

Research Paper

## Development and Psychometric Validation of Career Guidance - Interest, Aptitude, and Personality

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### ABSTRACT

The present research study focuses on the development and psychometric validation of a Career Guidance Assessment Scale integrating the domains of interest, aptitude, and personality. The tool is designed to provide a structured and evidence-based framework for understanding career-related decision-making among adolescents and young adults. Convenient sampling method was used as a part of the study with descriptive survey research design with the sample size of 200 students from India. The assessment framework integrates psychological preferences, cognitive abilities, emotional tendencies, and behavioural patterns associated with career development and identity formation. The primary purpose of the tool is to assist individuals in identifying suitable career pathways through a comprehensive evaluation of their interests, aptitudes, and personality characteristics. The scale aims to support informed educational and occupational choices while promoting self-awareness, self-exploration, and psychological well-being. The research framework is grounded in established psychological theories, particularly Erik Erikson's theory of Identity vs. Role Confusion, emphasizing adolescence as a critical developmental stage for identity formation and career decision-making. The study highlights the importance of integrating psychological assessment with career guidance practices to facilitate effective career planning and personal growth.

**Keywords:** Career Guidance, Psychometric Validation, Interest, Aptitude, Personality, Identity Formation, Role Confusion, Adolescence, Decision-Making, Counselling Psychology, Student Well-being

Career guidance is an important area within counselling and educational psychology that helps individuals make informed educational and occupational decisions. Research suggests that career choice is influenced by multiple psychological factors including interest, aptitude, personality, cognition, emotion, and behaviour.

Career guidance is a systematic, theory-driven, and empirically grounded process aimed at facilitating informed educational and occupational decision-making (Niles & Harris-Bowlsbey, 2022; Brown & Lent, 2017). It assists individuals in understanding their psychological characteristics in relation to the demands and opportunities of the world of

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work, education, and life roles, and emphasizes objective evaluation, person–environment congruence, and evidence-based intervention (Brown & Lent, 2017; Holland, 1997).

In contemporary contexts characterized by rapid technological advancement, labour market volatility, and expanding career options, individuals are increasingly required to make complex career decisions across multiple life stages, making scientifically grounded career guidance essential for promoting adaptive career behaviour, psychological well-being, occupational satisfaction, and long-term career sustainability (Niles & Harris-Bowlsbey, 2022; Brown & Lent, 2017).

Central to effective career guidance is the assessment of interest, aptitude, and personality, which together provide a comprehensive framework for understanding individual differences relevant to career development. These constructs offer complementary information regarding motivational orientation, potential for skill acquisition, and characteristic patterns of behaviour and adjustment, and their systematic assessment enhances the accuracy, objectivity, and predictive validity of career-related recommendations (Firkola, 2021; Holland, 1997; Niles & Harris-Bowlsbey, 2022). Studies on vocational interests indicated that interests predict motivation, engagement, and occupational satisfaction. Aptitude research demonstrates that abilities such as numerical, verbal, and spatial reasoning contribute to academic and career success. Personality research further shows that behavioural and emotional traits influence work adjustment, communication, leadership, and career adaptability.

Although several studies have examined interest, aptitude, and personality separately, limited research has integrated these dimensions into a single multidimensional framework. Therefore, the current study attempts to develop and psychometrically validate a comprehensive Career Guidance Assessment Scale integrating interest, aptitude, and personality for evidence-based career guidance and counselling. Many adolescents experience career mismatch, confusion, and dissatisfaction due to limited multidimensional career assessment tools. Most existing tools assess only interest, aptitude, or personality separately, without considering the cognitive, emotional, and behavioural factors influencing career choice. Therefore, there is a need to develop and psychometrically validate an integrated career guidance scale that provides a more comprehensive understanding of career decision-making and adjustment.

