

CHAPTER 5

METHODOLOGY

In order to standardize Draw -A-Person (DAP) Test in Pakistan for the quick assessment of the intelligence level and severe psychopathology DAP was administered to 1816 children. The sample included the children of both the sexes between the ages of 5 and 12 years, studying in the four categories of schools of Karachi (Appendix A & B) which were selected in order to have full representation of the population of school going children in Karachi. The sample comprised of 1816 children, 860 boys, 956 girls. Studying in the following schools:

Karachi Grammar School (Nursery)

St. Joseph's Convent Girls School.

Foundation Public School (Junior and Senior)

Government Najam Dehli Boys School (Primary and Secondary)

Government P&T Colony Boys School (Primary and Secondary)

Government P&T Colony Girls School (Primary and Secondary)

Category No.1:

Comprised of Private English Medium schools. This category of schools was selected as a known representative of the children belonging to upper socio-economic group i.e. parents income Rupees five thousand and above per month. A total number of 538 children consisting of 179 boys, and 359 girls were administered Draw-A-Person Test in the schools belonging to this category.

Category No.II:

Comprised of Government Nationalized schools. These schools were originally owned by private individuals or foundations but later on were nationalised by the Government in 1972. This category of schools was selected as a known representative of the children

belonging to the middle socio-economic group i.e. Parents' income ranging between Rupees two thousand and Rupees five thousand per month. A total number of 776 children consisting of 382 boys, and 394 girls were administered the Draw-A-Person test in the schools belonging to this category.

Category No. III:

Comprised of Government schools. This category of schools was selected as a known representative of the children belonging to lower socio-economic status i.e. parents' income Below Rupees two thousand per month. 500 children consisting of 284 boys and 216 girls were administered the Draw - A - Person test in the schools belonging to this category.

Category No. IV

Comprised of a special school for Mentally retarded. This school was selected as a known representative of the mentally retarded children in order to assess the validity of the I.Qs obtained from the Draw-A-Person test. 24 children consisting of 18 boys and 6 girls were administered the Draw-A-Person test in this school.

Material

In order to maintain the uniformity in the administration the following material was used:

- a) Plain sheets of white paper of the dimension of 29 c.m. x 23 c.m.
- b) Sharpened HB pencils with erasers fitted on the other end of the pencils.
- c) Standardized English Instructions given by Koppitz "On this piece of paper, I would like you to draw a WHOLE person. It can be any kind of person you want to draw. Just make sure that it is a whole person and not a stick figure or a cartoon figure. You may draw a man, or a woman, or a boy or a girl, whichever you want to draw".
- d) Standardized Urdu (National language of Pakistan) translation of the instructions

given by Koppitz, (Appendix No. H) This translation was approved by a qualified Clinical Psychologist in consultation with the internes of the Institute of Clinical Psychology.

e) Koppitz questionnaire for the assessment of emotional problems. Two extra categories were introduced to the Koppitz questionnaire in consultation with a qualified and experienced Clinical Psychologist (1) Working below potential i.e. working below expectation (2) Any other i.e. any other behaviour or symptom than those already listed. (Appendix No. F & G)

f) The Urdu version of Koppitz questionnaire for assessment of emotional problems. (Appendix No. I & J) This translation was approved by a qualified Clinical Psychologist in consultation with the interns of the Institute of Clinical Psychology.

Administration and Procedure:

The DAP Test was administered as a group test by the author herself who was the only examiner for the entire administration of the test. About thirty to forty children were tested in their respective classrooms in their own schools at a time. In order to ensure the fact that the children are not distracted and are present in the class the data was collected during regular classes with the prior permission of the principal.

The children were asked to clear their tables. In some of the Government schools the children sat on the floor and hence were asked to put their books etc. in their bags or place them on their either sides. These children were asked to keep a large sized exercise a regular book of the size of the paper under the plain piece of paper in order to facilitate the drawings.

