

CHAPTER 6

RESULTS

HYPOTHESES NO: 1 The Inter Rater scoring of the DAP test in Pakistan will be a positive and significant correlation.

The results of the statistical analysis are shown in Table No.1. It may be noted that the correlation for the inter rater scoring is positive and significant. For IQ(K) $r = 0.834$ at .05 level of significance. And for E.I.(K) $r = 0.773$ at .05 level of significance.

HYPOTHESES NO: 2 The Test Retest correlation of the DAP Test in Pakistan will be a positive and significant correlation.

The results of the statistical analysis for IQ(K) are shown in Table No.2A. It is evident from the table that the test retest correlation $r=0.928$ is positive and significant at .05 level of significance.

HYPOTHESES NO: 3 The IQs obtained from the DAP test will be significantly correlated to the scholastic achievement scores of the Pakistani children.

The results of the statistical analysis are shown in Table Nos. 3, 4, 5, 6,7, 8, 9, 10, 11, 12. And in graphs A, B, C, D, E, F, G, H, I, J.

For the total number of students 1383 tested, as evident in Table No.3 and Graph A the IQs obtained from the DAP test are very significantly correlated to scholastic achievement scores.

Chi Square ($\chi^2 = 190.9$, $df = 15$, $p < .001$ level). This is highlighted by Graph A.

For the total number of boy students 727 tested, as evident in Table No.4 and Graph B the IQs obtained from the DAP test are very significantly correlated with the scholastic achievement scores. Chi Square ($\chi^2 = 125.91$) $df = 15$, $p < .001$ level).

There is also a very significant correlation between the IQs obtained from the DAP test and the scholastic achievement scores for the total number of girl students 655 tested as evident in Table No.5 and Graph C. Chi Square ($\chi^2 = 88.24$, $df = 15$, $p < .001$ level).

Results are also shown for the three socio-economic groups SES I i.e. Upper, SES II i.e. Middle, SES III i.e. Lower, in Table Nos. 6, 7, 8. And Graphs D, E, F.

For the SES I groups of students 259 in number, the Table No.6 and Graph D show that there is a correlation between IQs obtained on the DAP test scores and the scholastic achievement scores. Chi Square ($\chi^2 = .56$, $df = 1$, $p = < .50$ level).

For the total number of students in SES II 656 in number there is a very significant correlation between the IQ scores obtained on the DAP test and the scholastic achievement score. Chi Square ($\chi^2 = 54.42$, $df = 12$, $p < .001$ level). As evident in Table No.7 and Graph E.

For the total number of students in SES III 466 in number there is a very significant correlation between the IQ scores obtained on the DAP test and the scholastic achievement scores as evident in Table No.8 and Graph F. Chi Square ($\chi^2 = 34.37$, $df = 12$, $p < .001$ level).

Results obtained for boy and girl students separately in the two SES groups II & III are shown in Table Nos. 9, 10, 11 & 12. And in Graphs G, H, I, & J. For SES I results could not be tabulated as there were too few students.

For boys in SES II group there is a significant correlation between IQ scores obtained

on the DAP test and the scholastic achievement scores, as evident in Table No.9 and Graph G. Chi Square ($\chi^2 = 23.58$, $df = 8$, $p = < .01$ level).

For girls in SES II groups the correlation is very significant between the IQ scores obtained on the DAP tests and the scholastic achievement scores, as evident in Table No.10 & Graph H.

Chi Square ($\chi^2 = 39$, $df = 12$, $p = < .001$ level).

For boy students in SES III 277 in number there is a significant correlation between the IQ scores obtained on the DAP test and the scholastic achievement scores. This is evident in Table No. 11 and Graph I. Chi Square ($\chi^2 = 21.44$, $df = 10$, $p < .02$ level).

The required Chi Square $\chi^2 = 21.16$, $df = 10$, $p = .02$ level.

For girl students in SES III 189 in number there is a significant correlation between the IQ scores obtained on the DAP test and the scholastic achievement scores. This is evident in Table No. 12 and Graph J. Chi Square ($\chi^2 = 17.94$, $df = 9$, $p = < .05$ level).

HYPOTHESES NO: 4 The mean DAP IQs obtained on the normal population will be significantly higher than the mean DAP IQs obtained on a known mentally retarded group.

