

Psychological tests in the field of guidance

الاختبارات النفسية في مجال الإرشاد

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Abstract: The study aimed to define psychological tests, how to use them, and discuss their different types, which are considered a fundamental issue in psychological and educational guidance. The conditions that must be met in the psychological test were also discussed, as they are important tools that determine the diagnosis of the problem that the individual is suffering from. This enables the counselor to understand the behavior of the client and form a comprehensive picture that reflects the aspects of the client's personality and its dynamics. It also helps the counselor to identify the extent of progress that the client makes after being guided to maturity and personal growth (psychological, spiritual, mental, physical, social).

- Keywords: Psychological; Psychological tests; tests; guidance.

المخلص: تهدف الدراسة إلى تعريف الاختبارات النفسية، وكيفية استخدامها، ومناقشة أنواعها المختلفة، التي تعتبر قضية أساسية في الإرشاد النفسي والتربوي. كما تم مناقشة الشروط التي يجب توفرها في الاختبار النفسي، إذ تُعد هذه الأدوات مهمة في تحديد تشخيص المشكلة التي يعاني منها الفرد. وهذا يمكن المرشد من فهم سلوك العميل وتكوين صورة شاملة تعكس جوانب شخصية العميل ودينامياتها. كما يساعد المرشد في تحديد مدى التقدم الذي يحرزه العميل بعد توجيهه نحو النضج والنمو الشخصي (النفسي، الروحي، العقلي، الجسدي، الاجتماعي).

الكلمات المفتاحية: نفسي؛ اختبارات نفسية؛ اختبارات؛ إرشاد.

1. INTRODUCTION:

One of the issues that the field of psychology has witnessed in recent years is the field of psychological measurement in the field of guidance, as the latter has been associated with psychological guidance and counseling since its inception, and it had a significant impact on the development of the theory of traits and factors by its owner

Frank Parsons in 1909, where he was able to measure the traits related to the characters of individuals and their suitability for the factors resulting from the analysis of the available jobs for them in order to put the right person in the right place.

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Psychological tests are one of the general tools that the counselor needs to help him obtain information about the client, and this is in a short time, within a unified framework and uniform conditions for application, in which the client participates with others who apply the test in any counseling or therapeutic relationship or for any other purpose. Therefore, it is appropriate to present the topic of psychological tests in this article because of its prominent importance in the counseling process.

The pioneers of psychological measurement agree that psychological tests are one of the most important means of collecting information in a more objective way, which is often used by psychological guidance in measuring some psychological phenomena.

(Asaad, 2009, pp.75- 76) found that measurement tools appear in a number of forms, such as the test (Test), the scale (Scale), and the rating checklist (Rating Checklist), and measurement tools may also be divided into two types, according to the type of standards used in them. Thus, there are what are called criterion-referenced tests, which are called the term (Criterion-Referenced Tests), and in this type of tests, the standard or standards are determined by the counselor, teacher, or specialist and are based on what is expected of the client. There are tests called norm-referenced tests, which are called the term (Norm-Referenced Tests), and in this type of tests, the individual's performance is compared to the performance of a reference group or the performance of the age group to which he belongs. For example, intelligence tests: where the individual's performance is compared to the performance of the group to which he belongs, and such tests are used for the purposes of classifying students and determining their positions on the normal distribution curve, for example: if intelligence tests are used as norm-referenced tests to classify students.

Tools of measurement are also divided into screening tests (Screening Tests) and are sometimes called informal measurement tools (Informal Tests), and standardized measurement tools (Standardized Tests), and are sometimes called formal measurement tools (Format Tests), and standardized measurement tools are

often characterized by having validity, reliability, and standards of their own, while screening tools are not characterized by that.

The tools of psychological and educational measurement used in diagnosis include tools, some of which rely on quantitative measurement and the other relies on qualitative description, as follows:

- Quantitative measurement tools: Ability tests, standardized and non-standardized achievement tests, personality tests, rating lists, school cards, attitude and interest tests, and sensory ability tests.
- Qualitative description tools: such as observation, interview, case study, and analysis of the content of the learner's production and classifying it in a way that enables the type of academic problems.

