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<th>Serial No</th>
<th>ISBN : 978-32631-6-1</th>
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<td>Author 1</td>
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<td>Title</td>
<td>Guidance, Counseling and Special Education</td>
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<td>Keywords</td>
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<td>Description</td>
<td>Guidance, Counseling and Special Education</td>
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<tr>
<td>Category</td>
<td>Science Education</td>
</tr>
<tr>
<td>Publisher</td>
<td>Leotina (Nig.) Ltd</td>
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<tr>
<td>Publication Date</td>
<td>1996</td>
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GUIDANCE, COUNSELLING AND SPECIAL EDUCATION

EDITED BY

I.C.S. Ifelunni Ph.D
and
C.N.Agbaegbu M.Ed.
The focus of this important book is on guidance, counselling and special education. The dynamic of the relationship between guidance and special education is lucidly discussed. The organisation of the book is unsurpassably impressive. The book organises the disparate literature of the field into coherent chapters that provide a clearer understanding of the subject. The theme-related topics have been carefully chosen for the interest of students, preservice and in-service teachers in Nigeria.

The contributors to this authoritative book come from a diverse range of disciplines and institutions, making it an essential resource and benchmark for anyone interested in the interdisciplinary study of guidance, counselling and special education. A unique feature of the text is its thorough coverage of the National Commission for Colleges of Education and the Nigerian Universities Commission minimum standard requirements for introductory courses in Guidance, Counselling and Special Education. The book offers a rich reservoirs of concepts, methods and illustrations designed to sharpen the reader's understanding of the counselling process. Organised into sixteen chapters, the first eleven chapters deal exhaustively with concept, development and application of guidance and counselling to solving problems of clients in the Nigerian socio-cultural environment. The rest five chapters are concerned with introduction, Philosophy and application of special education in its many ramifications. An important thread through a number of chapters is the examination of a wide range of topical issues on the dynamics, subtleties and complexities of guidance and counselling processes and practices.

I feel highly honoured to write a foreword to this very exciting book. The book will command a wide readership among lecturers, students and practitioners. I have no hesitation therefore in recommending the book to everyone who is interested in interdisciplinary exposition on guidance, counselling and special education.

Professor E.C. Osualu
Dean
Faculty of Education,
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group. They may also mark this end with ceremonies during which time they eat together, drink together and embrace each other.

**SUMMARY**

Group in guidance and counselling is done so as to change the behaviour of a good number of individuals at a time. Different types of group do exist such as marathon group, counselling group, group psychotherapy, T-groups, social group and Encounter group. Group in guidance and counselling has imminent advantages and some disadvantages.

**REVIEW QUESTION**

1. What is a group?
2. State the various categories of a group and discuss any two of them in detail.
3. What are the advantages and disadvantage of use of group in guidance and counselling?
4. Discuss the stages of group development.
Chapter Six

PSYCHOLOGICAL TESTS IN GUIDANCE AND COUNSELLING.

By R.O. Okoye And U.N.V. Agwagah

INTRODUCTION:

To an average Nigeria, when we talk of tests, he thinks of those given to pupils/students by their class teachers or those taken at the end of the programme of studies such as First School Leaving Certificate, the Junior or Senior Secondary School Certificate Examination. To an American child, the conception of test may be different because, apart from taking tests for purposes similar to the above, he may have taken tests for other purposes.

One of the areas in which testing plays significant roles is Guidance and Counselling. For a counsellor to perform his functions effectively, he needs some tools which, among others, include psychological tests.

WHAT IS A PSYCHOLOGICAL TEST

Quoting a join committee of the American Psychological Association (A.P.A), the American Educational Research Association (A.E.R.A) and the National Council on Measurement and Evaluation in Education (N.C.M.E.), Salvia and Ysseldyke (1978) said that a test "may be thought of as a set of tasks or questions intended to elicit particular types of behaviour when presented under standardized conditions and to yield scores that have desirable psychometric properties". This definition implies that a test is most often designed to obtain a score for an individual, and the score so obtained has to be indicative of how much the individual possesses a characteristic of interest. Psychology is concerned with behaviour. Consequently, psychological test should be concerned with the measurement of human behaviour.