### **DIMENSIONS**

#### **Interest**

Interest refers to an individual's relatively stable patterns of preference, motivation, and attraction toward specific activities, subject areas, or occupational domains. It reflects intrinsic engagement and is associated with sustained attention, persistence, and satisfaction in educational and vocational pursuits. Interest development is influenced by learning experiences, reinforcement histories, and socio-cultural context. Within career guidance, interest assessment serves as an indicator of motivational fit and likelihood of long-term engagement within particular occupational environments.

#### **Aptitude**

Aptitude denotes an individual's underlying potential to acquire skills, knowledge, or competencies in specific domains, given appropriate training and environmental support. It differs from achievement, which reflects current level of performance, by focusing on future learning capacity and rate of acquisition. In career guidance, aptitude assessment provides an

objective basis for evaluating strengths and limitations, thereby supporting realistic, feasible, and evidence-based career planning.

### **Personality**

Personality encompasses enduring patterns of cognition, emotion, and behaviour that characterize individuals across situations and over time. Personality traits influence interpersonal functioning, coping strategies, adaptability, work style, leadership tendencies, and stress management. In career contexts, personality shapes how interests and aptitudes are expressed and translated into behaviour. Personality thus functions as a moderating variable that influences career choice, occupational adjustment, and work-related satisfaction.

## **METHODOLOGY**

For the present study, a structured Career Guidance Assessment questionnaire was developed and administered to the selected sample. The procedures related to tool administration, population selection, and sampling methods are detailed below:

### ***Objectives***

The Career Guidance Assessment Scale was developed to:

1. To Provide a standardized assessment of career-related interests across diverse occupational domains
2. To Identify aptitude strengths relevant to academic and vocational performance
3. To Assess personality traits influencing career behaviour and occupational adjustment
4. To Facilitate objective and evidence-based career guidance and counselling
5. To Support empirical research in career development, counselling psychology, and educational psychology.

### ***Population***

In this study, adolescents and young adults made up the population.

### ***Sample***

A convenient sampling technique was used to select a sample of 200 participants from the population.

### ***Descriptive Research Design***

The design was considered appropriate as the study aimed to assess and describe the domains of interest, aptitude, and personality associated with career guidance among adolescents and young adults. The research process involved the construction, standardisation, and validation of a psychological assessment tool based on identified theoretical constructs. The study focused on examining naturally existing individual differences without the manipulation of variables, thereby making the descriptive research design suitable for the present investigation.

### ***Development of the Scale***

The development of the Career Guidance Assessment Scale followed a structured and scientifically rigorous test-construction process to ensure psychometric adequacy, conceptual clarity, and practical applicability.

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An extensive review of theoretical models and empirical literature related to career development, interest theory, aptitude assessment, and personality frameworks was conducted. Based on this review, clear operational definitions were formulated for the constructs of interest, aptitude, and personality. Each construct was conceptualized as a multidimensional domain encompassing psychological attributes essential for effective career decision-making.

Standard principles of psychological test construction such as content relevance, clarity of items, balance of item wording, and alignment with theoretical constructs were systematically applied throughout the scale development process.

### PSYCHOMETRIC PROPERTIES

#### *Item Selection and Pilot Testing*

##### **Item Generation**

Following item generation, a preliminary version of the scale was developed, comprising 147 items under the Interest dimension, items covering multiple Aptitude sub-domains, and 118 items assessing Personality traits.

Content validation was conducted through expert review. Subject matter experts evaluated each item for relevance, clarity, and redundancy. Based on **complete agreement among experts**, 137 Interest items, all Aptitude items, and 106 Personality items were retained.

The revised scale was administered to a pilot sample of 60 students to assess clarity, comprehension, and feasibility. Feedback obtained during pilot testing informed item refinement. The finalized scale was then prepared for standardization and psychometric evaluation.

Item generation was carried out using a theory-driven and literature-based approach to ensure comprehensive representation of the three constructs.

##### **Validity**

The scale demonstrates **content validity** through expert evaluation and **construct validity** through strong theoretical grounding. Further research may establish criterion-related and predictive validity.

