 18 years old last-born female studying BSc Computer Engineering and belonging to a nuclear family. The test was administered as part of academic work for the course of psychological assessment in the testing room of the Center for Clinical Psychology. It took about one hour to complete the test. The participant was cooperative throughout the administration. TAT profile shows that affiliation is the most prominent need and loss is the most prominent press in the participant. Need for affiliation vs press of loss is the most significant conflict. Lack or loss of love and being overpowered and helpless are the most evident anxieties. Denial is the most evident defense mechanism used by the participant. The participant’s ego functioning and superego functioning are adequate and she has above average intelligence.

# **Biodata**

Name                                                 J.Z

Age                                                    18 years

Gender                                               Female

Education                                           BSc Computer Engineering (in progress)

No. of siblings                                    2

Birth order                          Last born

Marital Status                                    Unmarried

Occupation                                   Student

Religion                                      Islam

# **Reason and Source for Referral**

The Thematic Apperception Test was administered to the participant as part of academic work for the course of psychological assessment at the Center for Clinical Psychology, University of the Punjab.

# **Background Information**

**Family History**

The participant’s father is deceased. He died in 2019 at the age of 60 because of lung cancer. The duration of his disease was six months. It was extremely hard for the participant to accept this loss for one year but afterward, she tried to return to normal life. The participant reported that praying, reciting Quran, professional counseling, and talking to her friends and family helped her to deal with her grief. The participant’s father did CMA and worked as a finance manager in a private firm. He was short-tempered, enthusiastic, talkative, goal-directed, disciplined, and thoughtful. He was a smoker. The participant had a satisfactory and congenial relationship with her father. His death has deeply affected the participant. She reported that now she feels like she is weak, lonely, and incomplete. She has also started underestimating herself. The subject reported that she took online counseling to handle her stress but it did not assist her much.

The participant’s mother is 51 years old. She has done BA in Urdu Literature and she is a housewife. She is short-tempered, emotional, talkative, and artistic. Participant has a satisfactory and congenial relationship with her mother. She tries her best to understand the participant’s concerns to keep the communication gap minimal.

The participant’s parents had arranged marriage and they had a congenial relationship overall. The participant’s mother makes all the decisions.

The participant has one elder sister. She is a 20 years old student of BS Psychology. She is short-tempered, idealistic, friendly, and emotional. Because of the minimal age gap and being her only sibling, the participant has a congenial relationship with her sister. Sometimes, they get into arguments and the sister’s anger makes the participant feel bad. She looks up to her sister for advice in various matters. They both take inspiration from each other and share the same interests.

**General Home Atmosphere**

The General home atmosphere is peaceful. Participant belongs to a nuclear middle-class family. The participant’s father used to be the authoritative figure but now her mother looks after all the matters. The participant has a close-knit family and all the family members are considerate towards one another but the participant is not on good terms with her relatives. They are unsupportive and trouble her family a lot after her father’s death. Due to this, she feels powerless and does not find people trustworthy.

**Personal History**

As the participant heard from her mother, there were no complications during the prenatal, perinatal, and postnatal periods. The participant was born through normal delivery. Her birth weight was 7 pounds. She acquired all her developmental milestones at a normal age. She was an easy-going and happy child. She loved playing with dolls and blocks.

**Educational History**

Participant started school at 4 years of age. She attended an English medium school. She was quite eager and enthusiastic about going to school since her mother told her that she would learn new things and make a lot of friends there. She was having a congenial relationship with her teachers and classmates throughout her academic career. Her teachers always encouraged her and helped her in becoming a better student. She got 97% marks in matric. She performed well in co-curricular activities also.

The participant studied pre-engineering in college. During that period, her studies got disturbed because of her father’s death but she managed to secure 97% marks in the final exams. Online classes were held because of covid-19 that affected the participant’s interaction with her teachers and classmates. The participant joined engineering university one month ago. She is satisfied with her university life. She is an above-average student.

**Sexual History**

The participant achieved menarche at the age of 13 years. Her reaction was quite normal since her mother had already told her about it. Her menstruation cycle lasts for 5-6 days and it becomes irregular whenever she consumes excessive junk food and cold drinks. She has a usual and adequate interaction with the opposite gender.

