

**The difficulties facing the students about to graduate in applying  
psychological tests**

**A field study on a sample of students of clinical psychology at the  
university of Ghardaia**

Received: 11/11/2020 ; Accepted: 31/05/2022

**Abstract**

the current study aims to highlight some of the difficulties that psychology students face in applying psychological tests, and the study sample included 30 bachelor's and master's students, we focused on the descriptive approach to its suitability for this study. We also relied on the interview and clinical observation made through the professors' field practice such as accompaniment and as research supervision and graduation notes. The results of the study were that these difficulties are due to other subjective and objective factors

**Keywords:** Difficulties, students about to graduate, psychological tests.

**Mezaour nassima  
Nadjar djamel  
Ouled himouda djamaa**

University of Ghardaia,  
Algeria

**Résumé**

L'étude actuelle vise à mettre en évidence certaines des difficultés que rencontrent les étudiants en psychologie dans l'application des tests psychologiques, et l'échantillon d'étude comprenait 30 étudiants de licence et de maîtrise, nous nous sommes concentrés sur l'approche descriptive de sa pertinence pour cette étude. Nous nous sommes également appuyés sur l'entretien et l'observation clinique réalisés à travers la pratique de terrain des professeurs comme l'accompagnement et la supervision de la recherche et les notes de fin d'études. Les résultats de l'étude ont montré que ces difficultés sont dues à d'autres facteurs subjectifs et objectifs

**Mots clés:** Difficultés, tests psychologiques

**ملخص**

تهدف الدراسة الحالية إلى إبراز بعض الصعوبات التي تواجه طلاب علم النفس في تطبيق الاختبارات النفسية ، وقد ضمت عينة الدراسة 30 طالبًا من حملة البكالوريوس والماجستير ، ركزنا على المنهج الوصفي لمدى ملاءمتها لهذه الدراسة. كما اعتمدنا أيضًا على المقابلة والملاحظة السريرية التي تمت من خلال الممارسة الميدانية للأساتذة مثل المرافقة وإشراف على البحوث وملاحظات التخرج. وكانت نتائج الدراسة أن هذه الصعوبات ترجع إلى عوامل ذاتية وموضوعية أخرى

**الكلمات المفتاحية:** الصعوبات؛ الاختبارات النفسية

\* Corresponding author, e-mail: [mezaour.nassima@gmail.com](mailto:mezaour.nassima@gmail.com)

### **The problematic**

The difficulty of studying social and human phenomena an objective study away from personal passions and emotions, may be due to social and psychological phenomena being more sensitive than natural ones because they are concerned with the human being as an interactive member of a group and deal with more complex cases because they care about the human being and this means that the accuracy of the research decreases whenever the influencing factors are complicated in it, as human behavior is affected by several moods and psychological factors to the point of confusing the researcher and psychological practitioner and making it difficult for him to define a system or law governing the complicated and troubled method and if the measurement tools in the natural sciences are advanced but have not reached the level required in the humanities, especially psychology.

The field of psychometrics includes a wide range of psychological tests that participate in its entirety in that they represent standardized positions that allow monitoring the performance of the examiner, on the basis of which he is evaluated. Radwan Zaqqar, a specialist, uses these techniques to obtain more accurate and objective data.

The methods of research and diagnosis have received wide attention among psychologists and psychiatry at the end of the twentieth century, especially psychological tests that are necessary tools for the researcher as they are used in psychological practice as it is a method that guarantees treatment and can be useful if it is better used and it is possible to know the criteria for its stability, honesty and clinical significance as it provides us with data and degrees about the different characteristics of individuals.

English and English definition defines psychological testing as a set of codified or controlled conditions provided by a specific system to obtain a representative sample of behavior in specific environmental and cultural conditions or requirements or in facing challenges that require maximum effort or energy and often these conditions and challenges take the form of verbal questions.