The question that has always been raised is: Does the counselor apply psychological tests in his counseling work? And if the answer is yes, is the counselor educationally and trailingly prepared to do this work? And our interest will be mainly in the goals of measurement in the field of guidance, how to choose the appropriate tests, the advantages of psychological tests and the conditions for their application in the field of guidance.

2. the importance of the study:

The study delves into the significance of psychological tests in the realm of psychological and educational guidance. It emphasizes their role in defining, applying, and categorizing these tests, underscoring their fundamental importance in understanding individual behavior and facilitating personal growth.

In essence, the study highlights the multifaceted importance of psychological tests in psychological and educational guidance. These tests serve as indispensable tools for assessment, understanding, and monitoring, empowering counselors to effectively guide individuals towards personal growth and well-being.

3. Research gap:

researchers could contribute to a more nuanced understanding of the role of psychological tests in modern guidance. They could also pave the way for the development of new and improved methods for assessing individuals and supporting their personal growth, here's why:

- The passage highlights the historical importance of psychological tests in guidance, particularly in measuring traits and matching individuals to suitable careers.
- It emphasizes the need for objective information gathering in a short time frame, which psychological tests can provide.
- However, the text doesn't delve into the potential limitations of these tests in contemporary guidance practices.

4. the importance of research study:

Research studies play a crucial role in advancing knowledge, solving problems, and improving our understanding of the world around us. They provide a systematic and rigorous approach to investigating various phenomena, enabling us to gather reliable data, test hypotheses, and draw meaningful conclusions.

5. Definition of Concepts:

5.1. Concept of Psychological Test:

- The standardized test is defined as the test whose items and instructions are formulated in a way that ensures its stability if repeated and also ensures its validity in measuring the trait or phenomenon that it was designed to measure. (Majeed, 2014, p. 29).
- The test is a tool or procedure through which a sample of the individual's behavior is obtained, evaluated, and scored using standardized procedures. (Alam, 2013).

- That is: the test is a sample of behavior, and since the test is limited to a sample of behavior, it is important that the tests reflect a representative sample of the behavior it is concerned with. (Alam, 2013).
- Psychological tests have their important place in clinical or educational practice, as they form essential tools in the practice of the psychologist in the process of psychological examination. Tests may be used in a standardized or free form during the examination. In the case of standardized use, the psychologist adheres to the conditions or principles or objective instructions for applying the test and the conditions of measurement in general.
- The test aims to reach important data or information about the personality of the client (the test subject), his abilities, possibilities, predispositions, and attitudes. These data are considered the basic data on the basis of which the counselor builds his response and diagnosis of the case, which makes the application of tests an essential necessity for any psychological and educational assessment practice. (Abbas, 1996).
- Psychological tests are a set of stimuli (oral or written questions, images or drawings) prepared to measure behavior in a quantitative or qualitative way. The test gives a grade, value, or rank to the test subject. The test is a set of questions or a specific device. (Al-Hariri et al., 2011).
- They are measures that can be used to identify the features of the client's personality or to identify his abilities, interests, and predispositions. They are considered one of the best means of collecting information, the most accurate, the most honest, and the most comprehensive. The effective counselor must use psychological tests in an organized manner and within the case that requires its study. (Al-Masry, 2010, p.141).

5.2. Concept of Counseling:

Counseling is a more specialized psychological process, and it represents the scientific part of the field of guidance. It is a professional relationship (face-to-face

relationship) that manifests itself in the help provided from one person to another, a person who needs help (the client) and another who has the ability to help (the counselor). This help is provided in accordance with a specialized process that is based on principles, organizations, and techniques that provide the learner with the opportunity to understand and realize his abilities in a way that gives him compatibility and mental health, and pushes him to further comprehensive growth and productivity effectively. (Abdel-Azim, 2012, p. 39).

Counseling is considered a major process in the processes of guidance and its services. It is the interactive relationship that arises between the educational counselor and the client in order to achieve the goals of guidance or some of them. The counselor listens to the client's problems and tries to understand his personality and know what can be changed in his behavior in one way or another. (Malham, 2007, p. 51).

It is the process by which information about the individual can be organized and presented in a way that helps to find effective solutions to the adaptation problems that he suffers from, which are usually at the behavioral or normal level. (Abu Asaad et al, 2009, p. 82).