Traditionally people had associated psychological tests with tests of intelligence or those tests used to detect emotional disorders. This is a narrow conception of the term. According to Anastasi (1981), psychological tests cover tests of general intellectual level, traditional called intelligence tests, tests of special aptitudes, achievement tests and personality tests concerned with measures of emotional and motivational traits, interpersonal behaviours, interests, attitudes and other noncognitives, characteristics.

Anastasi therefore defined psychological test as an objective and standardized measure of a sample of behaviour. Thus the psychologist
identifies a sample of behaviour (which may be cognitive or noncognitive and develops an instrument to be used in ascertaining how much of the behaviour an individual has.

COUNSELLING USES OF TESTS

1. In counselling situation, the greatest function which tests serve is diagnostic. Thus they are administered to clients for purposes of identifying their behavioural problems as well as their causes. Knowledge of these will then guide the counsellor in deciding what measure he has to take in helping the client. One of the test that can be used for this purpose is the Minnesota Multiphasic Personality Inventory (M.M.P.I).

2. The diagnostic function is also applicable to teaching learning situations. Thus tests are used for diagnosis and remediation of learning, students encounter some problems and so consult the school counsellor for help. Before proceeding to help the child overcome the learning problems, the counsellor will be expected to, first and foremost, identify the nature and severity of the learning difficulty as well as the causative factors. Apart from waiting for students with learning difficulties to come for counselling, the counsellor may be required to administer tests to students with the intention of identifying those with learning difficulties.

3. Tests can be used to determine whether or not a child is ready for learning experience. For a child to be able to understand an area of learning, he is expected to have attained a certain level of maturation and should have been exposed to certain experiences. Where these are lacking, the child can be said not to be ready for learning the intended material. Psychologists prepare some tests aimed at determining if children are ready to learn various tasks. These are known as readiness test. Where they are available, guidance counsellors are expected to administer them on pupils.

4. Test scores are used to help children take vocational decisions. A child may for example wish to take to a particular vocation. After taking some psychological tests, he may be made to know that his interest and other personality characteristics do not match the demands of the vocational area. This may make him to modify his decision.
Test scores are also useful in taking educational decisions. In the course of undergoing a programme of study, students need to drop some courses while taking up some others. They may also plan to take up some other courses in future. Results of some psychological tests could be used to guide the student as regards which ones he will drop or take.

At times clients have misconceptions of their skills, abilities and personality characteristics. By exposing them to tests and making their scores available to them, they are better able to make realistic assessments of themselves.

Tests can be used to predict an individual’s success in a particular area. In as much as some other tests could perform predictive functions, this is particularly peculiar to aptitude tests whose primary purpose is to predict future performance.

Test results help the teacher, parent and counsellor to better understand the problem of the child. Each of these people has a role to play in the upbringing of the child. By making test scores available to them, they are better able to help the child.

Tests are used to monitor the development of the child. This could be in the area of educational, vocational or personal-social development. Formative tests could, for example, be given so as to identify the child’s weaknesses for purposes of remediating them, before it becomes too late. If there are children whose performances are fluctuating as the programme progresses, they are identified early enough. The same thing applies if the child’s noncognitive behaviour is found to be dwindling. It then becomes necessary that the behaviour is modified as early as possible.

Tests are used in grouping pupils for more effective teaching. When the class is very heterogeneous the ability to find appropriate teaching method to use becomes difficult. Through the use of test, it is possible to identify those people that may need to be assigned to a remedial programme.

In psychological clinics, tests are used to decide what type of treatment a client should be given.
12. Tests can be used for screening pupils. Thus by administering a psychological test, it is possible to identify under-achievers, poor readers, fast learners, the mentally retarded and the emotionally disturbed.

13. The school counsellor is performing a helping function to the head of the school. He is consequently expected to advise the head on certain issues relating to the child. Information obtained from tests help him to guide the school administrator on issues such as selection, promotion, demotion, remedial programme, and meting of punishment.

