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AN ITEM AND RADIAL PARCEL FACTOR ANALYSIS  
 OF THE 16PF QUESTIONNAIRE

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**Summary**—An extensive series of analyses were carried out on a sample of data from 491 undergraduate university students who completed Form A of Cattell's 16PF questionnaire. The data was item analysed, factored using both principal component and image analyses, and radial parcelled. However, even though five different factor solutions were rotated to a maximum simple structure, the 16 factors did not emerge as expected. Radial parceling also yielded equivocal results. Using only psychometric criteria to guide the analysis, three new factor scales were generated that satisfied the test of high factor validity and high coefficient alpha simultaneously for each scale. The overall solution yielded seven factored scales. Additionally, results were reported of a scale factoring of the 16 scales yielding a replicable 4-factor solution. An alternative 7-factor solution was not replicable among subsamples taken from the total data set.

INTRODUCTION

The 16PF Questionnaire (Cattell *et al.*, 1970) is perhaps one of the most widely used psychometric instruments for the measurement of personality. The questionnaire was the outcome of Cattell's researches in the late 1940s and early 1950s, attempting to encompass the 'sphere' of personality initially defined by ratings. Howarth (1976) provides an excellent account of the detailed procedure adopted by Cattell in reducing 18000 dictionary terms relating to temperament to the 400 or so questionnaire items used in Forms A, B, C and D of the standardized questionnaire. Recently Cattell and Delhees (1973) have extended the number of factors to be found in the 16PF to 23, the supplemental scale information and augmented items provided by DeVogd and Cattell (1973).

Recently, there have been many divergent findings reported by investigators who have attempted to replicate Cattell's factor structures. The more important of these are Levonian (1961), Eysenck and Eysenck (1969), Howarth and Browne (1971), Comrey (1973) and Howarth (1976). Cattell has recently answered some of these criticisms with powerful arguments as in his reply to Eysenck (Cattell, 1972) and in his book on psychometric methods (Cattell, 1973). Invariably his points have turned on the methodology of these investigators, Cattell claiming that poor methodology has resulted in the divergent results. However, Cattell himself is not always consistent in his methods as Howarth (1976) shows quite clearly. In addition, Gorsuch and Cattell (1967) demonstrating the second-order scale factor-structure of the 16PF used parcels of items to assist in the factor procedures. These parcels, contrary to Cattell's own statements (Cattell, 1974; Cattell and Burdick, 1975) on radial parceling techniques, were *ad hoc* collections of items utilizing marker variables as parcel cluster centroids. This is most surprising given his vehement objections to such theoretically poor methods of clustering items.

The investigation below is an attempt to replicate the factor structure of the 16PF using methodology very similar to Cattell's. Both item and scale principal component and image analyses, radial parcel analyses, factor validity analyses and classical item analyses are undertaken. Although the data are from Form A only, this nevertheless is the most popular form being used by other investigators and occupational psychologists. It is of interest to discover whether the scales are still factorially valid and reliable within a student population. Results from Barrett and Kline (1980a) and Kline *et al.* (1980) using the Eysenck Personality Questionnaire (Eysenck and Eysenck, 1975) have demonstrated

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	Eigenvalue	% Variance	Canonical Correlation	Wilks $\lambda$	$\chi^2$
	.69	100	.64	.59	66.
			Correlation 16PF-5 and Discriminant Function		Canonical S Function C
	.54			.57	
	.51			-.30	
bility	-.31			-.43	
	-.13			-.06	
s	-.13			-.49	
	.12			-.06	
	.12			.36	
	-.11			.93	
s	.06			-.03	
	.05			-.11	
	-.04			-.08	
	.04			-.19	
	-.03			-.01	
y	.03			-.13	
e	-.02			.15	
	-.02			-.12	

16 PF

FIGURA TÉCNICA

Nombre original: "Sixteen Personality Factor Questionnaire (16 PF)". Institute for Personality and Ability Testing, Champaign, Illinois, U.S.A.

A SHORTENED "BASIC ENGLISH" VERSION (FORM C) OF THE 16 PF QUESTIONNAIRE\*

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A. HOW REALISTIC IS THE GOAL OF SHORTENED TESTS?

To be realistic about the unrealistic attitudes of test-users, one must admit the existence of a widespread demand that any test shall be both extremely short and extremely reliable! Now Forms A and B of the Sixteen Personality Factor Questionnaire (8) have 10 and 13 items per factor, and reach a mean coefficient of equivalence, i.e., mean for the typical factor, of 0.51, and a mean split-half consistency coefficient (corrected to the full 20 or 26 items) of 0.69. But this tolerable reliability requires about three minutes per factor or three-quarters of an hour of test time per form, i.e., an hour and a half for the full length test, or even longer with slower readers.