##### **Reliability**

Internal consistency reliability was examined using the **split-half method**, with Pearson's product-moment correlation coefficient.

<b>Interest Scale: <math>r = 0.72</math></b>	<b><math>p &lt; .001</math></b>
<b>Aptitude Scale: <math>r=0.96</math></b>	<b><math>p &lt; .001</math></b>
<b>Personality Scale: <math>r=0.88</math></b>	<b><math>p &lt; .001</math></b>

Demonstrated strong internal consistency and these results indicate acceptable to strong reliability across all dimensions of the scale.

##### **Interest Dimension**

Items were developed to represent a wide range of occupational domains, including but not limited to Pure Science, Applied Science, Engineering and Technology, Consumer

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Economics and Hotel Management, Business Professions, Skilled Occupations, Outdoor Careers, Sports, Media and Communication, Legal Professions, Arts, and Service-Oriented Careers. These items assess preferences, motivational orientation, and engagement with occupational activities and work environments.

Raw Score	Z Score	T Score	Percentile Rank	Interpretation ( $\pm 1$ SD Norms)
109.0	-0.39	46.08	33.78	Lower Average
91.0	-1.43	35.73	6.08	Below Average
106.0	-0.56	44.36	25.0	Lower Average
112.0	-0.22	47.81	44.26	Lower Average
105.0	-0.62	43.78	22.97	Lower Average
109.0	-0.39	46.08	33.78	Lower Average
143.0	1.56	65.64	90.88	Above Average
143.0	1.56	65.64	90.88	Above Average
149.0	1.91	69.09	95.27	Above Average
111.0	-0.28	47.23	41.89	Lower Average
117.0	0.07	50.68	59.12	Upper Average
101.0	-0.85	41.48	16.22	Lower Average
129.0	0.76	57.59	81.08	Upper Average
127.0	0.64	56.44	77.36	Upper Average
125.0	0.53	55.29	75.68	Upper Average
126.0	0.59	55.86	76.35	Upper Average
111.0	-0.28	47.23	41.89	Lower Average
145.0	1.68	66.79	92.91	Above Average
124.0	0.47	54.71	74.32	Upper Average
160.0	2.54	75.42	99.32	Above Average
150.0	1.97	69.67	96.28	Above Average
135.0	1.1	61.04	85.81	Above Average
147.0	1.79	67.94	94.26	Above Average
119.0	0.18	51.83	67.23	Upper Average
71.0	-2.58	24.22	0.68	Below Average
119.0	0.18	51.83	67.23	Upper Average
94.0	-1.25	37.45	9.46	Below Average
101.0	-0.85	41.48	16.22	Lower Average
102.0	-0.79	42.06	18.24	Lower Average
104.0	-0.68	43.21	21.28	Lower Average
99.0	-0.97	40.33	14.19	Lower Average
116.0	0.01	50.11	55.74	Upper Average
81.0	-2.0	29.98	2.7	Below Average
122.0	0.36	53.56	70.27	Upper Average
101.0	-0.85	41.48	16.22	Lower Average
124.0	0.47	54.71	74.32	Upper Average
154.0	2.2	71.97	97.97	Above Average
122.0	0.36	53.56	70.27	Upper Average
116.0	0.01	50.11	55.74	Upper Average
144.0	1.62	66.22	91.89	Above Average
108.0	-0.45	45.51	30.74	Lower Average
118.0	0.13	51.26	63.51	Upper Average
118.0	0.13	51.26	63.51	Upper Average
112.0	-0.22	47.81	44.26	Lower Average
110.0	-0.33	46.66	38.18	Lower Average
114.0	-0.1	48.96	50.68	Lower Average