The mean DAP IQ obtained on the 1616 normal student population is mean = 3.91 as evident in Table No.13A, which is significantly higher than the mean DAP IQ obtained on the 23 known mentally retarded group mean = 1.34 as evident in Table No.13B.

The difference of the means of the two groups are significant at .001 level, $t = 3.83$ as evident in Table No.14.

The Graph K highlights the results of the normal group.

HYPOTHESES NO: 5 The Emotional Indicators obtained on the DAP test are significantly correlated with the ratings of the class teachers on the questionnaires formulated to assess emotional problems.

For the total number of 1391 students who were tested on the DAP test the Emotional Indicators (EI) obtained were very significantly correlated with the ratings of the class teachers on the questionnaires formulated to assess emotional problems as evident in Table No.15 and Graph L. The Chi Square ($\chi^2 = 10.55$, $df = 4$, $p < .05$ level).

Results were also obtained for boy students and girl students separately. For the 607 boy students the results show a correlation between the EI obtained on the DAP test and the class teacher ratings obtained on questionnaires to assess emotional problems.

Chi Square ($\chi^2 = 4.17$, $df = 2$, $p < .20$ level)

The results are shown in Table No. 16 and Graph M.

For 916 girl students the results obtained show a significant correlation between the EI obtained on the DAP test and the class teacher ratings obtained on questionnaires to assess emotional problems.

Chi Square ($\chi^2 = 6.5$, $df = 2$, $p = < .05$ level)

These results are shown in Table No.17 and Graph N.

Results were obtained for the three SES groups separately i.e. SES I, II & III. These are shown in Table Nos. 18, 19 & 20 Graphs O, P & Q.

For the 418 students in SES I group the results show a significant correlation between EI obtained on the DAP test and the class teacher ratings obtained on the questionnaires for emotional problems.

Chi Square ($\chi^2 = 10.33$, $df = 1$, $p = < .01$ level)

The results are evident in Table No. 18 and highlighted in Graph O.

For 574 students in SES II group the results show a very significant correlation between the EI obtained on the DAP tests and the class teacher ratings obtained on the questionnaires for emotional problems.

Chi Square ($\chi^2 = 12.76$, $df = 1$, $p = < .001$ level).

The results are evident in Table No.19 and Graph P.

For the 431 students in SES III group the results show correlation for the EI obtained on the DAP test and class teacher ratings obtained on the questionnaires for emotional

problems.

Chi Square ($\chi^2 = 1.4$, $df = 1$, $p = < .30$ level).

The results are evident in Table No.20 and Graph Q.

Results were obtained for the boy and girl students separately in the different SES groups i.e. SES I & III. Results for the SES II group could not be tabulated. For the 122 boy students in SES I group the correlation for EI obtained on the DAP tests and the class teacher ratings obtained on questionnaires for emotional problems.

Chi Square ($\chi^2 = 3.09$, $df = 1$, $p = < .10$ level).

The results are evident in Table No.21 and Graph R.

For the 298 girl students in SES I group results show correlation between EI obtained on the DAP test and the class teacher rating obtained on questionnaires for emotional problems.

Chi Square ($\chi^2 = 2.8$, $df = 1$, $p = < .10$ level).

The results are evident in Table No.22 and Graph S.

For the 241 boy students in SES III group the results show a significant correlation between EI obtained on the DAP test and the class teacher ratings obtained on questionnaires on emotional problems

Chi Square ($\chi^2 = 4.1$, $df = 1$, $p = < .05$ level).

The results are evident in Table No.23 and Graph T.

For the 190 girl student in SES III group the results show that the correlation is between EI obtained on the DAP test and the class teacher ratings on questionnaire for emotional problem.

Chi Square ($\chi^2 = 1.64$, $df = 1$, $p = < .20$ level).

The results are evident in Table No.24 and Graph U.