**General Personality Characteristics**

The participant is emotional, talkative, religious, hardworking, optimistic, kind, ambitious, persistent, obedient, sensitive, and thoughtful. Her hobbies include doing yoga, reading books about science and technology, and making digital art. She likes physics and dislikes cooking and watching the news or political programs. She tries to solve her problems on her own and takes help if required. She often becomes panic-stricken in stressful situations. Praying and reciting Quran helps her to handle stress.

# **Test Administration**

The test was administered in the well-illuminated testing room of the Center for Clinical Psychology. The examiner and participant were seated opposite each other. Complete instructions were given according to the manual and the apparatus was available on time. It was made sure to keep the room distraction-free. Break and reinforcement were given to the participant amid administration. The participant completed the test in about one hour.

# **Behavioral Observations**

The participant was a young girl dressed up tidily. She was tall and her physique was age-appropriate. Her eye contact was adequate and she had effective rapport building with the examiner. Initially, she was interested in taking the test but got bored and tired at the end of the administration. She was cooperative throughout the administration.

On seeing 1st card, the participant remarked that she could not see anything. She observed the card for a moment and then started writing in a flow. She stopped halfway between the story. She hid her story from the examiner by putting her arm on the story. The participant observed the 2nd card for 5 minutes and then started writing. On the 3rd and 4th cards, she remarked that cards are so weird and blurred. On the 5th card, she asked whether she will be scored for writing these stories? On the 6th card, she said confusedly that all cards look the same. On the 7th card, the participant stopped on the second line. On the 8th card, she remarked that the scene looks like it has been taken from the Netflix series ‘Squid Game’. On the 10th card, she asked embarrassedly whether the woman was wearing clothes or not?

# **Qualitative Analysis**

**Final Report**

The need for affiliation is the most evident one (appeared in six stories) followed by the need for achievement, counteraction, compliance, succorance, aggression, and abasement. The need for understanding and respect are prominent in 2nd story. 5th story (6BM) highlights the need for passivity. The need for jealousy appears in the 6th story (7GF). The 7th story (8 BM) highlights the need for cognizance, excitance, and harm avoidance. The need for play is prominent in the 8th story and the need for nurturance appears in the last story (13 MF) respectively.

Press of loss is the most evident one (appeared in seven stories) followed by the press of aggression, lack, rejection, dominance, and affiliation. The birth of offspring is the significant press in the 2nd story. Death of hero is the prominent press in 3BM. 7GF highlights the press of retention, 8BM highlights the press of uncongenial environment, and the press of physical injury appears in 9 GF.

Different defenses have been used against conflicts and fears in the stories with denial being the most prominent one (used in five stories). Regression, altruism, rationalization, and blocking are also evident.

Lack or loss of love is the most prominent anxiety followed by being overpowered and helpless, deprivation and anxiety of harm/ punishment. Need for affiliation vs press of loss is the most significant conflict. Ego functioning chart shows that she falls mostly in the normal range. TAT profile indicates that the participant has above-average intelligence and adequate superego functioning.

# **Discussion**

The main hero portrayed by the participant is a teenager in stories 1, 2, 7GF,8BM, and 9GF. This can be associated with the participant’s biodata which indicates that she is a teenager herself. The main hero is shown as ambitious, religious, obedient, and kind in stories 2, 3BM, 6BM, and 10 respectively. The participant’s personality characteristics also describe her as ambitious, religious, kind, and obedient.

The participant has frequently mentioned the need for affiliation and the press of loss in her stories. Her family history reflects that her father’s death has affected her deeply. According to Freud (2005)*,* the mourner has to deal with his or her grief by reviewing thoughts and memories of the dead person (hypercathexis), and by expressing emotions particularly pain and anger as evident from the participant’s need for aggression here. Need for aggression is manifested in the participant’s stories 1, 3BM, and 4. This can be supported in the light of findings of a research study that suggests that the last-born children are more aggressive than firstborn children (Sultana & Latif, 2022). The participant’s biodata indicates that she is a last-born child.

Without attachment, there would be no sense of loss, and Bowlby’s four Phases of Grief Model (1998) states that in the third phase, dejection and disorganization are encountered, and if a person finishes the three phases, the fourth phase of reorganization appears where the bereaved person detaches from the attachment and starts to invest in the future as manifested by the subject in the story no. 2 where the main hero started studying and stories 6BM, and 10 where the main hero started doing welfare work after losing the loved one. The participant’s educational history also highlights that she strives to move on and continues to achieve academically.

Need for achievement is also evident in the participant’s stories and it can be attributed to her excellent academic performance and participation in co-curricular activities as mentioned in the educational history.