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<b>Raw Score</b>	<b>Z Score</b>	<b>T Score</b>	<b>Percentile Rank</b>	<b>Interpretation (<math>\pm 1</math> SD Norms)</b>
138.0	1.28	62.76	88.85	Above Average
112.0	-0.22	47.81	44.26	Lower Average
96.0	-1.14	38.6	12.5	Below Average
167.0	2.94	79.45	100.0	Above Average
138.0	1.28	62.76	88.85	Above Average
117.0	0.07	50.68	59.12	Upper Average
116.0	0.01	50.11	55.74	Upper Average
122.0	0.36	53.56	70.27	Upper Average
128.0	0.7	57.01	79.05	Upper Average
122.0	0.36	53.56	70.27	Upper Average
114.0	-0.1	48.96	50.68	Lower Average
109.0	-0.39	46.08	33.78	Lower Average
137.0	1.22	62.19	87.84	Above Average
104.0	-0.68	43.21	21.28	Lower Average
114.0	-0.1	48.96	50.68	Lower Average
116.0	0.01	50.11	55.74	Upper Average
111.0	-0.28	47.23	41.89	Lower Average
140.0	1.39	63.91	89.86	Above Average
106.0	-0.56	44.36	25.0	Lower Average
107.0	-0.51	44.93	27.7	Lower Average
110.0	-0.33	46.66	38.18	Lower Average
127.0	0.64	56.44	77.36	Upper Average
119.0	0.18	51.83	67.23	Upper Average
110.0	-0.33	46.66	38.18	Lower Average
118.0	0.13	51.26	63.51	Upper Average
117.0	0.07	50.68	59.12	Upper Average
108.0	-0.45	45.51	30.74	Lower Average
147.0	1.79	67.94	94.26	Above Average
151.0	2.02	70.24	97.3	Above Average
114.0	-0.1	48.96	50.68	Lower Average
110.0	-0.33	46.66	38.18	Lower Average
136.0	1.16	61.61	86.82	Above Average
114.0	-0.1	48.96	50.68	Lower Average
74.0	-2.41	25.95	1.69	Below Average
112.0	-0.22	47.81	44.26	Lower Average
109.0	-0.39	46.08	33.78	Lower Average
129.0	0.76	57.59	81.08	Upper Average
118.0	0.13	51.26	63.51	Upper Average
118.0	0.13	51.26	63.51	Upper Average
103.0	-0.74	42.63	19.93	Lower Average
119.0	0.18	51.83	67.23	Upper Average
89.0	-1.54	34.58	4.39	Below Average
103.0	-0.74	42.63	19.93	Lower Average
107.0	-0.51	44.93	27.7	Lower Average
117.0	0.07	50.68	59.12	Upper Average
109.0	-0.39	46.08	33.78	Lower Average
134.0	1.05	60.46	84.8	Above Average
131.0	0.87	58.74	82.77	Upper Average
110.0	-0.33	46.66	38.18	Lower Average
102.0	-0.79	42.06	18.24	Lower Average
95.0	-1.2	38.03	10.81	Below Average