TABLE NO: 1

Inter Rater Reliability

| S.No. | IQ (K) | | EI (K) | |
|-------|----------------|----------------|----------------|----------------|
| | R ₁ | R ₂ | R ₁ | R ₂ |
| 1 | 8 | 7 | 0 | 0 |
| 2 | 7 | 7 | 1 | 1 |
| 3 | 3 | 4 | 1 | 1 |
| 4 | 8 | 9 | 0 | 1 |
| 5 | 5 | 4 | 1 | 1 |
| 6 | 5 | 3 | 1 | 2 |
| 7 | 4 | 4 | 2 | 2 |
| 8 | 4 | 4 | 3 | 3 |
| 9 | 3 | 3 | 3 | 3 |
| 10 | 5 | 4 | 2 | 2 |
| 11 | 3 | 2 | 3 | 3 |
| 12 | 3 | 3 | 3 | 3 |
| 13 | 6 | 5 | 1 | 1 |
| 14 | 3 | 4 | 2 | 3 |
| 15 | 6 | 6 | 1 | 1 |
| 16 | 8 | 6 | 0 | 1 |
| 17 | 5 | 5 | 0 | 1 |
| 18 | 5 | 5 | 0 | 0 |
| 19 | 5 | 5 | 0 | 1 |
| 20 | 6 | 6 | 0 | 1 |
| 21 | 6 | 5 | 0 | 0 |
| 22 | 6 | 5 | 2 | 2 |
| 23 | 6 | 5 | 0 | 1 |
| 24 | 7 | 6 | 2 | 2 |
| 25 | 5 | 6 | 2 | 2 |
| 26 | 7 | 6 | 1 | 1 |
| 27 | 5 | 5 | 2 | 2 |
| 28 | 5 | 5 | 0 | 0 |
| 29 | 3 | 3 | 1 | 0 |
| 30 | 5 | 5 | 0 | 0 |
| 31 | 5 | 5 | 1 | 1 |
| 32 | 8 | 5 | 1 | 2 |
| 33 | 2 | 2 | 4 | 4 |
| 34 | 6 | 5 | 1 | 3 |

| S.No. | IQ (K) | | EI (K) | |
|-------|----------------|----------------|----------------|----------------|
| | R ₁ | R ₂ | R ₁ | R ₂ |
| 35 | 4 | 4 | 1 | 2 |
| 36 | 7 | 6 | 0 | 0 |
| 37 | 4 | 4 | 2 | 4 |
| 38 | 6 | 5 | 0 | 0 |
| 39 | 6 | 5 | 1 | 2 |
| 40 | 5 | 5 | 1 | 1 |
| 41 | 6 | 5 | 1 | 0 |
| 42 | 5 | 5 | 1 | 1 |
| 43 | 6 | 6 | 0 | 0 |
| 44 | 6 | 6 | 0 | 0 |
| 45 | 5 | 5 | 3 | 2 |
| 46 | 6 | 5 | 0 | 0 |
| 47 | 7 | 6 | 3 | 1 |
| 48 | 5 | 5 | 1 | 1 |
| 49 | 5 | 6 | 2 | 1 |
| 50 | 7 | 7 | 1 | 0 |

IQ (K) $r = .834$ at .05 level of significance

EI (K) $r = .773$ at .05 level of significance

TABLE NO: 2

Test Retest Reliability

| S.No. | x | x^2 | y | y^2 | xy |
|-------|---|-------|----|-------|----|
| 1 | 4 | 16 | 5 | 25 | 20 |
| 2 | 6 | 36 | 6 | 36 | 36 |
| 3 | 6 | 36 | 6 | 36 | 36 |
| 4 | 6 | 36 | 6 | 36 | 36 |
| 5 | 5 | 25 | 5 | 25 | 25 |
| 6 | 6 | 36 | 5 | 25 | 30 |
| 7 | 5 | 25 | 6 | 36 | 30 |
| 8 | 5 | 25 | 5 | 25 | 25 |
| 9 | 5 | 25 | 5 | 25 | 25 |
| 10 | 5 | 25 | 5 | 25 | 25 |
| 11 | 6 | 36 | 6 | 36 | 36 |
| 12 | 5 | 25 | 5 | 25 | 25 |
| 13 | 5 | 25 | 5 | 25 | 25 |
| 14 | 5 | 25 | 25 | 25 | 25 |
| 15 | 5 | 25 | 25 | 25 | 25 |
| 16 | 5 | 25 | 25 | 25 | 25 |
| 17 | 5 | 25 | 25 | 25 | 25 |
| 18 | 6 | 36 | 5 | 25 | 30 |
| 19 | 5 | 25 | 5 | 25 | 25 |
| 20 | 6 | 36 | 6 | 36 | 36 |
| 21 | 5 | 25 | 5 | 25 | 25 |
| 22 | 5 | 25 | 5 | 25 | 25 |
| 23 | 5 | 25 | 5 | 25 | 25 |
| 24 | 5 | 25 | 5 | 25 | 25 |