14. Finally test results are useful in identifying areas of instruction that should be emphasized more.

TYPES OF PSYCHOLOGICAL TESTS

As earlier mentioned, psychological test cover tests of achievement, general intelligence, aptitude and personality. We shall take up these tests for discussion.

Achievement Test

An achievement test is one based on a content area which has been taught to the students. This test is therefore aimed at ascertaining how much of the content area a student has learned. Examples of this test are those developed and administered by classroom teachers, tests administered at the end of term or end of year examinations, etc.

Test of General Intelligence

Intelligence has been one of the most controversial terms in psychology. This concept has been defined in various ways. Before measuring a characteristic, one needs to understand what it is. When people's conceptions of characteristic vary, there are bound to be differences also in the techniques applied in its measurement. This applies to the assessment in intelligence.

A group of people view intelligence as general ability which people have, to varying degrees. In assessing a person's intelligence, people who hold this notion, assign a single score to the individual as an indication of this level of intelligence. Among the early proponents of this view were Binet and Simon, who according to Aiken (1979) defined intelligence as "the capacity to judge well, to reason well and to comprehend well". Tests developed by Binet - Simon and people in that group are referred
to as tests of general intelligence. The tests developed by Binet and Simon were later revised by several people, the most popular of which was that by Lewis Terman of Stanford University which came to be called Stanford-Binet test of intelligence. A taker of this test obtains a score known as Intelligence Quotient (IQ) score. Thus a person’s IQ score locates him at a point along the continuum of intelligence level. A person with very high IQ score is said to be highly intelligent. The Stanford-Binet tests, and all such other tests that attempt to assign a single score to be person as an indication of his level of intelligence are referred to as tests of general intelligence. These, among others, include Wechsler Adult Intelligence Scale (WAIS) and Wechsler Intelligence Scale for Children (WISC).

**Aptitude Tests**

The conception of intelligence as a general ability has some flaws. For example, it is not uncommon to see a person who has low IQ score but excelling in one or two activities. Even in the scale used to measure general intelligence, it can be found that some people excel in some subscales while they do not do so well in some others. As a result of this, people started viewing intelligence as a composite of abilities. In other words, in order to measure intelligence one will need to measure the special abilities. These special abilities are referred to as aptitudes and tests that are used to measure them are known as aptitude tests. An aptitude is the capacity of an individual to acquire certain skills if given training. If a person has not yet been trained in a task but he exhibits some characteristics indicative of the fact that he will succeed in the task if trained, he is said to have an aptitude in the task. A person is said to have mechanical aptitude, if he exhibits behaviours that indicate that he will do well in mechanical-related jobs if trained. A test used to predict future success in mechanical activities is known as mechanical aptitude test. Examples of other aptitude tests include verbal, numerical, Clerical, Artistic, Musical aptitude tests.

Tests of general intelligence and aptitude tests are identical in the sense that each of them aims at predicting a person’s future performance. The difference lies in the fact that while a test of general intelligence aims at obtaining a measure to indicate general ability, an aptitude test aims at obtaining a score for a special ability. They can be seen as the two ends of a continuum.

**ASSESSMENT OF PERSONALITY**

Personality is another term that has been variously defined. It is a term used to describe the unique organisation of all characteristics possessed by
The questionnaire has a number of advantages as a tool for personality assessment: (1) It can be used to get information from many clients at the same time (2) Information can be collected in the absence of the person who will use it, thereby eliminating the investigator's bias (3) Time consumed in getting the required information from the respondent is relatively minimal.

Protective Technique

This is a method of personality assessment whereby an individual is presented with ambiguous stimuli and required to respond to them. It is believed that, in the process of responding to the ambiguous stimuli, the individual projects in the stimuli, characteristics that are indicative of his personality. There are two main types of protective techniques in use in clinical setting—the Thematic Apperception Test (TAT) and the Rorschach Ink blot Test.

In the Thematic Apperception Test, series of ambiguous pictures are presented one after the other to the counsellee. For each of the pictures, he is asked to imagine what is happening in the scene reflected in the picture, what led to it and what will happen next. Response made by the client are interpreted based on already standardised responses.