**Development and Psychometric Validation of Career Guidance - Interest, Aptitude, and Personality**

<b>Raw Score</b>	<b>Z Score</b>	<b>T Score</b>	<b>Percentile Rank</b>	<b>Interpretation (±1 SD Norms)</b>
113.0	-0.16	48.38	46.62	Lower Average
95.0	-1.2	38.03	10.81	Below Average
107.0	-0.51	44.93	27.7	Lower Average
156.0	2.31	73.12	98.65	Above Average
114.0	-0.1	48.96	50.68	Lower Average
105.0	-0.62	43.78	22.97	Lower Average
95.0	-1.2	38.03	10.81	Below Average
114.0	-0.1	48.96	50.68	Lower Average
96.0	-1.14	38.6	12.5	Below Average
74.0	-2.41	25.95	1.69	Below Average
128.0	0.7	57.01	79.05	Upper Average
134.0	1.05	60.46	84.8	Above Average
123.0	0.41	54.14	72.64	Upper Average
118.0	0.13	51.26	63.51	Upper Average
117.0	0.07	50.68	59.12	Upper Average
93.0	-1.31	36.88	8.11	Below Average
131.0	0.87	58.74	82.77	Upper Average
107.0	-0.51	44.93	27.7	Lower Average
93.0	-1.31	36.88	8.11	Below Average
145.0	1.68	66.79	92.91	Above Average
124.0	0.47	54.71	74.32	Upper Average
150.0	1.97	69.67	96.28	Above Average
91.0	-1.43	35.73	6.08	Below Average
110.0	-0.33	46.66	38.18	Lower Average
122.0	0.36	53.56	70.27	Upper Average
93.0	-1.31	36.88	8.11	Below Average
118.0	0.13	51.26	63.51	Upper Average
113.0	-0.16	48.38	46.62	Lower Average
97.0	-1.08	39.18	13.51	Below Average
128.0	0.7	57.01	79.05	Upper Average
110.0	-0.33	46.66	38.18	Lower Average
105.0	-0.62	43.78	22.97	Lower Average
107.0	-0.51	44.93	27.7	Lower Average
100.0	-0.91	40.91	14.86	Lower Average
91.0	-1.43	35.73	6.08	Below Average
108.0	-0.45	45.51	30.74	Lower Average
108.0	-0.45	45.51	30.74	Lower Average
114.0	-0.1	48.96	50.68	Lower Average
115.0	-0.05	49.53	54.05	Lower Average
88.0	-1.6	34.0	3.38	Below Average
106.0	-0.56	44.36	25.0	Lower Average
117.0	0.07	50.68	59.12	Upper Average
102.0	-0.79	42.06	18.24	Lower Average
89.0	-1.54	34.58	4.39	Below Average
110.0	-0.33	46.66	38.18	Lower Average
133.0	0.99	59.89	83.78	Upper Average
136.0	1.16	61.61	86.82	Above Average
113.0	-0.16	48.38	46.62	Lower Average
114.0	-0.1	48.96	50.68	Lower Average
129.0	0.76	57.59	81.08	Upper Average

**Aptitude Dimension**

Aptitude items were designed to assess cognitive and functional abilities relevant to academic and occupational performance. The domains assessed include Mechanical Reasoning, Numerical Ability, Spatial Reasoning, Verbal Reasoning, Linguistic Ability, Language Usage, and Perceptual Speed and Accuracy. Items reflect perceived efficiency, problem-solving capacity, and task-handling ability.

Raw Score	Z Score	T Score	Percentile Rank	Interpretation (±SD Norms)
109.0	-0.39	46.07	33.78	Lower Average
91.0	-1.43	35.68	6.08	Below Average
106.0	-0.57	44.34	25.0	Lower Average
112.0	-0.22	47.8	44.26	Lower Average
105.0	-0.62	43.76	22.97	Lower Average
109.0	-0.39	46.07	33.78	Lower Average
143.0	1.57	65.69	90.88	Above Average
143.0	1.57	65.69	90.88	Above Average
149.0	1.92	69.16	95.27	Above Average
111.0	-0.28	47.22	41.89	Lower Average
117.0	0.07	50.69	59.12	Upper Average
101.0	-0.85	41.45	16.22	Lower Average
129.0	0.76	57.61	81.08	Upper Average
127.0	0.65	56.46	77.36	Upper Average
125.0	0.53	55.3	75.68	Upper Average
126.0	0.59	55.88	76.35	Upper Average
111.0	-0.28	47.22	41.89	Lower Average
145.0	1.68	66.85	92.91	Above Average
124.0	0.47	54.73	74.32	Upper Average
160.0	2.55	75.5	99.32	Above Average
150.0	1.97	69.73	96.28	Above Average
135.0	1.11	61.08	85.81	Above Average
147.0	1.8	68.0	94.26	Above Average
119.0	0.18	51.84	67.23	Upper Average
71.0	-2.59	24.14	0.68	Below Average
119.0	0.18	51.84	67.23	Upper Average
94.0	-1.26	37.41	9.46	Below Average
101.0	-0.85	41.45	16.22	Lower Average
102.0	-0.8	42.03	18.24	Lower Average
104.0	-0.68	43.18	21.28	Lower Average
99.0	-0.97	40.3	14.19	Lower Average
116.0	0.01	50.11	55.74	Upper Average
81.0	-2.01	29.91	2.7	Below Average
122.0	0.36	53.57	70.27	Upper Average
101.0	-0.85	41.45	16.22	Lower Average
124.0	0.47	54.73	74.32	Upper Average
154.0	2.2	72.04	97.97	Above Average
122.0	0.36	53.57	70.27	Upper Average
116.0	0.01	50.11	55.74	Upper Average
144.0	1.63	66.27	91.89	Above Average
108.0	-0.45	45.49	30.74	Lower Average
118.0	0.13	51.26	63.51	Upper Average
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74.0	-2.41	25.87	1.69	Below Average
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129.0	0.76	57.61	81.08	Upper Average
118.0	0.13	51.26	63.51	Upper Average
118.0	0.13	51.26	63.51	Upper Average
103.0	-0.74	42.61	19.93	Lower Average
119.0	0.18	51.84	67.23	Upper Average
89.0	-1.55	34.53	4.39	Below Average
103.0	-0.74	42.61	19.93	Lower Average
107.0	-0.51	44.91	27.7	Lower Average
117.0	0.07	50.69	59.12	Upper Average
109.0	-0.39	46.07	33.78	Lower Average
134.0	1.05	60.5	84.8	Above Average
131.0	0.88	58.77	82.77	Upper Average
110.0	-0.34	46.65	38.18	Lower Average