The contemporary figures introduced by the participant in stories 2, 4, 7GF, 8BM, and 9GF are cruel, unfaithful, dangerous, and furious. This can be supported in the light of the participant’s history which highlights that her relatives are unsupportive and trouble her a lot.

Need for affiliation vs press of loss is the most significant conflict in the participant’s stories. This is in alignment with the participant’s history which mentions that she feels lonely and incomplete after losing her father.

Anxieties of lack or loss of love and being overpowered and helpless are most evident in the participant’s stories. Her history reflects that she feels powerless because of her relatives’ unpleasant attitudes.

The participant has frequently used the defense of denial in her stories. Elisabeth Kubler-Ross’ five-stage grieving process (1969) highlights denial as a stage of the grief cycle. It is natural for a person to become stuck at this stage when coping with stressful events.

The participant’s stories reveal that she has above-average intelligence. This can be attributed to her excellent academic performance evident from her educational history.

# **Conclusion**

TAT profile shows that affiliation is the most prominent need and loss is the most prominent press in the participant. Need for affiliation vs press of loss is the most significant conflict. Lack or loss of love and being overpowered and helpless are the most evident anxieties. Denial is the most evident defense used by the participant. The participant’s ego functioning and superego functioning are adequate and she has above average intelligence

# **Limitations and Suggestions**

* The test was lengthy which made the participant exhausted after writing the fourth story. Due to this reason, she was provided with a break of 10 minutes and a glass of water after which she continued her test.
* Due to the examiner’s first experience of administering the Thematic Apperception Test, there is a margin of subjectivity and few errors in the scoring. To ensure effective results, the examiner intently reviewed the scoring.

# **References**

Bellak, L. (1971). *The Thematic Apperception Test and the children's apperception test in clinical use.* Grune & Stratton.

Bowlby, J. (1998). Attachment and loss: Vol. 3. *Loss: sadness and depression.*

Freud, S. (2005). *On murder, mourning and melancholia* (S. Whiteside, Trans.).

Groth-Marnat, G., & Wright, A. J. (2016). *Handbook of Psychological Assessment*. John Wiley.

Kübler-Ross, E. & Kessler, D. (2005). *On grief and grieving: Finding the meaning of grief through the five stages of loss*. London: Simon & Schuster.

Murray, H. (1971). *Thematic apperception test*. Harvard Univ. Press.

Sultana, S., & Latif, L. (2022). *Adolescence Aggression as Related to Gender and Birth Order*.

# **Rotter’s Incomplete Sentence Blank**

# **Summary**

Rotter’s Incomplete Sentence Blank was administered to an 18 years old last-born female studying BSc Computer Engineering and belonging to a nuclear family. The test was administered as part of academic work for the course of psychological assessment in the testing room of the Center for Clinical Psychology. It took almost 20 minutes to complete the test. The participant was cooperative throughout the administration. The results indicated that the participant is adjusted in her life. She seems to have a negative general attitude towards life and her family life does not seem satisfactory. She does not hold a good opinion about men and women and she seems to have a negative social attitude. Her character traits depict her as a religious and optimistic person with positive emotions and openness to new experiences.

# **Reason and Source for Referral**

Rotter’s Incomplete Sentence Blank was administered to the participant as part of academic work for the course of psychological assessment at Center for Clinical Psychology, University of the Punjab.

# **Background Information**

Same as TAT.

# **Test Administration**

The test was administered in the well-illuminated testing room of the Center for Clinical Psychology. The examiner and participant were seated opposite each other. Complete instructions were given according to the manual and the apparatus was available on time. It was made sure to keep the room distraction-free. Participant completed the test in almost 20 minutes.

# **Behavioral Observations**

The participant was a young girl dressed up tidily. She was tall and her physique was age-appropriate. Her eye contact was adequate and she had effective rapport building with the examiner. She was interested in solving the test. She filled all the blanks in a flow. She was cheerful at the beginning of the test administration but got teary-eyed on the sentence (my father…). Overall, she was cooperative throughout the administration.