The category of mental tests, whether verbal or non-verbal, represents the means that allow recognition of the level of intelligence and personality tests, including the category of projective awards, represent the means that study psychological functioning of the individual and the cognitive contexts, defensive mechanisms, and emotional states of anxiety, contraction, and aggressive or sexual tendencies, and how to deal with self and peripheral threats. (Radwan Zagar, 2015)

There are those who believe that psychological tests alone are able to give us all the information we need about a situation and this is from our point of view an imagination that must be corrected. It is true that these methods are codified and have shown their effectiveness in diagnosis, but this is only achieved in cases in which the specialist is in-depth knowledge of application, rating and analysis. In addition to this we insist on

the importance of training in construction observation and knowledge of observing them; because the use of psychological tests in a random manner is not a scientific course, and it denotes the contempt of the examined. Psychological tests are often marketed and used in our society just as they are marketed and used as various other commodities imported from abroad. And this is in our view a non-serious behavior, especially when it comes to the educated class. Most psychological tests need to be studied by research teams in various specialized university laboratories, so that they can then be adapted to the specifics of Algerian society, and then become effective when used after training and mastery of them. (Radwan Zagar, 2015)

In this context, there are two types of tests, projective and objective ones. The first being defined by Frank(1939) as a direct method in the study of personality, which aims to reach the individual to provide an evaluation of his characteristics without noticing that he does so. Moray states that when a person tries to explain a complex social situation, he tends to reveal himself, his motives, needs, desires, hopes and fears as much as he talks about the phenomenon in which his attention is focused. (Safwat Faraj, P.19)

Projective tests: An indirect tool to reveal the personality of the individual and the substance of the test has distinctive characteristics that make it appropriate for the individual to fall upon his needs, motives, desires and interpretations.

The projection appeared for the first time when Freud in his article on the neurosis of anxiety 1894 and coincidentally the emergence of projective tests Gestalt School 1912 by German scientist Willemer, Koehler and Kovka are known for his experiences of cognition.

Among the characteristics of the projection test: The response cannot be appreciated in terms of wrong or right, but assessed in terms of its significance from subjects personality as projection feelings and desires, as it tries to paint a picture of the personality as a whole in terms of its components or the dynamic relationship between these components.

#### **Types of projective tests**

Rochach test: It is more used in clinical practice and depends on a method of association of ideas consisting of 10 cards, some of which are colored, leaving the individual trying to understand and discover the content in a projective, expressive, explanatory and interested in formal aspects, then the content. For example, the examiner says during the application of the examined, I show you some of the cards and I want you to tell me what this spot resembles to. What do you think when you see it.

**The subject understanding test (TAT):** This test was established in 1935 by Morgan and Henry Morey for adults and children. The most common projective methods used after Rochach test are complementary in the psychological evaluation process of

personality. His choice highlights personality dynamics such as incentives, needs, different feelings, conflicts, and psychological contract.

While the second (objective test) is called objective because it is objective in its results, it is not affected by the subjective factors of the corrected and it consists of a large number of questions and there is room for them to be affected by personal factors or coincidence or error and the answer to its questions are limited not often exceeding one word. However, one of the characteristics of the projective test does not explain the partial aspects of the personality but rather paint a picture of the character as a whole of occupations in terms of its components or the dynamic relationship between these components. It gives the individual seriousness to express his thoughts, feelings and emotions. The scientist John Kahn asserts that the ambiguity in the projective test is considered one of the most exciting incentives for the subject, and he says: the less the lack of the stimulus, the clearer the field for expressing himself.

Despite the many advantages of projective psychological tests, which are important in clinical work in terms of field practice in the Algerian student field, it faces several difficulties and obstacles that prevent achieving the correct application of psychological tests, and through our field practice as professors we study and supervise students notes, we notice that students who are going to graduate find it difficult to choose the tests and measurements that they will apply in their field studies, and they tend to have the easiest and measures to apply and analyze. For this reason, we decided to do a field study on a group of students about to graduate, and we did it in Ghardaia on a sample of 30 students specializing in psychology, so the problematic issue was: Do students with bachelor's degree in clinical psychology at the University of Ghardaia suffer from difficulties in applying psychological tests? What are the factors controlling the difficulties?

### **Hypotheses**

Clinical psychology students have difficulties applying psychological tests.

The difficulties of applying psychological tests are due to subjective and objective factors.

### **The aim of the study**

Understanding, interpreting and diagnosing the most important application difficulties for tests and sensitizing to the importance of the problem in order to find solutions to it.

### **The importance of the study**

The student's awareness of the meaning and how to apply psychological tests and their cognitive value in research and their correct use in field practice as a psychologist.

### **Field procedures**

The approach: The selection of the appropriate approach is subject to the nature of the problem under study, and since the problem revolves around revealing the most

important difficulties according to the different level and then looking for the causes of the difficulties.

On this basis, the descriptive approach is appropriate to address such phenomena and is a method for studying scientific phenomena or problems through doing the description on a scientific way, and then reaching logical interpretations with evidence and evidence that gives the researcher the ability to develop specific frameworks for the problem, and this is used in determining research results.