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102.0	-0.8	42.03	18.24	Lower Average
95.0	-1.2	37.99	10.81	Below Average
113.0	-0.16	48.38	46.62	Lower Average
95.0	-1.2	37.99	10.81	Below Average
107.0	-0.51	44.91	27.7	Lower Average
156.0	2.32	73.2	98.65	Above Average
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93.0	-1.32	36.83	8.11	Below Average
131.0	0.88	58.77	82.77	Upper Average
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91.0	-1.43	35.68	6.08	Below Average
110.0	-0.34	46.65	38.18	Lower Average
122.0	0.36	53.57	70.27	Upper Average
93.0	-1.32	36.83	8.11	Below Average
118.0	0.13	51.26	63.51	Upper Average
113.0	-0.16	48.38	46.62	Lower Average
97.0	-1.09	39.14	13.51	Below Average
128.0	0.7	57.04	79.05	Upper Average
110.0	-0.34	46.65	38.18	Lower Average
105.0	-0.62	43.76	22.97	Lower Average
107.0	-0.51	44.91	27.7	Lower Average
100.0	-0.91	40.87	14.86	Lower Average
91.0	-1.43	35.68	6.08	Below Average
108.0	-0.45	45.49	30.74	Lower Average
108.0	-0.45	45.49	30.74	Lower Average
114.0	-0.1	48.95	50.68	Lower Average
115.0	-0.05	49.53	54.05	Lower Average
88.0	-1.61	33.95	3.38	Below Average
106.0	-0.57	44.34	25.0	Lower Average
117.0	0.07	50.69	59.12	Upper Average
102.0	-0.8	42.03	18.24	Lower Average
89.0	-1.55	34.53	4.39	Below Average
110.0	-0.34	46.65	38.18	Lower Average
133.0	0.99	59.92	83.78	Upper Average
136.0	1.17	61.65	86.82	Above Average
113.0	-0.16	48.38	46.62	Lower Average
114.0	-0.1	48.95	50.68	Lower Average

Raw Score	Z Score	T Score	Percentile Rank	Interpretation ( $\pm$ SD Norms)
129.0	0.76	57.61	81.08	Upper Average
123.0	0.41	54.15	72.64	Upper Average

### Personality Dimension

Personality items were constructed to assess relatively stable traits influencing work behaviour and career adjustment. Traits assessed include Intuitive, Analytical, Imaginative, Pragmatic, and Conforming, Autonomous, Supportive, Directive, Flexible, Organized, Private, Recognition-Oriented, Realistic, Artistic, Reserved, and Social orientations.