From the standpoint of information theory an hour and a half is not much to ask for 16 independent and reliability-checked "bits" of psychological information. The ordinary intelligence test, after all, usually takes an hour to give data on only one of these factors. But the harassed industrial psychologist—and, alas, sometimes also the clinician—are apt to protest that this is more time than they can give. Probably they should turn to their administrative masters and point out that nothing very valid or reliable is likely to be found out about so complex a matter as individual personality by going through a ritual of inadequate testing. The hour "saved" by substituting a futile test for a longer, well-designed one may cost—as in an instance known to the writer—ten thousand dollars—for this can easily be the difference over a year or two between the production under a poor and a well selected executive.

Let us face the fact that the demand of the applied psychologist both to eat his cake and have it, usually results decidedly in his not having it. He goes through the motions of administering psychological tests and has to be satisfied with a pretty set of figures—apparent measurements. Very rarely can he demonstrate the real control of the situation that would result if test theory and practice were taken seriously. To give effective prediction, a test

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Color and Personality: Strong's Interest Inventory and Cattell's 16PF

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Introduction

Color is an important aspect of our efforts to create personal spaces to our own liking. Moreover, color choices can have important social consequences as our choices are part of our presentation to others, and thus these choices may influence how others perceive us. Yet, little is known about why people like or dislike the colors they do. This paper asks whether people's color preferences reflect meaningful information about their personalities, interpersonal styles, and behaviors. Surprisingly, relatively little research has been done to investigate the links between such variables and individuals' color preferences. The research summarized here represents our efforts to identify links between people's color preferences and their personal characteristics as derived from two well-established psychological inventories.

Background

At the most basic level, color has been shown to affect our mood, thereby affecting the way we interact with our environment. A growing body of research in environmental psychology has shown that the color of a room or work setting can have profound effects on individual enjoyment and performance on a variety of tasks. For instance, Stone (2003) showed that task performance varied as a function of the color of the room in which the task was performed. In another study by Stone (2001), positive mood tended to be higher when individuals worked in a blue carrel compared to a red carrel. Performance is also affected because individuals read slower and comprehended less when performing a reading task in a red environment. This study thus provides direct evidence that color has an effect on cognitive ability, suggesting that the cognitive impairments produced by color could

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be driven by physiological arousal. Indeed, Stone's (2003) findings indicate that the color red increased individuals' levels of arousal, which when paired with a stimulating task, caused deficits in cognitive performance.

More importantly, the preceding raises the possibility that the effects of color on performance can have differential effects, depending on one's preferences or aversions for particular colors. For example, Eysenck (1967, 1970) postulated that Introverted individuals are high in internal arousal (i.e., they are preoccupied with their thoughts and feelings more than are Extraverts), and therefore prefer social environments (e.g., where they are alone) that allow them to reduce or maintain their optimum level of arousal. Thus, when Introverts are with other people their level of arousal might rise to the point that they feel uncomfortable and overwhelmed. The preceding work on the effects of color on arousal therefore suggests that color preferences and personality might be related. Specifically, individuals high in internal arousal (i.e., Introverts) might prefer "calm" colors like blue to reduce their level of arousal, whereas individuals low in internal arousal (i.e., Extraverts) might prefer "exciting" colors like red to increase their level of internal arousal Lüscher (1971).

Perhaps the most prominent theorist arguing that color preferences and personality are linked is Lüscher (1971) who proposed that individuals with similar color preferences should also possess similar personality characteristics. According to Lüscher, the physiological reactions that individuals experience while viewing primary colors (blue, red, yellow, and green) reflect basic psychological needs of the individuals. When a primary color is not liked, for example, this dislike is considered to reflect a deficit or unmet physiological and psychological need. For instance, if an individual has a particularly strong dislike for the color red, this is believed to reflect unconscious anxiety within that individual.

Whereas Lüscher (1971) regarded color preferences as a reflection of the unconscious drives within individuals, contemporary perspectives on the color-personality relationship view color preferences as a reflection of conscious (i.e.,