#### **Study community**

It consists of students of the third year of bachelors degree and the second year of master specialization in clinical psychology of the University of Ghardaia. The number of students registered during the academic year (2014-2015) reached 34 students registered in the third year of bachelor's degree and 26 registered in the second year Master clinical.

#### **Sample size and characteristics**

The size of the basic study sample reached 30 students, then they were randomly selected from the third year students for the Bachelor's degree and the second year master, and thus represented(50%) out of(60), which is an acceptable percentage taking into account the size of the original community.

School level	Number of students	Rating
Third year Bachelor degree	17	56,66%
Second year master	13	43,33%
Total	30	100%

It appears through table N°(1) that the number of students for the third year of the bachelor's degree reached(17), and thus they represent a percentage of(56,66). As for the number of students of the second year Master, it reached (13), and thus they represent a rate of (43, 33).

#### **Data collection tools**

The present study used data collection tools.

-1- An important tool for obtaining information is used in multiple fields and is suitable for gathering information about past or future situations in which it is difficult to use the note(Jouda Ezzat Atwi, 2015, P.34), and in this study the group interview that was conducted between the researcher and a group of individuals was used in order to obtain more information and in the shortest time and the least effort possible.

We have relied in our study on the half- directed interview, which allow the gathering of a large amount of information through letting the student express himself freely, with the identification of the axes with some questions in order to ensure that we do not deviate the subject of the study problem.

Study form: It includes a set of questions that fall into the following axes:

The first axis: Inclinations, motivation and readiness to apply the psychological test to the student.

The second axis: The student between the ease and difficulty in obtaining the psychological scale.

The third axis: The student and the ambiguity of the test.

The fourth axis: The student and his relationship with teachers and specialist to apply the test.

The fifth axis: The student and his future vision towards applying the test in psychological practice.

Note: This was done through field practice for professors such as accompaniment and as supervision of research and graduation notes.

### **Results**

This study was applied to reveal the difficulties that a university student receives while applying psychological tests in the field of procedural aspects to prepare graduation notes and after applying the study tools, we found that the student whether in the third year of a Bachelor's degree or second year clinical Master, suffers from applied difficulties for psychological tests, especially projection and appears in reluctance to do so and their interest in statistical measures and methods, the spss system and most of the justifications that projective tests are not accurate in their results, and that psychology is a science similar to other sciences. So it has to take the language of statistics and this has led to results that harm the researcher and the examined and reducing the facts and psychological phenomena into numbers, but the individual represents psychological, social, cultural and biological unit.

We also found that most students in clinical psychology choose research problems that depend on statistical methods and this may be interpreted as having a problem with the application of projective psychological tests.

What reads through study and observation is that there is a chasm between what the Algerian universities produce from graduates who specialize in psychology and the absence of applicants or psychological practitioners, we may explain the difficulties of application because if we do a statistical process, we would find a great difference between theoretical and applied and this negatively affects the clinical practitioner and distorting his image in social reality.

With regards to the second hypothesis, which states that there are difficulties, some of which are due to subjective factors and others objective, which were:

#### **1-Objective factors**

- Orientation towards the specialty of clinical psychology in general, is often based on rates only and this is in our view not sufficient. We think that this can be reinforced by studying a file, and behavioral notes about the meaning, in order to choose individuals

who have some personal characteristics that help in playing a role of a psychologist, such as the ability to listen, the love to help others and the availability of human spirit.

- All psychological tests and the key to correct them in the foreign language as they were set according to incubations and a cultural environment, the difference is completely different with the students environment, which is characterized by specificities, so it does not reflect its reality (a model of understanding the subject TAT) and an objective test of identity(Ego Identity).

- The absence of the component as an application of psychological test, this is predominant in theoretical nature in most disciplines and has several reasons, the most important of which is the estrangement between the university and economic and social institutions provided compared to developed countries.

- The titles of the researches, which are distributed in classical manner. What is .....? And what is it?... And instructing students to search for the history of the test and its content without the application or exercise and not keeping up with the new in the techniques of examination and treatment, and training the student on that, for example, hypnotizing by suggesting a contemporary therapeutic global technique.

The absence of an actual laboratory in the psychological department that serves the component and the trainee, and most of the laboratories, if any, remains only halls for teaching, calling on the professor to reach a theoretical scale despite the existence of previous efforts in activating the laboratories.