5.3. The Psychological Counselor:

The psychological counselor is a specialized, qualified, and well-trained person in the practice of the profession of psychological counseling within its objectives, programs, and steps. He has the skills and characteristics that distinguish him best. The most important of these characteristics are intelligence, openness, acceptance, balance, stability, calmness, dialogue and discussion management, activity, vitality, commitment to ethics, honesty, integrity, and mastery of the techniques and skills of the counseling process.

5.4. The Counselee:

The Counselee is the person who has a problem and seeks psychological counseling services to solve it through a purposeful and planned counseling

relationship. He is seen as an integrated unit and the people around him in order to help him and rid him of the problems he faces. (Abu Asaad et al,2009, p. 19)

6.The importance of psychological tests:

- Psychological tests provide the counselor with specific information that he needs in his work with the client.
- The tests are useful to the counselor, especially through their results, in making certain important decisions.
- The tests lead to the exploration of the personal aspects of the client.
- The counselor gains greater insight and deeper understanding of the client.
- They help to identify the inclinations and similarities and differences of the client. (El-Masry, 2010, p.142).
- The client may gain insight and understanding of himself while performing the test. (Abu Saad et al, 2009, p. 82).

7.The role of psychological tests in the field of counseling:

Psychological tests and scales have a number of functions and tasks in the counseling process, as follows:

A. Prediction: The results of the test help the counselor to predict the grades that the client can obtain in a particular area, such as using tests to select individuals for appropriate jobs, study a course, or a job or work, or other areas in which he exerts effort. This includes the use of tests to test people for jobs. (Al-Hariri et al, 2011)

B. Diagnosis: The tests may serve the counselor in the process of diagnosing or portraying the problem, and providing the necessary assistance to the client to better understand his skills and information (i.e., identifying his problems and trying to solve them), (Rafidah Al-Hariri et al, 2011), and then gaining insight into the areas in which he suffers from a deficiency or in which the client is below the required level. (Abu Saad et al, 2009, p.76).

C. Monitoring: Counselors can use tests to monitor the progress and development of the client, such as using achievement tests that help to reveal the extent of progress

made by the learner in the field of achievement between one period and another. (Al-Hariri et al, 2011) Some examples of tests that serve in this field are achievement tests that can be used to monitor progress in achievement over a certain period of time. (Abu Saad et al, 2009, p. 77).

D. Evaluation: Tests are an important tool in the process of evaluating programs and work, as well as in other aspects of evaluation, such as evaluating the growth of the client and the extent to which certain goals have been achieved. (Abu Saad et al, 2009, 77).

8. Types of tests used in the field of counseling:

When choosing tests in the field of counseling, it is necessary to take into account a number of factors, including the type of test, whether it is a speed test or a strength test, or whether it is an individual or group test, paper or performance test. At the same time, tests can also be classified according to content into: cognitive achievement tests, aptitudes and abilities, interest tests, personality measures, and even special tests such as: innovative tests.

8.1. Achievement tests: These tests are at the end of each learning process, measure the progress and development of the client, and allow these tests to track the clients. These tests are used to measure the learner's ability to absorb the academic courses that have been presented to him.

They are tests of information, knowledge, and skills, and they are measures of the results of the learning process. They allow for the possibility of tracking the development of their achievement, indicating progress and delay, which benefits their educational guidance. (Shaban et al, 1999).

These tests measure a person's knowledge about certain areas. Achievement tests benefit the teacher more than the counselor, but their results are recorded in the learner's comprehensive record, which can benefit the counselor in the counseling process. (Rasoul, 2005).

8.2. Intelligence tests: Some call them (aptitude tests) used to detect gifted students and slow learners. Intelligence tests help to decide whether the learner should attend university or college, or vocational schools.

Some of them measure the ability to perceive relationships or the ability to solve problems, and they measure verbal, spatial, mathematical, comprehension, and drawing ability, etc.

8.3. Tests of mental abilities and aptitudes:

- Abilities: include everything that the individual can accomplish in the present.
- Preparations: it means the things that the individual can do in the future.
- Tests of abilities measure different types of abilities such as the ability to express oneself, to memorize, social, linguistic, mathematical, psychological, musical, manual skills, and other motor skills, and it is used in addition to general mental ability. Some of its types are:
 - Number ability test
 - Torrance test of creative thinking

8.4. Behavioral measures:

These include measures for assessing the behavioral characteristics of gifted learners, and they help to reveal creativity, leadership, perseverance, motivation, ...