Complete coverage of the widely used 16PF measure of personality Essentials of 16PF Assessment is a valuable guide to administering, scoring, and interpreting this popular measure of normal personality. Using the proven Essentials format, Cattell and Schuerger clearly describe how to use the instrument, provide critical information about its validity and reliability, and include helpful guidelines for using the instrument effectively with individuals, couples, and families, in settings ranging from clinical and forensic to corporate environments and other workplaces. Essentials of 16PF Assessment provides comprehensive coverage of test administration, scoring, and interpretation. As well, this informative resource provides expert assessment of the method's relative strengths and weaknesses, valuable advice on its clinical applications, and illuminating sample cases. Like all the volumes in the Essentials of Psychological Assessment series, this book is designed to help busy professionals quickly acquire the knowledge and skills they need to make optimal use of a major psychological assessment instrument. Each concise chapter features numerous callout boxes highlighting key concepts, bulleted points, and extensive illustrative material, as well as test questions that help you gauge and reinforce your understanding of the information covered. Talogy Summary of Test Review General description of Test Test Name:Sixteen Personality Factor Questionnaire (fifth edition) Authors of Original Test: USA eAAA Raymond B. Cattell A. Karen S. Cattell Heather E. P. Cattell; AdministratoreAAAs manual eAAA T. Russell and D. L. Karol; Data Supplement 1999 eAAA UK Edition eAAA Robert WilliamsLocal test distributor / publisher: PAN Performance Assessment Network, Inc. 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Factor B (reasoning) uses conventional multiple-choice reasoning test elements, with three options. These are grouped at the end of the question booklet, so they can be omitted if you wish. 16PF5 has a separate reusable questions, and an auto-sea ± al carbon answer leaf with a carbon insert. The authors say that the 16PF5 continues to measure the same 16 primary personality factors as version 4. They are bipolar measures identified by a literacy system and a factor title, which reflects the high end of each scale. These are: A Warmth M Abstractness B reasoning n Privateness C Emotional Stability or Amprehension e Dominance qI Openness to change Order or world have been derived from the factorial analysis of the 16 primary factors. The global factor title describes the high end of a scale. The five global factors are: extraversion, anxiety, toughness, independence and self-control. Two additional measures of response style are available, a frequency scale that indicates whether the candidate responded to a relatively large number of articles in a different way from the majority of people and an acquiescence scale that measures the tendency to respond "True" to an article regardless of its content. Both scales, as reported in the administrator's manual, were devised from the use of American edition with US samples. Full test review bps and rqtu mebers login now skip to main content skip to table of content first line: April 22, 2020doi: The questionnaire of personality factors (16PF ), originally developed by Cattell and Mead (1949), is a measure of 185 normal personality points that are currently in its fifth edition. The instrument uses a mostlectic choice response format to evaluate 16 primary scales, 5 second -order scales and 2 scales third parties. The questionnaire is available in computer or paper formats, and there is a variety of tight, condensed, condensed age, condensed, . . . I'm gonna go J and Ability Testing.Google ScholarCosta Jr, P. T., & McCrae, R. R. (1992). Neo personality inventory-revised (neo-pi-r) and neo five-factor inventory (neo-ff) professional manual. Odessa, FL: Psychological Assessment Resources.Google ScholarKarson, S., & OeAAAAdell, J. W. (1976). A guide to the clinical use of the 16PF. Champaign: Institute for Personality and Ability Testing.Google ScholarAA AASpringer Nature Switzerland AG A2020CarlyA AA. A ABahnerC.A ABrendanA AclarkEmail author1.Department of PsychologyWichita State UniversityWichitaUSA1.Oakland UniversityRochesterUSA The Sixteen Personality Factor Questionnaire is a comprehensive measure of normal range personality. Although it was not developed to identify psychopathology, it has been used extensively and productively in clinical settings due to its ability to give a deep, integrated picture of the whole person, including both personal strengths and weaknesses. The 16PF questionnaire can be used to identify patterns of behavior in a wide variety of real-life circumstances. For example, it can be used to understand a person's self-esteem, coping patterns, capacity for empathy, interpersonal needs, likely attitude toward power and authority, cognitive processing style, internalization of societal rules or standards, and likely occupational preferences. Because of this comprehensive scope, 16PF results are useful in a wide variety of settings, including clinical, counseling, industrial, career development, and research.KeywordsImpression ManagementAbility TestGlobal FactorPrimary ScaleExtreme ScoreThese keywords were added by machine and not by the authors. This process is experimental and the keywords may be updated as the learning algorithm improves. This is a preview of subscription content, access via your institution. Unable to display preview.A Download preview PDF. Cattell, H. B. (1989). The 16PF: Personality in depth. Champaign, IL: Institute for Personality Ability Ability Testing, Inc. Google ScholarKarson, M., Karson, S., & OeAAAAdell, J. (1997). 16PF interpretation in clinical practice: A guide to the Fifth Edition. Champaign, IL: Institute for Personality and Ability Testing, Inc. Google ScholarKarson, S., E., & Johns, E. F. (1990). The 16 Personality Factor Questionnaire. In E. E. Watkins and V. L. Campbell (Eds.), Testing in counseling practice. Hillsdale, NJ: Lawrence Erlbaum Associates. Google ScholarMeyer, R. G., & Deitsch, S. E. (1995). The clinician'sAAAs handbook (4th ed). Boston, MA: Allyn and Bacon. Google ScholarRussell, M. T. (1995). 16PF CoupleAAAs Counseling Report userAAAs guide. 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