All items were framed as declarative statements and rated on a **five-point scale** ranging from *Strongly Disagree* to *Strongly Agree*.

Care was taken to minimize ambiguity, avoid double-barrelled statements, and balance positively and negatively worded items to reduce response bias.

Raw Score	Z Score	T Score	Percentile Rank	Interpretation ( $\pm$ 1 SD Norms)
171	-1.513	34.87	6.52	Below Average
225	0.283	52.831	60	Upper Average
189	-0.914	40.857	23.04	Lower Average
244	0.915	59.15	80.87	Upper Average
266	1.647	66.467	96.52	Above Average
157	-1.979	30.214	3.48	Below Average
227	0.35	53.496	60.87	Upper Average
197	-0.648	43.518	29.57	Lower Average
171	-1.513	34.87	6.52	Below Average
250	1.115	61.145	86.96	Above Average
173	-1.446	35.536	7.83	Below Average
197	-0.648	43.518	29.57	Lower Average
256	1.314	63.141	91.74	Above Average
271	1.813	68.13	98.26	Above Average
277	2.013	70.125	100	Above Average
216	-0.016	49.837	45.22	Lower Average
177	-1.313	36.866	10	Below Average
213	-0.116	48.839	41.74	Lower Average
224	0.25	52.498	56.52	Upper Average
244	0.915	59.15	80.87	Upper Average
239	0.749	57.487	75.22	Upper Average
236	0.649	56.489	71.3	Upper Average
250	1.115	61.145	86.96	Above Average
269	1.746	67.465	97.39	Above Average
164	-1.746	32.542	4.78	Below Average
205	-0.382	46.179	35.65	Lower Average
217	0.017	50.17	46.52	Upper Average
179	-1.247	37.531	12.61	Below Average
164	-1.746	32.542	4.78	Below Average
246	0.981	59.815	84.35	Upper Average
217	0.017	50.17	46.52	Upper Average
252	1.181	61.811	89.13	Above Average
222	0.183	51.833	51.74	Upper Average
239	0.749	57.487	75.22	Upper Average

**Development and Psychometric Validation of Career Guidance - Interest, Aptitude, and Personality**

<b>Raw Score</b>	<b>Z Score</b>	<b>T Score</b>	<b>Percentile Rank</b>	<b>Interpretation (<math>\pm 1</math> SD Norms)</b>
245	0.948	59.482	83.04	Upper Average
147	-2.311	26.888	1.74	Below Average
176	-1.347	36.533	8.7	Below Average
245	0.948	59.482	83.04	Upper Average
233	0.549	55.491	67.39	Upper Average
186	-1.014	39.859	19.13	Below Average
184	-1.081	39.194	16.52	Below Average
189	-0.914	40.857	23.04	Lower Average
199	-0.582	44.183	31.3	Lower Average
194	-0.748	42.52	26.52	Lower Average
228	0.383	53.828	62.17	Upper Average
177	-1.313	36.866	10	Below Average
208	-0.282	47.176	36.52	Lower Average
231	0.483	54.826	65.65	Upper Average
244	0.915	59.15	80.87	Upper Average
180	-1.214	37.864	14.78	Below Average
203	-0.449	45.513	33.91	Lower Average
200	-0.548	44.516	32.61	Lower Average
260	1.447	64.471	94.78	Above Average
261	1.48	64.804	95.65	Above Average
224	0.25	52.498	56.52	Upper Average
214	-0.083	49.172	43.48	Lower Average
196	-0.681	43.185	27.83	Lower Average
273	1.879	68.795	99.13	Above Average
222	0.183	51.833	51.74	Upper Average
187	-0.981	40.192	20.43	Lower Average
241	0.815	58.152	76.52	Upper Average
194	-0.748	42.52	26.52	Lower Average
250	1.115	61.145	86.96	Above Average
228	0.383	53.828	62.17	Upper Average
234	0.582	55.824	69.13	Upper Average
224	0.25	52.498	56.52	Upper Average
233	0.549	55.491	67.39	Upper Average
230	0.449	54.493	64.35	Upper Average
185	-1.047	39.527	17.83	Below Average
224.3	0.26	52.598	59.13	Upper Average
150	-2.211	27.886	2.61	Below Average
223	0.217	52.165	53.48	Upper Average
236	0.649	56.489	71.3	Upper Average
204	-0.415	45.846	34.78	Lower Average
197	-0.648	43.518	29.57	Lower Average
218	0.05	50.502	48.7	Upper Average
187	-0.981	40.192	20.43	Lower Average
229	0.416	54.161	63.48	Upper Average
242	0.848	58.485	77.83	Upper Average
190	-0.881	41.19	24.35	Lower Average
212	-0.149	48.507	39.57	Lower Average
212	-0.149	48.507	39.57	Lower Average
242	0.848	58.485	77.83	Upper Average
213	-0.116	48.839	41.74	Lower Average
234	0.582	55.824	69.13	Upper Average