# **Results**

## **Quantitative Analysis**

Table 1

*Showing Response Categories, raw score, and cut-off score of the participant*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Response  Categories |  |  | Raw Score | Cut off | Adjusted/  Maladjusted |
| Positive | P3 | 0 | 7×0 = 0 |  |  |
|  | P2 | 1 | 3×1 =3 |  |  |
|  | P1 | 2 | 3×2 =6 |  |  |
| Neutral | N | 3 | 5×3 =15 |  |  |
| Conflict | C1 | 4 | 5×4 =20 |  |  |
|  | C2 | 5 | 14×5=70 |  |  |
|  | C3 | 6 | 3×6 = 18 |  |  |
| Omissions | O |  | 0 |  |  |
| Total |  |  | 132 | 135 | Adjusted |

## **Qualitative Analysis**

Participant’s scores reveal that she is adjusted in her life. She gave 13 positive responses, 5 neutral responses, and 22 conflictual responses. Her responses throw light on the following attitudes:

**General Attitude**

General attitude indicates an individual’s usual opinions or feelings towards life. Many items depict that the participant may have a negative general attitude. On items (I feel…), (When I was a child…), (My nerves…), and (I suffer…), she wrote ‘confused’, ‘I was very dumb’, ‘are weak’ and ‘everyday’. On items (I can’t…), (I regret…), (I need…) and (I wish…), she wrote ‘stay like this’, ‘harming myself’, ‘to be strong’ and ‘I was powerful’ which show that she doesn’t seem to be satisfied with her past and present life and wants to change herself.

**Familial Attitude**

The participant’s responses to some items reveal that her family life may not be satisfactory as shown in items (back home…) and (what annoys me…), where she wrote ‘there is no peace’ and ‘her sister’s anger’. Her response to the item (my father…) was ‘was my biggest strength’ which shows that she had a very congenial relationship with her father. Her relationship with her mother also seems to be satisfactory as depicted from her response to item (a mother…) where she wrote ‘is the only selfless human’.

**Social and Sexual Attitude**

The participant’s responses to the item (men…) and item (most women…) were ‘are pretentious’ and ‘do backbiting’ which indicates that she may not hold a good opinion about men and women. She seems to be maladjusted in her social life as depicted from her responses on items no. 10, 13, 19, 26, and 29. On item (people…) and (my greatest fear…), she wrote ‘make me sad’ and ‘is to lose anyone I love’. On items like (Other people…), (marriage…) and (what pains me…), she wrote ‘are selfish’, ‘is scary’ and ‘is everyone’s attitude’. These responses indicate her conflictual opinions about people.

**Character Traits**

The participant’s responses to some items show that she is religious, optimistic and open to new experiences. Her responses to items (I want to know…), (Reading…) and (I am best when…) were ‘more about Allah’, ‘about religion is the best thing’ and ‘I pray to Allah’ which indicate her religious inclination. She seems to be optimistic as evident from her responses to items (the future…) and (I…) where she wrote ‘is bright’ and ‘can be better’. On items (my mind…), (this place…), and (I am very…), she wrote ‘is powerful’, ‘is cozy’and ‘precious’ which seem to reflect her positive emotions. Her responses to items (In school…) and (Sports…) were ‘I was an all rounder’ and ‘are cool’ which show her openness to new experiences.

# **Discussion**

Results seem to indicate that the participant has a negative general attitude. It can be related to her background information where she reported that she feels weak and incomplete after her father’s death she has also started underestimating herself. She also took counseling for this purpose but did not find it much effective. Her responses show that she wants to change herself. Stroebe and Schut’s Dual Process Model of Grief (1999) states that people deal with the death of a loved one by wavering between two entirely distinct coping mechanisms: loss-orientation (in which people acknowledge various feelings associated with the loss) and restoration-orientation (in which the people strive to adjust themselves in the world without their loved one).

Her maladjusted family life can be attributed to her father’s death as mentioned in the family history. It can also be associated with the behavioral observation where the participant got teary-eyed on responding to the item (my father…). Moreover, findings of a study conducted by Brent et al. (2012) higlights that experiencing the death of a parent during adolescence leads to lower family cohesion. The participant’s social life seems to be the most maladjusted one. It can be related to her background information which mentions that she did not have reliable friendships and her relatives trouble her a lot.

Her character traits of being religious, optimistic, and open to new experiences are in alignment with the personality characteristics outlined in the background information. Her background information highlights that praying and reciting Quran helps her to relieve stress thus showing the participant’s religious inclination. Moreover, background information also mentions her participation in cocurricular activities and her interest in several hobbies which indicate that the participant is open to new experiences. Findings of a study conducted by Bayrami et al. (2012) suggests that optimism, positive emotions, rational information processing cycle and experimental information processing style can significantly predict the psychological adjustment in students.

