

EMERGING NATIONS PERSONALITY EVALUATION SCALE

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The Emerging Nations Personality Evaluation Scale was developed for the purpose of having an effective tool to measure perceptions, attitudes, roles, modes of living, and goals of Guatemalan Ladino Peasants.

Various psychological tests have been used in cross-cultural studies. In some instances, they have been modified in their structure for a particular culture, while in some settings they are used in the same manner in which they are applied to American subjects. The validity of these evaluation efforts is questionable. Reviewers such as Kaplan (2) and Lindzey (3) have adequately pointed to the difficulties in utilizing personality projective tests in cross-cultural settings.

In the present study a series of eight Thematic Apperception type cards were developed depicting typical rural Guatemalan scenes. The major purpose was to elicit greater quality and quantity of responses, from subjects who tend to react with a "yes/no" attitude in standard interviews. The Emerging Nations Personality Evaluation Scale (ENPES) was the product of six years of research among Guatemalan Ladino Peasants by Wright, Rich and Allen (4, 5, and 6).

The sample consisted of 120 male Guatemalan Ladino peasants age 15 to 35. By stratified random sampling, 30 literates and 30 illiterates matched for age were drawn both from villages with an AID sponsored literacy program in operation and 30 literates and 30 illiterates drawn from villages without this program in operation.

In order to measure the "Impact of Literacy" four instruments were developed:

Literacy Test. Levels of literacy were measured by a graduated literacy test developed in Guatemala in 1964. The test involves word recognition, comprehension and writing ability.

Standard Interview. A schedule of 186 items including personal and family data, educational background, economic status and practices, diet, attitudes toward nutrition, health practices, travel, migration, exposure to mass media and use of literacy skills constituted the field interview.

Ladder Rating Interview (PIIP). A scale designed to reveal

self/other orientation and attitudes towards change among literates and non-literates. The ladder rating technique, developed by Cantril (1), was employed by Programa Interamericano Información Popular (PIIP) in 5 urban and semi-urban Guatemalan communities in 1963. A simplified 4 step scale was employed in the present investigation. Results were considered invalid since many subjects could not comprehend even on a 4 step scale. A combination of guesses and attempts to give an approved answer resulted.

Literacy Interest Test (LIT). An 8 card picture test was developed for the purpose of eliciting greater quantity and depth of response from Ladino population. The subject was presented with a series of 8 cards given in the following order:

1. *Family Scene*: mother, father, 4 children.
2. *Health Scene*: one individual seated, one individual in bed.
3. *Communication Scene*: 2 individuals facing radio.
4. *Future Scene*: One individual facing mountains.
5. *Community Scene*: One individual standing facing 4 seated.
6. *Work Scene*: Two individuals working in field with hoe.
7. *Travel Scene*: One individual, an approaching bus.
8. *Education vs. Work Scene*: One individual on road with book, one individual on road with hoe.

In the development of the LIT, many pictures either had to be revised or discarded since they either failed to validly and reliably communicate or failed to elicit the desired quality and quantity of response. Similarly, structured questions were revised by virtue of studies based on pilot samples.

Since the Emerging Nations Personality Evaluation Scale emerged primarily from the Literacy Interest Test interviews, a more detailed account of its utilization is included. Each subject made a free association response followed by structured questions response to each picture. All interviews were tape-recorded. All LIT (picture story interviews) tapes were transcribed in Guatemala by Guatemalans. Transcriptions were translated into English by a team of bilingual Guatemalans and checked by the principal investigator. The LIT interviews were analyzed as follows:

- Scale I: Psychological Functioning: ability to function effectively.
- Scale II: Empathy: ability to interact with the picture, put self into stories with effective use of imagination and fantasy.
- Scale III: Achievement Motivation: expressed active awareness of need of change, improvement through education, better economy, new ideas.

EMERGING NATIONS PERSONALITY EVALUATION SCALE

Scale IV: Frustration: level of dissatisfaction, unhappiness with life conditions.