In the Inkblot Test, series of ambiguous inkblots are again shown to the client one after the other and asked to describe what he sees in it or what the inkblot represents. From the responses, inferences are drawn about the personality of the client.

Group Versus Individual Tests

Another way of classifying tests is describe them as group or individual. An individual test is that which is usually administered on one testee at a time. If for example the test is to be administered on ten client, this has to be done one by one. An example of an individually administered test is the Binet-Simon intelligence scale.

A group test on the other hand is that which can be administered on several testees at the same time. During the early days of testing, Individually administered tests were common. Later, tests which could be administered on many people at the same time were developed. An example was the Army Alpha test which was used in screening soldiers during the World war.

TEST CONSTRUCTION

Psychological tests are usually constructed following certain steps. These include item Generation, Trial testing, Item analysis, Item
selection/assembly and norming.

**Item Generation**

During the item generation stage, the test developer writes a number of items. These could be fresh items or those adapted/adopted from existing tests.

**Trial Testing**

The draft test is administered on a sample of individuals similar to the group for which the test is being prepared. The process of initially administering the draft of the test to a small group is known as trial testing. It is aimed at identifying poorly constructed items which may need to be modified or eliminated.

**Item Analysis**

From the results of trial testing certain characteristics of each item are determined. Such characteristics include discrimination index, difficulty index, Distractor index. The process of determining the psychometric characteristics of the item with a view to identifying the good and poor items is known as item analysis.

**Item Selection**

Based on the result of item analysis the items with the desired psychometric characteristics are selected. They are assembled to constitute the final test.

**Norming**

The final test is again administered on a cross-section of the group for which it is developed. This administration is made with a view to determining the scores obtained by members of the group (the norm group) in the whole test or subsections of it. When a person later takes this test the interpretation of his score is done by comparing his performance with that of the norm group. Those scores which represent the actual performances of a cross-section of the group of interest are called norms. For a single test, norms could be provided for different groups. For example when an interest inventory is prepared, it could be administered on lawyers, Teachers, Doctors, nurses, Engineers etc to determine the score of each group on it. When a doctor takes the test later, his score is interpreted in relation to the norms for doctors. Norms for a test could be obtained for various age groups. During the process of obtaining norms, the test developer is also
required to establish the validity and reliability of the test.

The test is also to be accompanied with a manual which should contain information as regards what the test is all about, how it should be administered, how it should be scored and how the scores should be interpreted. The manual should contain the norms.

QUALITIES OF A GOOD TEST

In judging the qualities of a good test, a number of factors are considered. The two most popular qualities of any test are reliability and validity. For a test to be considered good, it must be reliable and valid. In the following sections, the two concepts are discussed.

Reliability: The reliability of a test is a measure of the extent to which the test measures consistently what it intends to measure. The key word here is consistency. A test, as a measuring instrument, should consistently give the same result any time it is administered on a person. Suppose an interest inventory is administered on an individual on three different occasions, after some time intervals, and it keeps saying each time that the person is interested in outdoor activities, that instrument can be described as being highly reliable because it has continued to give the same information each time. Reliability of a test can be ascertained in a number ways which include test-retest, split-half and parallel form.

Test-retest Reliability: This is obtained by administering the test the first time. After an interval of time (weeks or months) the same test is administered on the same group. If there is a high agreement between the scores obtained by members of the group in the two testing situations, that test is said to be reliable. This type of reliability is known as test-retest reliability.

Split-half Reliability: In obtaining this type of reliability, a single test is administered on a group of people. When scoring it, the items are split into two halves. One common method of splitting the items is to group all odd-numbered items together and the even-numbered. Each taker of the test is to obtain two scores—one for each half. The extent of agreement of scores in the two halves is a measure of reliability known as split-half reliability. This reliability is regarded as a measure of internal consistency, that is, a measure that indicates how homogeneous the items are.