# **Conclusion**

Results indicate that the participant obtained a score of ‘132’ on Rotter’s Incomplete Sentence Blank which means that she is adjusted in her life. She seems to have a negative general attitude towards life. Her family life is not satisfactory but she has a good bonding with her mother. She does not hold a good opinion about men and women and she has a negative social attitude. Her character traits depict her as a religious and optimistic person who seems to have positive emotions and openness to experiences in life.

# **Limitations and Suggestions**

* Due to the examiner’s first experience of administering the Rotter’s Incomplete Sentence Blank, there is a possibility of few errors in the scoring. To ensure effective results, the examiner intently reviewed the scoring.
* The participant got teary-eyed while responding to the item (my father…). The examiner consoled her and gave her a glass of water after which she continued the test.

# **References**

Brent, D. A., Melhem, N. M., Masten, A. S., et al. (2012). Longitudinal effects of parental bereavement on adolescent developmental competence. *Journal of Clinical Child Adolescent Psychology, 41*(6), 778–791.

Bayrami, M., Abad, T., Ghoradel, J., et al. (2012). The Role of Positive and Negative Affectivity, Optimism, Pessimism, and Information Processing Styles in Student Psychological Adjustment. *Procedia - Social and Behavioral Sciences, 46*, 306-310.

Rotter, J., Lah, M., & Rafferty, J. (1992). *Rotter Incomplete Sentences Blank*. San Antonio: The Psychological Corporation.

Spring, M. (2020). A Journey through Grief-Integration of Theory and Practice. *Irish Journal for Counselling and Psychotherapy, 20*(3), 20-24.

# **NEO-Personality Inventory-3**

# **Summary**

The NEO-Personality Inventory-3 was administered to a 20 years old last-born female studying BS Clinical Psychology and belonging to a joint family. The test was administered as part of academic work for the course of psychological assessment in the testing room of the Center for Clinical Psychology. The participant was cooperative throughout the administration. It took almost 30 minutes to complete the test. Results indicate that the participant has very high neuroticism, low extraversion and openness, average agreeableness, and very low conscientiousness. Overall, she does not have a balanced personality.

# **Biodata**

Name                                                 A.A

Age                                                    20 years

Gender                                               Female

Education                                           BS Clinical Psychology (in progress)

No. of siblings                                    3

Birth order                          Last born

Marital Status                                    Single

Occupation                                   Student

Religion                                      Islam

# **Reason and Source for Referral**

The NEO Personality Inventory-3 was administered to the participant as part of academic work for the course of psychological assessment at Center for Clinical Psychology, University of the Punjab.

# **Background Information**

**Family History**

The participant’s father is 58 years old. He has done MBA and works as a purchase manager in a private firm. He is short-tempered, emotional, enthusiastic, religious, friendly, goal-directed, and thoughtful. He is a smoker and suffers from diabetes and hypertension. The participant has a warm and congenial relationship with her father. She remains extremely worried about her father’s health.

The participant’s mother is 58 years old. She has done BA in English Literature and she is a housewife. She is short-tempered, emotional, talkative, fun-loving, and creative. The participant has a warm and congenial relationship with her mother.

The participant’s parents have arranged marriage and they have an amiable relationship overall. The participant’s father makes all the decisions.

The participant’s elder brother is 30 years old and married. He has no children. He has done M. Phil in marketing and he works as an assistant director in a private firm. He is calm, even-tempered, easy-going, diligent, and friendly. The participant does not have a friendly relationship with her brother because of the significant age gap but he is extremely caring towards her.

The participant’s second brother is 29 years old and married. He has done M. Phil in marketing and he is an assistant manager by profession. He is short-tempered, diligent, friendly, and fun-loving. He has a one-year-old son. The participant does not have a friendly relationship with her brother because of the significant age gap but he is extremely caring towards her.

The General home atmosphere is peaceful. The participant belongs to a joint upper-class family. The participant’s father is the authoritative figure in the family. The participant has a close-knit family and all the family members are considerate towards one another.

**Personal History**

As the participant heard from her mother, there was no complication during the prenatal period. Both mother and child remain healthy throughout the gestation period. Before delivery, the umbilical cord got tied around the participant’s neck so she was born through C-section surgery. There were no complications after the delivery and the participant and her mother were completely fine. The birth weight of the client was around 8 pounds. She acquired all her developmental milestones at a normal age. She was a difficult child. She did not like playing with other children.