Independent sets of judges' ratings were obtained for each subject. Two U. S. clinical psychologists rated the sample of 120 subjects on the 4 scales. In addition, 3 Guatemalan judges followed the same rating procedure and made their ratings for all subjects from the original Spanish protocols. These global ratings were based on the entire protocol for each subject. Both U. S. psychologists had extensive experience in making clinical judgments. One of the raters had prior experience with similar protocols gathered in Guatemala in a previous study. The 3 Guatemalan judges are educators with teaching experience in rural communities.

Judgments on all scales were on a forced choice basis, requiring the judge to sort the interviews into 3 equal groups of 40 each. This required ranking each individual as (1 pt.) high, (2 pts.) middle, or (3 pts.) low on each scale. The present sample thus became its own frame of reference for making the judgments. The judges made their ratings independently after an initial orientation with the project directors and reported being able to work with the scales as defined. There was some concern as to whether cultural and training differences between the American and Guatemalan judges would yield a low interjudge reliability. Acceptable reliability coefficients, approximately .70, were found between American and Guatemalan judges.

Although the LIT and the PIIP (1) yield valuable information about peasant populations, neither was found to be completely adequate. This dissatisfaction initiated a search for a test with as many dimensions as the PIIP and with the validity and reliability of the LIT.

Development of the ENPES. The "Emerging Nations Personality Evaluation Scale" was an extension of the Literacy Interest Test. This was accomplished by twenty advanced undergraduate students in a social science class at the University of South Florida, Tampa, Florida.

The students were given a general survey of the history and culture of Guatemala and introduced to the general type of research being done during the first few weeks of class. The specific designs of the four instruments were withheld. Six unidentified interviews were then randomly picked and given to each of the students. They were told to study these interviews very carefully and to write down their impressions of the subjects. The next step was to designate, and reach a consensus on the primary dimensions underlying these impressions. Thus the ENPES, Table 1, developed.

Table 1
E.N. Personality Evaluation Scale

PERSONALITY SCALE	JUDGES RATING						NOT RATABL
	LOW 1	2	3	4	HIGH 5		
1. SATISFACTION WITH WORK	1	2	3	4	5		0
2. CONCERN WITH HEALTH	LOW 1	2	3	4	HIGH 5		0
3. FUNCTIONAL VALUE OF EDUCATION	LOW 1	2	3	4	HIGH 5		0
4. INNOVATION	LOW 1	2	3	4	HIGH 5		0
5. ORIENTATION	SELF 1	FAMILY 2	3	COMMUNITY 4	5		0
6. ECONOMIC SOPHISTICATION	LOW 1	2	3	4	HIGH 5		0
7. OUTSIDE AWARENESS	NONE 1	2	3	4	WORLD 5		0
8. LIFE DIRECTION (director)	GOD 1	2	3	4	SELF 5		0
9. TIME ORIENTATION	PRESENT 1	2	3	4	FUTURE 5		0
10. PICTURE INTERPRETATION	LOW 1	2	3	4	HIGH 5		0
11. WANTS	BASIC 1	2	3	4	LUXURY 5		0
12. LEVEL OF ABSTRACTION	CONCRETE 1	2	3	4	ABSTRACT 5		0
ITEM ADDED FOR IDENTIFICATION							
13. GROUP IDENTIFICATION	EXP. LIT. 1	EXP. ILL. 2	CONT. LIT. 3	CONT. ILL. 4			
ITEMS INCLUDED FROM LIT							
14. PSYCHOLOGICAL FUNCTIONING	LOW 1		MIDDLE 2		HIGH 3		
15. FRUSTRATION LEVEL	LOW 1		MIDDLE 2		HIGH 3		
16. LITERACY	LITERATE 1		ILLITERATE 2				

What happened can best be described as a blind marriage and no-statistical factor analysis of the Literacy Test score, LIT and PIIP. It was a blind marriage because the factors evolving from the synthesis of the students' impressions were made without prior knowl-