Parallel Form Reliability: Hence two equivalent forms of the same test are prepared. If we refer to them as Form A and Form B, they are prepared in
such a way that every item in Form A has an equivalent in Form B. These two forms are administered simultaneously to the same group of people. If the scores obtained in the two forms are highly correlated, each of the forms is said to be reliable.

Validity: The validity of a test is a measure of the extent to which a test measures what it intends to measure. Every test is out to measure a particular characteristic. If the test actually measures the characteristic of concern, it is valid, otherwise it is not valid. Like reliability, validity can be ascertained in various ways among which are face, content, and criterion-related validity measures.

Face Validity: This form validity is simply concerned with whether or not a test appears on its face to measure what it purports to measure. Thus when one picks up a test, and after glancing through the items, begins to doubt if the test is actually measuring what is indicated in its title, he is simply saying that the test lacks face validity. If students, after taking a test begin to express the view that the teacher set questions not relevant to the course, they are also saying that the test lacks face validity. It should be noted that this type of validity is not validity in the real sense of the term.

Content Validity: This type of validity applies primarily to achievement tests. However, one, according to Aiken (1979), may also be concerned about content validity of tests of aptitude, interest and personality. When a test is being constructed, there is usually a content domain that is of interest. To adequately cover the content domain one will be expected to set thousands of items (item universe). But this is not possible. What is often done in practice is to generate a few items to make up a test. This implies that items in a test constitute a sample of the item universe. The basic question in content validity according to Brown (1976) is therefore, whether the items composing the test do, in fact, constitute a representative sample of the content domain of interest.

Criterion-Related Validity: In this validity measure, attempts are made to ascertain whether or not a test is valid, by comparing performances in it with performances in another activity (criterion) judged to be valid measure of the construct of concern. Thus Gronlund (1976) defined criterion-related validity as the extent to which test performance is related to some other valued measure of performance.

Suppose, for example, that a person develops a test of intelligence, and
wants to know if it is actually measuring intelligence. There is this other test, Standford-Binet Intelligence Scale, that has been found to be a good measure of intelligence. He now administers his new test simultaneously with the Standford-Binet test. If he finds out that scores in the two tests correlate highly, he concludes that his test is also a good measure of intelligence. Alternatively, we say that the new test is a valid test of intelligence. In this example the Standford-Binet test stands as the criterion. This type of Validity is known as concurrent validity because scores are obtained from the new test and the criterion at the same time.

Suppose, on the other hand, that a test is developed for use in admitting people who would be trained as mechanics. If after selection and training, it is found out that those who did well during the admission turned out to be good mechanics while those who did badly during the admission turned out to be bad mechanics, the test that was used in admitting them is said to be valid. This type of validity is known as predictive validity because the test has been found to be capable of predicting the future.

The only difference between concurrent and predictive validity measures lies in the time lag between the collection of scores from the test and then from the criterion. For concurrent validity, they are obtained at the same time, while for predictive validity scores from the criterion are obtained after an interval of time.

**SELECTION OF A TEST**

In selecting a test, for counselling use, a number of factors have to be put into consideration. It is usually necessary to evaluate the test and be sure that it meets all necessary qualities. Gronlund (1976) classified the qualities under five general headings viz: Identifying Data, General information, Technical features, Practical features and General evaluation. Below are presented, relevant questions that should be asked and satisfactorily answered before one decides to select a test for use.

**A. Identifying Data**
- What is the title of the test?
- Who is the author?
- Who published it and when was it published?

**B. General Information**
- What is the test designed to measure?
- For what group was the test prepared?
- Is the test hand - or machine - scored?
- How long does it take to administer?
How much does it cost to procure the test booklet as well as the answer sheet?

Technical Characteristics
Validity: Does the test have any evidence of validity? What type of validity does it have?
Reliability: Does the test have any evidence of reliability?
Norms: Does the test have norms? What are the types of norms available?

D. Practical Features
Is the test easy to administer, or does it involve a lot of technicalities?
Is the scoring procedure easy or complex?
Can the scores be easily interpreted by the user?
Does the test have a manual? How adequate is the manual?

E. General Evaluation
What are the comments of reviewers of the test, if any?
What are the advantages and limitations of the test for local use?