**Educational History**

Participant started school at 4 years of age. She attended an English medium school. She was quite eager and enthusiastic about going to school since her mother told her that she would learn new things and make a lot of friends there. She changed school once before matric because her parents were not satisfied with her previous school’s education standards. The participant had a congenial relationship with her teachers and classmates. Her teachers always encouraged her and helped her in becoming a better student. The participant reported that she did not have any close friends in school. She got 93% marks in matric. She did not participate in co-curricular activities.

The participant studied pre-medical in college. She had a congenial relationship with her teachers and classmates. She enjoyed her college life a lot and it was one of her best experiences. She got 92% marks in FSc. She was extremely disheartened for not making it to medical college. The participant reported that she felt completely worthless after this experience but she had to move on for the sake of her parents’ happiness.

The participant is currently enrolled in university in BS Clinical Psychology. She is an above-average student there. Her university life got disturbed because of covid-19. Online classes were held and it affected the participant’s relationship with her teachers and classmates. The participant reported that she is not satisfied with her university life because of a lack of recreation and co-curricular activities.

**Sexual History**

The participant achieved menarche at the age of 13 years. Her reaction was quite normal since her mother had already told her about it. Her menstruation cycle lasts for 5-6 days and it becomes irregular whenever she consumes excessive junk food and cold drinks. She has a usual and adequate interaction with the opposite gender.

**Personality Characteristics**

The participant is short-tempered, emotional, sensitive, reserved, pessimistic, creative, and thoughtful. Her hobbies include cooking, reading novels, gardening, listening to music, and watching movies. She depends on her parents to solve her problems. The participant reported that her parents take all decisions for her. She has a few friends and it is difficult for her to maintain friendships. She procrastinates a lot and it often affects her studies. Her goal in life is to become financially independent and to become tenacious since she gives up on things easily.

# **Test Administration**

The test was administered in the well-illuminated testing room of the Center for Clinical Psychology. The examiner and participant were seated opposite each other. Complete instructions were given according to the manual. Urdu translation of the test was administered to the participant. It was made sure to keep the room distraction-free. The participant completed the test in almost 30 minutes.

# **Behavioral Observation**

The participant was a young girl dressed up tidily in Shalwar Kameez. She was tall and her physique was age-appropriate. Her eye contact was adequate and she had effective rapport building with the examiner. She seemed calm and cheerful. She listened to the instructions attentively and showed keen interest in taking the test. She was cooperative throughout the administration.

# **Results**

## **Quantitative Analysis**

Table 1

*Showing Raw Scores, T Scores, and Category of Domains and Facets*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Scale | Raw Scores | | | T Scores | | Category |
| Facets |  | | |  | |  |
| Neuroticism | 151 | | | 78 | | Very high |
| Anxiety | 26 | | | 65 | | High |
| Anger hostility | 26 | | | 76 | | Very high |
| Depression | 27 | | | 73 | | Very high |
| Self-consciousness | 17 | | | 55 | | Average |
| Impulsiveness | 26 | | | 74 | | Very high |
| Scale | Raw Scores | | | T Scores | | Category |
| Vulnerability | 29 | | | 80 | | Very high |
| Extraversion | 92 | | | 39 | | Low |
| Warmth | 20 | | | 42 | | Low |
| Gregariousness | 14 | | | 42 | | Low |
| Assertiveness | 11 | | | 41 | | Low |
| Activity | 15 | | | 44 | | Low |
| Excitement-seeking | 12 | | | 41 | | Low |
| Positive emotions | 20 | | | 47 | | Average |
| Openness | 100 | | | 44 | | Low |
| Fantasy | 16 | | | 47 | | Average |
| Aesthetics | 22 | | | 58 | | High |
| Feelings | 26 | | | 62 | | High |
| Actions | 7 | | | 24 | | Very low |
| Ideas | 18 | | | 51 | | Average |
| Values | 11 | | | 26 | | Very low |
| Agreeableness | 127 | | | 52 | | Average |
| Trust | 21 | | | 52 | | Average |
| Straightforwardness | 26 | | | 60 | | High |
| Altruism | 16 | | | 27 | | Very low |
| Compliance | 13 | | | 41 | | Low |
| Modesty | 21 | | | 53 | | Average |
| Tender-mindedness | | 30 | 75 | | Very high | |
| Conscientiousness | | 57 | 20 | | Very low | |
| Competence | | 6 | 20 | | Very low | |
| Order | | 13 | 38 | | Low | |
| Dutifulness | | 18 | 38 | | Low | |
| Achievement striving | | 7 | 24 | | Very low | |
| Self-discipline | | 8 | 25 | | Very low | |
| Deliberation | | 5 | 22 | | Very low | |