EMERGING NATIONS PERSONALITY EVALUATION SCALE

edge of the LIT or PIIP. As can be seen in Table 2, there is considerable overlap with the PIIP, which constitutes consensual validation of the factors of these instruments developed completely independently. Thus, the ENPES incorporates most of the content of the PIIP, while eliminating the problem caused by the inability of the peasant

Table 2
ENPES and PIIP Item Overlap

ENPES	PIIP
1. Satisfaction with work	10. Comparison of self to work
2. Concern with health	1. Family living conditions 14e. Importance of food supplement
3. Functional value of education	14f. Importance of reading and writing 14e. Importance of Almanac
4. Innovation (origination or acceptance)	6. Need for change vs. security 14b. Importance of change 12. Change per se vs. security 15. Gambling and risk attitudes
5. Orientation (self/family/community)	4. Influence in community 5. Popularity in community 10. Comparison of self to community 11. Progressiveness in child raising
6. Economic sophistication	14d. Importance of business 14g. Importance of money 13. Conservation practices 1. Family living conditions
7. Outside awareness (worldliness)	2. Aspirations for Guatemala 10d. Importance of country
8. Life director (Self vs. God)	7. Importance of religion 8. Opportunity for need satisfaction 9. Ability for need satisfaction
9. Time orientation (present vs. future)	3. Future security
10. Picture interpretation	
11. Wants (basic vs. luxury)	
12. Level of Abstraction	

to conceptualize his position on a ten step ladder. It also expands the limited 4 dimensions of the LIT by 12 additional scales which provides a more complete profile of the interviewee.

RESULTS

Table 3 contains the intercorrelations found for the literates (upper right half) and the illiterates (lower left half) based on average scores by the 20 student judges for 53 pairs of subjects. This dichotomy eliminates item 16 from the matrix, i.e. Literate/Illiterate.

Table 3
Correlation Matrices ENPES Items
Literates—Upper Right
Illiterates—Lower Left

		<u>Literates</u>															
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Illiterates	1		.014	.150	.031	.165	.029	-.100	.111	.179	-.025	.135	.024	-.032	.010	-.064	.000
	2	.295		-.009	-.261	.477	-.112	.409	-.422	.621	-.250	.031	.031	-.138	.358	-.040	.000
	3	-.062	-.090		.530	-.326	-.214	.169	.111	-.285	.381	.453	-.490	.158	.275	-.372	.000
	4	.082	-.185	.216		.441	-.325	-.320	.076	.354	.278	.507	.430	.032	.475	.428	.000
	5	.059	-.168	.220	-.010		.267	.411	.140	.600	.363	.398	.498	.120	.515	.332	.000
	6	.016	-.301	.186	.426	.275		.395	.104	.300	.658	.472	.289	.232	.362	.103	.000
	7	.171	.168	.182	.200	.302	.215		.077	.380	.438	.345	.377	.000	.414	.174	.000
	8	-.026	.042	-.004	-.048	.097	-.164	.226		.367	.194	-.014	.143	-.232	-.058	-.183	.000
	9	.013	.045	.247	.298	.076	.255	.509	.237		.342	.402	.236	-.082	.446	.205	.000
	10	.332	.180	.133	.308	.142	.554	.498	.064	.266		.330	.628	.098	.400	.140	.000
	11	-.070	-.059	.059	.216	-.029	.101	.219	-.046	.286	.318		.415	-.045	.353	.356	.000
	12	.147	-.024	.049	.113	.252	.341	.227	.234	.065	.474	.165		.154	.385	.324	.000
	13	-.184	-.101	.046	.151	.118	.137	.123	-.238	.087	.072	.345	.061		.259	.207	.000
	14	-.046	.209	.298	.045	.270	.115	.318	-.118	.195	.310	.404	.001	.401		.417	.000
	15	.002	.003	.379	.182	.346	.344	.185	-.273	.267	.186	.132	-.055	.241	.501		.000
	16	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	

* .05 Level Sig. = .271
** .01 Level Sig. = .351

The literate matrix has 39 correlations significant at the .01 level while the illiterate has only 9. Using Chi Square corrected for continuity, a value of 22.7 sig. at .001 for $df = 1$ is found for the null hypothesis that there is no difference in the number of significant correlations found in the literate and illiterate matrices, Table 4. This is interpreted as meaning that the literate subject had a more integrated value and goal system, and homogeneous personality. Symbols provide literates means to conceptualize.