8.5. Attitude tests: An attitude is a relatively stable acquired emotional disposition. It determines the individual's feelings and behavior towards certain topics and includes a judgment on them by acceptance, rejection, or neutrality.

Attitude tests make it easy to measure psychological attitudes and are useful in modifying and interpreting attitudes. It helps to determine the final form of the response issued by individuals towards certain topics. Examples of these attitudes include:

- * Measures of attitudes towards other peoples,
- * Scale of educational attitudes for teachers.

8.6. Interest tests: Interest is a psychological predisposition to say or do something to perform a specific human or educational behavior. It is a general behavioral tendency of the individual to deviate towards a certain type of activity.

Interest differs from attitude. Interest: has one side, which is the positive side. The attitude has three sides: positive, negative, and neutral.

The educational counselor or teacher works on interest testing to reveal it. And instill new interests and encourage and support socially acceptable interests. Interest tests also contribute to choosing the right profession for the individual, and choosing the desired academic specialization.

Note: Interests change despite their relative stability, and this change is rapid in the stages of childhood and adolescence in particular.

They are tests that try to draw a map of the client's interests and are based on the basis that if there are clues towards a behavior or a certain subject of study or profession, the most important of which are:

- * Strong's interest test,

- * Kuder's professional interest test. (Shaban et al, 1999).

8.9. Personality tests: Personality: A set of psychological, physical, and behavioral traits that distinguish individuals and distinguish them from others.

Personality tests are done in three ways: lists and rating scales, standardized questionnaires, and projective tests.

The first and second methods are used in the field of education, while projective tests are used by specialists in psychological clinics.

Projective tests aim to measure the personality as a whole, as they present a vague stimulus to the person and he explains it, and here the dimensions of the personality are revealed, and among these tests are ink spots, and it is therefore considered as a kind of rays to reveal the personality from the inside. (Al-Hariri et al, 2011).

Personality tests or lists are used to identify the different aspects of the individual's personality structure, and Thorndike and Hagen (1969) believe that the aspects that they are interested in in individuals when measuring include the following:

1- Abilities: What the individual can do if he tries.

- Abilities: Performance that serves as an indicator of what the individual can learn to do.
- Achievement: Performance that is used to demonstrate what the individual has actually learned.

2- Personality variables: Evidence of what the person will do, and how he will respond to life events and its pressures.

- Character: A set of qualities recognized by society as having value or gain.
- Compatibility: The ability to coexist and live happily in the civilization in which the individual resides.
- Temperament: The qualities associated with mood and lifestyle.
- Interests: Activities that the individual seeks or avoids.
- Trends: The phenomena or concepts that the individual consists of. (Abdel Khalek, 1993).

8.9. Value tests: Includes tests for social values and personal values.

9. Adaptation tests: Includes adaptation test for secondary school learners, school adaptation test, and professional adaptation test.

10. Special aptitude tests: These tests measure the client's special ability in certain areas, including occupational tests, mechanical aptitude tests, and creative thinking tests.

11. Social competence tests: These tests are used to measure the client's social behavior, i.e., how cooperative they are with others and how effective their participation in various activities is. (Al-Hariri et al, 2011, p. 233).

12. Psychological compatibility test: The counselor is interested in psychological compatibility tests and the assessment of the client's compatibility personally, socially, academically, and professionally.

There are also several other tests, such as value tests and social competence tests. (Al-Farkh et al, 1999).

13. Test testing in the field of counseling: (Conditions that must be met in a psychological test)

The client (counselee) comes to the counselor and they both don't know much about each other, so after the acquaintance, all information related to the client, their problem, and their environment must be collected. The required information is taken by the counselor from psychometric tests and scales, taking into account their multiplicity and general conditions that guarantee the success and confidence of the information. (Al-Farkh et al, 1999, p. 115).