## **Qualitative Analysis**

**Neuroticism**

Quantitative analysis indicates that the participant’s score on neuroticism is very high which signifies that she has a very high tendency to experience negative emotions. High score on the facet of anxiety shows that the participant often feels tense and she is apprehensive about the future. Very high score on the facet of anger hostility indicates that the participant is short-tempered and she often gets extremely annoyed with other people. Even minor nuisances can be frustrating for her. Very high score on the facet of depression indicates that the participant feels extremely sad, depressed, and guilty. She feels extremely bleak and dejected when things go wrong and she underestimates her abilities. Average score on the facet of self-consciousness depicts that the participant is comfortable around other people to some extent. She does not feel embarrassed if she does silly things or if people tease her. Very high score on the facet of impulsiveness shows that the participant does things on impulse that she later regrets. She finds it extremely difficult to refrain from temptations and frequently overindulges. Very high score on the facet of vulnerability signifies that the participant feels extremely helpless, unstable emotionally, and feels like she is going to pieces. She does not feel capable of solving her problems and making decisions and she cannot handle herself well in a crisis.

**Extraversion**

The participant’s score on the domain of extraversion is low which reflects that she is reserved and usually prefers to do things alone. Low score on the facet of warmth shows that the participant does not get much pleasure from chatting with people. People consider her cold and unwelcoming and she does not have strong emotional attachments to her friends. Low score on the facet of gregariousness describes the participant as an individual who prefers to do things alone and social gatherings are usually monotonous for her. Low score on the facet of assertiveness depicts that the participant would rather go her own way than be a leader of others. She finds it difficult to take control of a situation. Low score on the facet of activity shows that the participant has a laid-back style in work and play. Her work is likely to be slow and steady. Low score on the facet of excitement-seeking reflects that the participant seldom yearns for excitement and she is not fond of vacationing and tends to avoid movies that are shocking or scary. Average score on the facet of positive emotions means that the participant is cheerful to some extent and she sometimes experiences delight.

**Openness**

The participant’s score on the domain of openness is low which signifies that the participant is not much open to new experiences. She tends to be conventional in behavior and conservative in outlook. Average score on the facet of fantasy indicates that the participant often avoids daydreaming and tries to keep her thoughts directed along realistic lines. High score on the facet of aesthetics reflects that the participant is intrigued by the patterns she finds in art and nature. She enjoys reading poetry that emphasizes feelings and images more than storylines. She sometimes becomes completely absorbed in the music. High score on the facet of feelings indicates that the participant experiences a wide range of emotions. She finds it easy to empathize with others. Very low score on the facet of actions reflects that once the participant finds the right way to do something, she sticks to it. She follows the same route when she goes someplace. Average score on the facet of ideas shows that the participant enjoys playing with abstract ideas or theories to some extent and she has a moderate range of interests. Very low score on the facet of values reflects that the participant strongly believes that being loyal to her ideas and principles is more important than being open-minded and we should look to our religious authorities for decisions on moral issues.

**Agreeableness**

The participant scored average on the domain of agreeableness which signifies that she has some concern with others’ needs but generally she is unwilling to sacrifice herself for others. Average score on the facet of trust shows that the participant has a moderate amount of faith in human nature and she believes to some extent that most people are well-intentioned and trustworthy. High score on the facet of straightforwardness indicates that the participant is not crafty or sly and she cannot deceive anyone even if she wants to. Very low score on the facet of altruism describes the participant as very egotistical, calculating, and not generous at all. Low score on the facet of compliance reflects that the participant is stubborn and can be sarcastic when she needs to be. If she does not like a person, she let the person know it. If someone starts a fight, she is ready to fight back. She often gets into arguments with her family and fellows. Average score on the facet of modesty depicts that the participant tries to some extent to be humble and often prefers to not talk about her achievements. She thinks to some extent that she is not better than others. Very high score on the facet of tender-mindedness represents the participant as being very sympathetic for others less fortunate than her. She has a strong belief that human beings are worthy of respect.