The absence of working as a team for the professors, therefore, the efforts are lost among the professors and the lack of benefit from each other's experiences.

Non-cooperation between some supervising and non- supervising professors, that is, the assistant to guide the student in preparing the memo.

Compared to researchers from the west, they participate in writing and research projects, but what are actually divisions between professors according to theoretical trends, analytical, cognitive, behavioral, and the student puzzled? And this devotes the contrast and contradiction in views between the professors in their interpretations of standards and psychologists as applied in the field.

## **2- Subjective factors**

Large absence of students in lessons, and here I wonder. How can a student who attended only 05 lectures out of a total of 28 ones programmed in his training(in one of the units), without compensating it with specialized readings, to claim that he has experienced what is essential in his training.

The student does not realize the importance of psychological tests and what should he do? And how does he do? And when? These three questions may be absent among most students. That is why we found that most students use projective psychological tests in graduation research without knowing the correction or protocol for whom? And to what year he belongs to without knowing the modified and developed copies, and

this explains the presence of students applying tests to inappropriate groups, for example, we have found someone who applies the measure of motivation for achievement for adults to the elderly category in old age centers and applies ego identity to children.

Thinking about the exam and obtaining the point that qualifies him to hold a bachelor's and master's certificate, but his goal is to search for employment in the labor market, and this is due to some economic conditions. And knowing the conditions of the test, for example, when the test or scale is applied? During, before or after the interview, and how many interviews does the scale apply to?

The student's misunderstanding that the specialization of psychology carries value and social standing and is characterized by ease in acquisition compared to sociology, philosophy, literature, and languages with the knowledge that psychologist requires the accuracy of observation and mental, psychological, logical and analytical and critical and moral skills that qualify him to be psychologist so that he bears responsibility for science that the specialist can kill his agent is like a surgeon's mistake and kills his patient.

Through these results and through our observations as constituent professors and supervisors of some graduate students specializing in psychology as we were students studying at Ghardaia university, may we expect that the student of psychology at Ghardaia university is surrounded by the same conditions and difficulties...? So we suggest a set of recommendations to address these factors preventing the correct application of personal tests.

## **Recommendations**

- Establishing a pedagogical committee specialized in training the trainers and contracting with the research centers, modeling( creapsy) and (sarp), and the training and development center in the capital, for example. It also supervises research and prepares projects according to what the community needs to address its problems so that student research is not exact copies in order to obtain a graduation visa.

The necessity of activating the psychological laboratory to serve the student in the first place so that he can start through it in building research problems and so that he can participate and undertake projects that he displays during the school days and as a training in applying psychological tests and discussing them In order not to kill the client.

- The component and a supervisor must not direct the student's research according to his theoretical and formative framework so that the student does not stylize and the professor does not reproduce himself again, and this is in order to improve the level and develop psychology.



- The necessity of forming a student to apply psychological tests in the first year, because what is observed in the first year is a common stump, the second year is devoted, then the third prepares the memo, and therefore there is no sufficient share for the time to overcome the difficulties of application.
- The researcher should prepare his memo to rely on projective and objective psychological tests as they are complementary to each other.
- Not to limit field training to visiting centers for people with special needs that fall within the special education in the first degree, but the student must expand his perceptions, such as visiting some administrative institutions that provide daily services until the student deduces the problem of study to prepare his memo in order to diagnose the problem in a scientific way.

Despite the absence of conditioning for many psychological techniques and tests, we recommend using them for the purpose of acquiring some kind of familiarity with them and training in them, and hoping to think about adapting them later, but we insist on the need for careful use of them, taking into account the common and unique characteristics of each society and individual.

### **List of references**

- 1- Joudeh Ezzat Atwi, 2015, methods of scientific research(concepts, tools, statistical methods), 5<sup>th</sup> edition of Dar Al-Thaqafa for publication.
- 2-Faisal Abbas,1990, methods of personality Study,firstedition, Dar Al-Karai-libnani,Beirut.
- 3-Louis Kamel Malika, 2016, Clinical psychology,2<sup>nd</sup> floor, Dar Al-Fikr, Kingdom of Jordan.
- 4-Faisal abbas,2001,Projective Tests, First Edition,Dar Al-Manhal Lebanese for printing and publishing, Beirut,Lebonon.
- 5-Abdel sattar Ibrahim and Abdullah Askar, clinical psychology, 2908?, 4<sup>th</sup> edition, The Anglo-Egyption Library, Cairo.