Raw Score	Z Score	T Score	Percentile Rank	Interpretation ( $\pm 1$ SD Norms)
179	-1.247	37.531	12.61	Below Average
255	1.281	62.808	90.43	Above Average
243	0.882	58.817	79.13	Upper Average
192	-0.815	41.855	25.22	Lower Average
223	0.217	52.165	53.48	Upper Average
213	-0.116	48.839	41.74	Lower Average
224	0.25	52.498	56.52	Upper Average
247	1.015	60.148	85.22	Above Average
179	-1.247	37.531	12.61	Below Average
144	-2.411	25.89	0.87	Below Average
218	0.05	50.502	48.7	Upper Average
221	0.15	51.5	50.43	Upper Average
238	0.715	57.154	73.48	Upper Average
185	-1.047	39.527	17.83	Below Average
188	-0.948	40.525	21.74	Lower Average
218	0.05	50.502	48.7	Upper Average
256	1.314	63.141	91.74	Above Average
238	0.715	57.154	73.48	Upper Average
215	-0.05	49.505	44.35	Lower Average
258	1.381	63.806	93.91	Above Average
224	0.25	52.498	56.52	Upper Average
179	-1.247	37.531	12.61	Below Average
231	0.483	54.826	65.65	Upper Average
181	-1.18	38.196	15.65	Below Average
236	0.649	56.489	71.3	Upper Average
252	1.181	61.811	89.13	Above Average
200	-0.548	44.516	32.61	Lower Average

### Administration and Scoring

The scale may be administered individually or in group settings. It is suitable for late adolescents, college students, and adults. Responses are scored separately for Interest, Aptitude, and Personality dimensions.

Raw scores are converted into **standard scores (Z-scores)**, **T-scores** (Mean = 50, SD = 10), and **percentile ranks** using sample-based norms.

### Norms

Interpretation follows a **norm-referenced  $\pm 1$  standard deviation framework**:

- **Above Average:**  $Z \geq +1.00$
- **Upper Average:**  $Z = 0$  to  $+0.99$
- **Lower Average:**  $Z = -0.99$  to  $0$
- **Below Average:**  $Z \leq -1.00$

This framework allows objective comparison of individual performance relative to the normative sample.

### Implications of the study

#### Delimitations of the Study

1. The study was delimited to the assessment of interest, aptitude, personality, cognitive, emotional, and behavioural dimensions in relation to career guidance.
2. The scale was standardized only on a selected population and may not represent all age groups or demographic populations.

3. The responses were based on self-report measures, which may reflect participants' subjective perceptions and response biases.
4. The scale was developed within the socio-cultural context of the Indian population, particularly adolescents and young adults; therefore, generalization to other cultural groups may be limited.

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### **Conflict of Interest**

The author(s) declared no conflict of interest.

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