The children were asked to write their name, father's name, age, date of birth, class, section and date of administration of the test, on the top right hand corner of the sheets of paper with the pencils. The examiner requested the class teachers to write down these particulars for very young children or children who could not do the same themselves. The examiner waited till all the children in the group had written these particulars on the papers. The children were then told by the examiner to turn the paper with the other unwritten side facing up.

The examiner made sure that all the children are ready to start and then read out the following English or Urdu version of the instructions, which had been written on separate

sheets of paper, every time the test was administered to a group of children. This was done to insure uniformity of instructions. The instructions were given in Urdu (the national language of Pakistan) whenever necessary i.e. to the Urdu medium school children only.

Instructions:

"On this piece of paper, I would like you to draw a WHOLE person. It can be any kind of person you want to draw. Just make sure that it is a whole person and not a stick figure or a cartoon figure. You may draw a man, or a woman, or a boy or a girl, whichever you want to draw".

Urdu Instructions: (Appendix No. H)

In case a child asked a question about the instructions, immediately after the instructions or during the test period, the examiner just repeated the entire instructions so as to keep the standard of instructions uniform. In case a child said that he/she could not draw a person, the examiner on such occasions did encourage the child by saying "Please try as everyone can draw". This usually helped. Nothing more was said by the examiner to the children in order to maintain the reliability of the test.

Since there is no time limit in the test therefore as soon as a child finished his/her drawing the examiner took back the paper and the pencils. The examiner once again made sure that the particulars mentioned above were stated by every child. .

The author also obtained the particulars of the children from the school register in order to check the reliability of the information.

The examiner observed and noted the behaviour of each child during the administration of the test. Significant observations were recorded on their individual sheets of paper immediately after receiving the papers from them.

The Koppitz questionnaire for assessment of emotional problems of the children were given to the class teachers for completion. These questionnaires were given to the class teachers by which he/she could rate each student in his/her class for emotional instability. The translated Urdu version of the same was given to the Urdu medium school teachers. The filled

in questionnaires were collected by the examiner.

Scoring:

All the drawings of the DAP were scored by the examiner herself for intelligence and psychopathology using the Koppitz scoring method for IQ and emotional indicators E I . (Appendix Nos. C, D & E)

Reliability:

1. Inter Scorer Reliability.

. The inter scorer reliability was obtained with the help of another qualified scorer. The examiner and the other trained scorer who was also a lecturer in the Institute of Clinical Psychology and a Clinical Psychologist, independently scored the 50 DAPs selected randomly from the data collected by the author. The Koppitz method of scoring for IQ and EI was used. The reliability was obtained by using the method of Product Moment correlation for statistical significance.

2. Test Retest Reliability.

In order to find out the test retest reliability every tenth child of the entire sample was retested. The test was again administered by using the same method within six months to the children in their respective classes. This time the groups were smaller in number. In case the tenth child was absent or had left the school the next child on the list according to the class register who had done the test previously was retested. The reliability was obtained by using the method of Product Moment correlation for statistical significance.

I.Q. Validity:

1. Concurrent Validity:

In order to obtain the concurrent validity of the DAP the examiner took the aggregate

marks of the academic examinations of the children, who were given the DAP Test, from the teachers and correlated them with the IQs obtained on the test by using the method of Chi Square for statistical significance.

2. Criterion Validity:

The criterion validity of the test was computed by using a 'known groups' procedure. The mean IQs obtained from the DAP were correlated with the mean I.Qs of already known mentally retarded group whose IQs were obtained by using WISC R previously. In order to get the statistical significance. t Test was used to compare the two means.

3. Emotional Indicators E.I. Validity

The usefulness of the DAP as a measure of emotional disturbance was also examined. Validity here was assessed by comparing the DAP indices of emotional disturbances, emotional indicators (EI) with teacher rating on the questionnaires. The method of Chi Square correlation was used to compare the two results for statistical significance.

Due to the fact that the specific information was not available for example date of birth, aggregate marks in the examination, teacher rating etc. some children in the sample tested could not be included in the results of this study.