EMERGING NATIONS PERSONALITY EVALUATION SCALE

Table 4

Chi Square Comparisons of
Frequency of Significant Correlations

	Literate	Illiterate	Total
Sig. .01	39	9	48
Not Sig. .01	66	96	162
Total	105	105	210

The real issue of this report is not whether literates and illiterates differ, but whether the ENPES provides a discriminating profile for the evaluation of the personality of subjects of emerging nations. The Chi Square .001 significance, Table 4, found would constitute strong evidence in this respect. Not only was there a difference in the number of sig. correlation in the two samples, but also there was a difference regarding which correlations were significant. For example, there were 53 correlations significant at the .05 level for literates and 23 for illiterates. On the 23, 8 were different from the 53 for illiterates.

CONCLUSIONS

The primary purpose of this article is to describe a process for developing personality evaluation scales for subjects from emerging nation populations where levels of literacy, trust and cultural differences prevent valid use of personality evaluation with previously developed personality instruments designed for more advanced and sophisticated populations. The ENPES in this instance was validated for Guatemalan Ladino male subjects, ages 15 to 35. LIT pictures and ENPES would be needed for different cultures, sexes or ages. There still remain tremendous possibilities for research in this one area of personality evaluation necessary to the effective development of individuals, within the cultures of the emerging nations.

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ABSTRACT

Personality evaluations of illiterate Latin American peasants,

particularly when data are obtained by educated, urban interviewers, often elicit "yes/no," "don't know," or invalid guesses or attempts-to-please responses.

Twenty judges separately analyzed and synthesized free association and structured responses of 60 literate and 60 illiterate Guatemalan peasants to eight thematic apperception type pictures depicting peasant life. The evolution of the sixteen dimensions of the Emerging Nations Personality Evaluation Scales, as described, provides a process applicable to the creation of personality measurement instruments for use in emerging nations.

RESUMEN

Las evaluaciones de la personalidad de campesinos latinoamericanos iletrados, particularmente cuando los datos son obtenidos por entrevistadores urbanos educados, muchas veces traen consigo respuestas de "sí/no," "no sé," o respuestas no válidas u otras que sólo tratan de complacer.

Veinte jueces analizaron y sintetizaron separadamente la libre asociación y las respuestas estructuradas de 60 campesinos guatemaltecos letrados y 60 iletrados a ocho dibujos de tipo temático aperceptivo enseñando la vida del campesino. La evolución de las dieciseis dimensiones de las Escalas de la Evolución de la Personalidad para Naciones en Vías de Desarrollo, según descritas, provee un proceso aplicable a la creación de instrumentos de medidas de personalidad para uso de naciones en vías de desarrollo.

RESUMO

Avaliações da personalidade de camponêses analfabetos na América Latina, especialmente quando os dados são obtidos por pesquisadores de centros urbanos, muitas vezes resultam em respostas "sim/não," "não sei", ou palpites inválidos, ou ainda respostas dadas com a intenção de agradar o interlocutor.

Vinte juizes analisaram e sintetizaram respostas estruturadas e de associação livre de 120 camponêses guatemaltecos, 60 dos quais analfabetos e 60 alfabetizados, a oito figuras de tipo TAT ilustrando a vida camponêsa. A evolução das 16 dimensões da "Emerging Nations Personality Evaluation Scales", aqui descrita, sugere um processo apropriado para a construção de instrumentos para a avaliação da personalidade nos países em desenvolvimento.