The following are the conditions that must be met for a psychological test to be considered valid and reliable:

13.1. Validity: It refers to the accuracy of interpreting test scores. (Salahuddin Mahmoud Aalam: 2013, p. 41) That is, the test measures what it was originally designed to measure, meaning the accuracy in test scores that are supposed to measure what they should measure. (Susan Shaker: 2014) Validity refers to the degree to which the evidence and theory support the interpretation of test scores that are required for the proposed uses of the test. Therefore, validity is considered the most important consideration in the construction and evaluation of tests. (Aalam, 2013, p. 215) The most important question that should be asked about any psychological test is related to its validity, i.e., the degree to which the test actually measures what it aims to measure. Validity provides a direct verification of the degree of quality of the test in performing its function. Determining validity usually requires an external criterion for what the test was designed to measure. The validity coefficient helps us to determine

the degree to which the performance on the criterion could have been predicted from the test scores. (Aalam, 2015, p.23).

13.2. Reliability: It refers to the stability or consistency of test scores (Aalam, 2013, p. 41), i.e., that the test results are almost constant in the different times the test is performed, the consistency in the test scores that actually measured what should be measured. (Shaker, 2014).

It means consistency in a basic way. Test reliability is the consistency of the scores we get from the same people when they are retested with the same test or a form equivalent to the test. (Aalam, 2015, p.22).

The stability of test scores can be verified by comparing the scores we get from the same test at different times, from different groups of scorers, different examiners or scorers, or in any other appropriate testing conditions. It is necessary to specify the type of stability and the method used to determine it, because the same test may vary for these different manifestations. The number and nature of the people who were used to verify the stability should also be reported. With such information, test users can predict whether the test will have the same degree of stability for the group they expect to use the test on, or whether the test is likely to be more or less stable. (Aalam: 2015, p. 23).

13.3. Standardization: The preparation of test standards so that the raw scores are converted to standardized scores that enable the client to be compared with peers of his age, gender, and culture.

Standardization is the process of ensuring that a test is administered and scored in a consistent manner across different groups of people. This helps to ensure that the test results are comparable and that the test is measuring what it is supposed to measure.

13.4. Objectivity: That is, there is a uniform meaning and interpretation of the test units and questions that leads to understanding their intended meaning.

Objectivity refers to the degree to which a test is free from bias. A test is considered objective if it can be scored in a consistent manner by different people. This helps to ensure that the test results are accurate and reliable.

13.5. Showing individual differences: It must be a manifestation of individual differences and distinctive for both those who are higher and lower than normal, and this requires a variety of questions between ease and difficulty. (Shaker, 2014)

13.6. Ease of Use: The ease of administration, scoring, and interpretation of results requires an instruction booklet, illustrative examples, a norms table, and a scoring key.

Ease of use refers to the ease with which a test can be administered, scored, and interpreted. This requires that the test be well-written and easy to understand. The test should also include clear instructions, scoring keys, and norms tables.

13.7. Use of Multiple Tests: More than one test should be used in psychological counseling. Multiple testing refers to the use of more than one test to assess an individual. This is important because no single test can provide a complete picture of an individual.

13.8. Moderation in Testing: Do not overdo the testing. Moderation in testing refers to the use of tests in a reasonable and appropriate manner. It is important not to overuse tests, as this can lead to inaccurate results.

13.9. Caution Against the Halo Effect: The counselor should not evaluate the client based on a general idea or general impression. (Shaban et al, 1999, pp. 81-82).

The halo effect is a cognitive bias that occurs when a person's overall impression of a person influences their judgments about that person's specific qualities. In the context of psychological testing, the halo effect can lead to inaccurate results if the counselor's overall impression of a client influences their interpretation of the test results.

13.10. Discrimination Ability: The test should be able to show the individual differences in the same group. (El-Masry, 2010, p. 144).

14.Procedural conditions for administering and scoring tests:

1. The person administering a test or scale should follow the standardized procedures mentioned in the test instructions carefully. He/she should not be careless, negligent, or make any changes to the test instructions.
2. The conditions of the testing environment should be consistent to help control the variables of the testing situation as much as possible. For example, the temperature, humidity, noise, and other distractions in the room or hall should be kept at the same level.
3. Periodic checks should be carried out on testing devices and tools, such as electronic or manual devices, to ensure their safety and standardization.
4. The examiner should make sure that the examinee understands the test instructions and the type of response required. The examiner should also create a human environment that is characterized by affection, care, and responsibility, especially if there is a difference between them in gender or social status, so that the examinee feels trust and respect.
5. The psychologist is responsible for the accuracy of scoring tests, reviewing the scoring process, and recording the results. He/she should make every effort to verify them.
6. Despite the development of automated methods for scoring tests and preparing reports, the human element remains or will remain the basic factor in all stages of the testing process. Therefore, individuals who are entrusted with scoring psychological tests should be selected based on their perseverance and absolute accuracy. They should also be given training courses under the supervision of highly qualified psychologists. (Khamad, 2014, p. 195).