TEST ADMINISTRATION

Part of the factors that contribute to the reliability of scores obtained from a test is the procedure adopted in its administration. As much care is needed in test administration as is needed during the construction. In the sections that follow, discussions are made of the preparations that are made before the test administration as well as what the tester is to do during the administration proper.

Before test Administration

The first thing the tester should do is to get properly acquainted with the items of the test. For an individually administered test, it is advisable that the tester remembers the items, if possible, so that the presentation appears natural.

The tester should also go through the test manual and be familiar with the testing procedure. Where this is lacking, the presentation looks mechanical and at times the tester may deviate from the expected procedure thereby raising some questions of doubt on the uniformity of conditions for all takers of the test.

It is necessary that all materials needed for the testing should be got ready in advance, such as the Test booklets, Answer sheets, Special pencils and any other materials that may be required. Readiness of materials is particularly necessary for performance tests.

The tester should also ensure that the proposed test environment is
conducive and free from distractions. When testees are distracted, reliability of scores will likely be affected.

During Test Administration

The tester should begin by introducing the purpose of the test. This introduction should include attempts to establish rapport. Establishment of rapport involves arousing the interest of the testees, ensuring them that there is no threat in responding to the test and then getting their cooperation in complying with all necessary instructions.

For group test, the tester should read to the hearing of the testees, the test instructions. The tester should of course have been familiar with all the instructions.

While the testing is on, the tester should adhere to all the instructions. The need to adhere to the instructions is to ensure that every person who takes the test is exposed to the same experiences, and so makes it possible for scores of individuals in the test from various places to be comparable. Part of adherence to instructions is the fact that the time schedule for taking the test should be kept.

The tester should attend to questions from testees as may be stipulated in the test manual. However, interruptions should be reduced to the barest minimum.

SUMMARY

Psychological tests play very significant roles in guidance and counselling. The main functions of such tests in guidance and counselling are diagnostic and remedial. Other functions of the tests include: determining the readiness of a child for a learning experience; helping a child to make appropriate vocational and educational decisions; helping the teacher, Parent and Counsellor to better understand the child's problem and helping for screening and placement purposes.

Psychological tests include: achievement tests, tests of general intelligence, Aptitude tests, and Personality test. The difference between achievement and aptitude tests lies in the use made of the results and not in their qualities. Thus, while an achievement test is designed to indicate degree of success in some past learning activities, an aptitude test is primarily designed to predict success in some future learning activities.

The nature of an aptitude test in predicting a person's future performance is what makes it identical to the general intelligence tests. However, aptitude tests differ from general intelligence tests in the sense that while a test of general intelligence measures an individual's general
ability, an aptitude test measures an individual's special ability. Personality tests, on the other hand, are measures of typical performance. These tests measure such traits in a person, like Character, Mood, Temperament, Interest, Attitude, Social adjustment etc. Peculiar to the individual. A person's personality may be assessed using various techniques such as observation, Interview, Pencil and Paper questionnaire, Protective techniques etc.

For the counsellor to obtain maximum results from psychological tests, they should be constructed following certain steps. These steps include item generation, trial testing, item analysis. Item selection/assembly and norming. There are also, certain psychological characteristics which a good test must possess. These characteristics relate to the reliability and validity of the test. The methods for determining the reliability of a test include the test-retest, Spit-half and parallel form, while the face validity, content validity and criterion-related validity measures of tests can be ascertained. In selecting a test therefore, the counsellor should consider the data which identifies the test, like title of test, author, publisher and date of publication. He should also consider general information of the test, technical characteristics, practical features and general evaluation of the test.

REVIEW QUESTIONS.
1. a. What are psychological tests?
   b. Discuss 5 uses of psychological tests to the counsellor.
2. a. List four types of psychological test.
   b. Explain the major differences between achievement and aptitude tests.
3. Explain in test construction processes.
4. a. What are the qualities that must be considered by the counsellor in determining a good test?
   b. Discuss two method each for ascertaining each of these qualities.
5. List and explain five factors that must be considered by the counsellor in selecting an appropriate test.