**Conscientiousness**

The participant’s score on the domain of conscientiousness is very low which signifies that she tends to be very disorganized, careless, and easily distracted. Very low score on the facet of competence indicates that the participant does not seem to be completely successful at anything and she comes into situations without being fully prepared. Low score on the facet of order shows that the participant is not very methodical and never seems to be able to get organized. Low score on the facet of dutifulness depicts that the participant is not as reliable as she should be. Very low score on the facet of achievement-striving reflects that the participant is extremely easy-going and laidback and she does not feel driven to get ahead. Very low score on the facet of self-discipline shows that the participant procrastinates a lot before settling down to work and it is extremely hard for her to make herself do what she should. Very low score on the facet of deliberation indicates that the participant never thinks things through before coming to a decision or taking action.

# **Discussion**

Analysis shows that the participant’s score on the domain of neuroticism is very high. It can be attributed to her family history which remarks that her parents are short-tempered and emotional. Hill et al. (2018) found out in their research study that neuroticism is heritable. Very high score on neuroticism can also be related to the participant’s demographics. According to a research study, women have been found to score higher than men on Neuroticism as measured at the Big Five trait level, as well as on most facets of Neuroticism included in a common measure of the Big Five, the NEO-PI-R (Costa et al., [2001](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3149680/#B3)). The participant felt completely worthless after not getting admission in medical college and she remains extremely worried about her father’s health. Her personality characteristics also highlight her as an emotional, short-tempered, and pessimistic person.

The participant scored low on the domain of extraversion. Her personality characteristics also highlight her as a reserved person. Allport and Allport (1921) proposed that introverts can be easily embarrassed, prefer few friends over many, and have difficulty in decision-making due to risk aversion. It can be linked with her background history which remarks that the participant has few friends and she faces difficulty in maintaining friendships. She did not participate in co-curricular activities as well.

The participant scored low on the domain of openness but her scores on its facets of aesthetics and feelings are high. It can be attributed to her background history which mentions that the participant is fond of gardening, reading poetry, and listening to music. It can also be related to her demographics. According to a study, women have been found to score higher than men on the facets of Esthetics and Feelings (Costa et al., [2001](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3149680/#B3)).

On the domain of agreeableness, the participant’s score is average. Very high score on the facet of tender-mindedness can be related to her demographics. Studies suggest that Women consistently score higher than men on Agreeableness and related measures, such as tender-mindedness (Feingold, [1994](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3149680/#B12); Costa et al., [2001](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3149680/#B3)).

On the domain of conscientiousness, the participant’s score is very low which can be attributed to her background history where the participant reported that she procrastinates a lot and gives up on things easily. A research study suggests that there is a statistically significant relationship between procrastination and birth position. Most people who procrastinate are last-borns and a few middle-borns (Gabriel, 2015).

# **Conclusion**

Results indicate that the participant has very high neuroticism, low extraversion, and openness, average agreeableness, and very low conscientiousness. Overall, she does not have a balanced personality.

# **Limitations and Suggestions**

* The test had a large number of items that fatigued the participant after answering item no. 138. Due to this reason, she was provided with a break of 5 minutes and a glass of water after which she continued her test.

# **References**

Allport, F., & Allport, G. (1921). Personality Traits: Their Classification and Measurement. *The Journal Of Abnormal Psychology And Social Psychology*, *16*(1), 6-40. https://doi.org/10.1037/h0069790

Costa, P., Terracciano, A., & McCrae, R. (2001). Gender differences in personality traits across cultures: Robust and surprising findings. *Journal Of Personality And Social Psychology*, *81*(2), 322-331. <https://doi.org/10.1037/0022-3514.81.2.322>

Feingold, A. (1994). Gender differences in personality: A meta-analysis. *Psychological Bulletin*, *116*(3), 429-456. <https://doi.org/10.1037/0033-2909.116.3.429>

Hill, W., Arslan, R., Xia, C., Luciano, M., Amador, C., & Navarro, P. et al. (2018). Genomic analysis of family data reveals additional genetic effects on intelligence and personality. *Molecular Psychiatry*, *23*(12), 2347-2362. https://doi.org/10.1038/s41380-017-0005-1

Weiner, I., & Greene, R. (2017). *Handbook of Personality Assessment* (2nd ed.). John Wiley & Sons, Inc.

# **Appendix-A**

# **Appendix-B**