15. Factors that affect the test before and during its application:

First: Aspects that precede the test. Among the factors that precede taking the test and affect the application are the following:

1. Previous experience: Many studies have shown that taking the test several times makes the examinee get higher scores. For example, Longstaff found that university students who took the Minnesota Multiphasic Personality Inventory (MMPI) three consecutive times at close intervals in time had their scores increased.

2. Response sets: Some individuals may have a tendency to answer yes to all items that the individual is inclined to and answer no to the items that include personal problems. In other words, there may be a tendency to take a certain direction in answering test questions.

3. Socially desirable response set: There may be a tendency to give socially desirable answers to some questions in personality scales in order to portray the individual as well-adjusted and in good mental health. The reason behind these answers seems to be self-defense against an implicit threat or criticism of being maladjusted.

4. Guessing: The readiness to guess represents another type of response sets when the examinee is not sure or does not have any idea of the correct answer.

5. Speed: In some tests, speed is required in answering the items or solving the problems. In these cases, some examinees get low scores due to the passage of time without completing the required. (Abu Asaad and others, 2009, pp. 78-79)

Second: Perceptions and feelings associated with a specific test:

In some cases, we find that an individual or group of examinees have special perceptions about a specific test, or about the counseling situation in which the test is administered. For example, an examinee who perceives a specific intelligence test as a threat to his self-concept may accompany all tests with a degree of defensiveness, which is reflected in his performance. As a result of the examinee's perception of the test situation, some important issues emerge, including:

1. Faking and Distortion: Most measures of traits and personality can be faked in the desired direction.

2. Anxiety and Tension: The phenomenon of anxiety and tension during testing is well known to counselors. Deloncq conducted a study on students at an elementary

school where observers explained that some of these students showed signs of anxiety and tension, including nail biting, chewing pencils, crying, talking to themselves, and irritability.

3. Effort and Motivation: What the counselor aspires to is that the examinee who is tested with the tests has the motivation to perform well, and that his degree of tension is not high. It can be said that the examinee who sees benefit in the test will increase the effort exerted in the test, but if the examinee loses interest in the test or does not feel that the test is of benefit to him, then his effort will be low. (Asaad and others, 2009, pp. 79).

Third: Testing Situation (Examination Procedures):

The testing situation itself represents an important element in influencing the test result. The examiner should be fully aware of the equipment and conditions required by the test, and should be assured of the clarity of the instructions and their understanding by the examinees. The following are some aspects related to the testing situation: (Asaad and others, 2009, pp. 80) is:

- 1. Defining the goal or goals** and the exact aspect of behavior to be measured and determining the gender, age, level, and culture of the individuals to be tested: (Azet et al, 1999, p.61)
- 2. The location:** The conduct of tests requires a well-lit room with desks with suitable writing surfaces, and the room should be free of distractions such as pictures and others. (Asaad and others, 2009, pp. 80).
- 3. Selection of the Specialist:** The specialist must have the necessary training and experience to administer the test. (Al-Farakh et al, 1999, p. 83). The person conducting the test, whether a counselor or someone else, and the behavior of this person, as well as the behavior of the examinee (client), and how the examinee perceives the examiner, can all affect the test results. (Asaad et al, 2009, p. 80).
- 4. Selection of the Examinees:** The motivation of the examinee (client) to take the tests should be aroused, and they should be promised confidentiality, i.e., the results

of the tests will be kept private. In the group administration, the number of group members should be small, and the individual performance should be better. (Al-Farakh et al, 1999, p. 83).

5. Answer Sheets: In some cases, as a way to reduce costs, tests are prepared so that they consist of a test booklet and instructions with a separate answer sheet where the examinee places the answers, they choose by following the order in the question booklet. The examiner should make sure that the scoring keys apply to these sheets.

6. Observation of the Examinee During the Test: One of the things a counselor needs in his work are to observe the examinee in a variety of situations, and among these situations is the test situation. The counselor can benefit from the following guidelines that were prepared by the Counseling Center at the University of Maryland in the United States of America:

- Physical Appearance: Increased activity, cleanliness, and physical defects.
- Verbal Characteristics: Tone, loudness, speech rate, chattering, and spelling.
- Test Behavior: Fidgeting around the tests, non-cooperation, and attention. (Asaad et al, 2009, p. 80).
- Social Behavior: Indifference, hostility, friendship, attention seeking, depression, doubt, emphasis, and anxiety. (Asaad et al, 2009, p. 81).

7.Procedure: The test instructions must be followed.

8. Scoring the Test: This is considered one of the main tasks of the counselor. The score that the examinee receives contains a set of random errors due to the factors mentioned above. It is not reasonable to add errors to the correction. The correction can be done automatically or manually. (Asaad et al, 2009, p. 81).

9. Results: After completing the test procedure, it is corrected in the light of the norms, and the examinee must know the test results. (Al-Farakh et al, 1999, p. 83).

10. Converting Raw Scores to Standard Scores: The score that the examinee (examinee) receives on a test is known as the raw score. In order for this score to be useful, the counselor must refer it to what a group has achieved, with which the

individual can be compared. The scores that the group that the examinee's score is compared to are known as the norms, and the group itself is known as the norms group or the reference group. A test may have more than one reference group. The norms are important because they tell us how others performed on this test. We cannot conclude anything from simply knowing the raw score of the examinee (the examinee), but this score only has meaning when compared to an appropriate set of norms. The presence of the norms also helps a lot in the process of interpreting the results of the tests. (Asaad et al, 2009, p.81).

11. Interpretation of Test Results: After correcting the tests and estimating the results, the counselor must be objective and practical in interpreting and analyzing the results, and the examinee must be involved in this. (Azet et al, 1999).

When the examinee comes to the counseling situation, there is a set of questions that need to be answered, such as what is the most appropriate specialization for me in high school? What is the most appropriate field that I can think of working in later? Can I continue my studies? Is this individual suffering from low self-esteem? And like these questions and others, they are what drive the counselor to apply a set of tests with the examinee to reach appropriate answers. After applying the test, he needs to interpret these scores to use them in helping the examinee make a decision or answer a question about the problem he came with. (Asaad et al, 2009, p. 81).

16. Advantages of Psychological Tests:

- Faster and clearer than other means in revealing personality.
- More objective than other means.
- Economical than other means.
- It is the starting point of the counselor in dealing with the case.
- It is an effective means of classification and evaluation. (Al-Masry, 2010, p.144).

17. Disadvantages of Tests and Scales:

- Some psychological characteristics cannot be measured by the test.
- They may give individuals qualities that remain associated with them, which harms them in the future.
- They may reduce the potential for social contact required in counseling. (Al-Farakh et al, 1999, p. 84).
- The results that the individual obtains may be misunderstood and misinterpreted.
- Some of the psychological characteristics that we measure with some tests are still unclear or undefined. (Al-Masry, 2010, p. 144)

18. Scientific conditions for interpreting test scores and presenting their results:

Reports that contain test scores should be presented to qualified individuals who can interpret and use them appropriately.

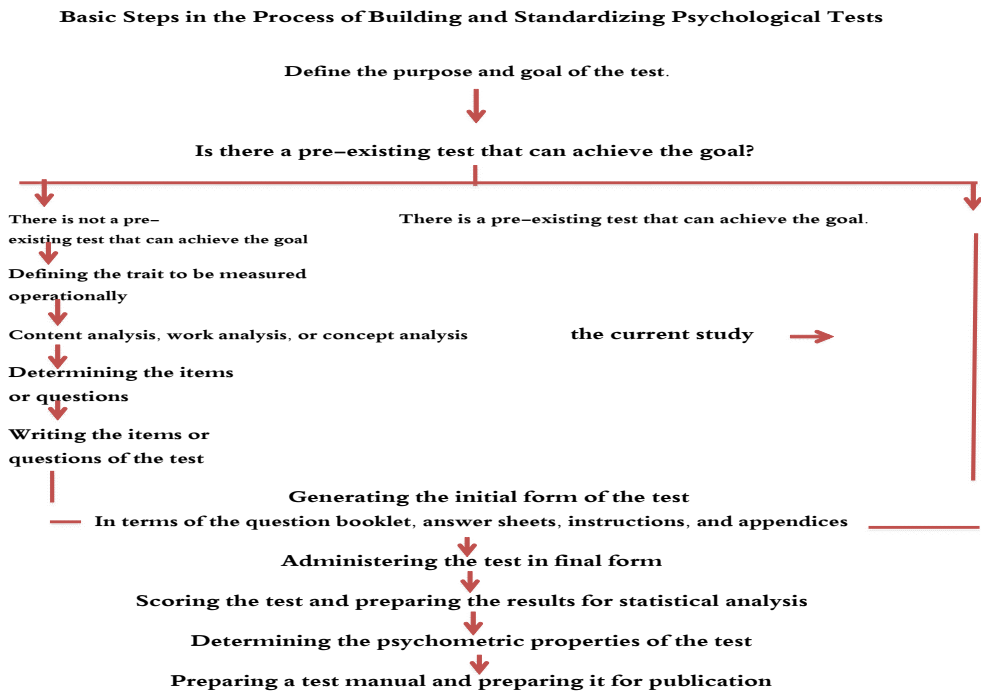
As for reports that are presented to parents, teachers, or work supervisors, it is preferable that they include an interpretation of the results rather than presenting them themselves (as many of these individuals may not be able to interpret the meaning of standard scores and other converted scores). Therefore, the qualified counselor supervises these reports to provide assistance and advice to them.

Avoid using descriptive words such as: mentally retarded or aggressive when interpreting test scores and psychological scales, or words such as: failed or incompetent in achievement tests and competence tests. These words and descriptions that express value judgments are prone to interpretation errors by parents, teachers, and the examinee himself.

Care should be taken when interpreting IQ ratios, mental age, and academic gap standards, etc., as these standards are often flawed, leading to inaccurate interpretation. If the psychologist is forced to present the results to a particular institution, it is preferable to provide the interpretation using standard scores and the

estimate should refer to the image of the test used, the date of the procedure, and the nature of the testing situation. (Khamad, 2014, p. 196).

Fig.1. The Basic Steps in the Process of Building and Standardizing Psychological Tests



Source: Susan Shaker Majeed: 2014, p. 89

The (Fig.1.) shows that in order to develop a psychological test, the test developer must go through a series of sequential steps, starting with the identification of the behavioral domain of the trait or property to be measured. Then, the purpose of the test and the field of its use (diagnosis, treatment, etc.) must be determined.

The test instructions must be prepared according to the application conditions to test the test in its initial form to obtain initial results and modification according to the initial results of testing the test and its psychometric properties (from validity and stability ...) and modification to obtain the final form of the test tool.

19.Conclusion:

Psychological tests are important research tools and means used by counselors in the processes of assessing individual potentials, in diagnosis, prediction, guidance,

and treatment in the field of psychological and educational counseling. They cannot be dispensed with to achieve objective goals. They can be used in a wide range of human behavior and obtain important data and information about the individual's personality, of course, if they are used well.

The objectivity of research and treatment in the field of counseling focuses on the psychometric properties of research tools (psychological tests), which are considered a science in itself. Honest and objective tests

enable methodological work in the field of psychological and educational counseling. It is mentioned that good measurement is from a good test and all this enables methodological evaluation and assessment in the work of the counselor, which requires researchers to attach the utmost importance to psychological measurement and the preparation of tests or their adaptation according to the research environment or the care of individuals.

20.Study recommendations:

- The need to establish research cells that deal with the preparation of psychological tests for application in the field of counseling.
- The need to standardize non-local measurement tools and adapt them culturally and linguistically to facilitate their use by specialists.
- The need to train and train specialists and counselors in the field of test construction and application.
- Supporting scientific knowledge in the field of psychological and educational measurement and encouraging research into the validity of diagnostic and treatment tools.
- Preparing training programs in the field of counseling that deal with the use of psychological tests and their applications.

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