| | | | | | |
|----|---|----|---|----|----|
| 25 | 5 | 25 | 5 | 25 | 25 |
| 26 | 5 | 25 | 5 | 25 | 25 |
| 27 | 5 | 25 | 4 | 20 | 20 |
| 28 | 6 | 36 | 5 | 25 | 30 |
| 29 | 5 | 25 | 5 | 25 | 25 |
| 30 | 5 | 25 | 5 | 25 | 25 |
| 31 | 5 | 25 | 5 | 25 | 25 |
| 32 | 5 | 25 | 5 | 25 | 25 |
| 33 | 5 | 25 | 5 | 25 | 25 |
| 34 | 5 | 25 | 5 | 25 | 25 |
| 35 | 3 | 9 | 3 | 9 | 9 |
| 36 | 4 | 16 | 4 | 16 | 16 |
| 37 | 0 | 0 | 0 | 0 | 0 |
| 38 | 4 | 16 | 4 | 16 | 16 |
| 39 | 5 | 25 | 6 | 36 | 30 |
| 40 | 5 | 25 | 5 | 25 | 25 |
| 41 | 5 | 25 | 5 | 25 | 25 |
| 42 | 3 | 9 | 3 | 9 | 9 |
| 43 | 4 | 16 | 4 | 16 | 16 |
| 44 | 5 | 25 | 5 | 25 | 25 |
| 45 | 4 | 16 | 4 | 16 | 16 |
| 46 | 4 | 16 | 5 | 25 | 20 |
| 47 | 4 | 16 | 4 | 16 | 16 |
| 48 | 3 | 9 | 3 | 9 | 9 |
| 49 | 4 | 16 | 4 | 16 | 16 |
| 50 | 4 | 16 | 4 | 16 | 16 |
| 51 | 5 | 25 | 5 | 25 | 25 |
| 52 | 6 | 36 | 6 | 36 | 36 |
| 53 | 2 | 4 | 2 | 4 | 4 |

| | | | | | |
|-------|-----|------|-----|------|------|
| 54 | 4 | 16 | 4 | 16 | 16 |
| 55 | 5 | 25 | 5 | 25 | 25 |
| 56 | 5 | 25 | 5 | 25 | 25 |
| 57 | 5 | 25 | 6 | 36 | 30 |
| 58 | 6 | 36 | 6 | 36 | 36 |
| 59 | 5 | 25 | 5 | 25 | 25 |
| 60 | 5 | 25 | 5 | 25 | 25 |
| 61 | 4 | 16 | 4 | 16 | 16 |
| 62 | 3 | 9 | 4 | 16 | 12 |
| 63 | 5 | 25 | 5 | 25 | 25 |
| 64 | 3 | 9 | 3 | 9 | 9 |
| 65 | 4 | 16 | 4 | 16 | 16 |
| 66 | 5 | 25 | 5 | 25 | 25 |
| 67 | 4 | 16 | 4 | 16 | 16 |
| 68 | 4 | 16 | 5 | 25 | 20 |
| 69 | 4 | 16 | 5 | 25 | 20 |
| 70 | 5 | 25 | 4 | 16 | 20 |
| <hr/> | | | | | |
| 70 | 323 | 1599 | 330 | 1628 | 1605 |

$r = .928$

TABLE NO: 3

Relationship of IQ with scholastic achievement of total students

Marks in Percentage

| I. Q (K) | Fail below 33% | III Div. 33%-44% | II Div. 45%-59% | I Div. above 60% | Total |
|----------|-------------------|---------------------|--------------------|---------------------|-------|
| 0 or 1 | 54 | 48 | 76 | 47 | 225 |
| 2 | 22 | 47 | 54 | 28 | 151 |
| 3 | 28 | 47 | 67 | 61 | 203 |
| 4 | 27 | 49 | 105 | 72 | 253 |
| 5 | 24 | 54 | 107 | 186 | 371 |
| 6,7,8 | 7 | 15 | 38 | 120 | 180 |
| Total | 162 | 260 | 447 | 514 | 1383 |

N = 1383

$$X^2 = \frac{(F_o - F_e)^2}{F_e}$$

$$X^2 = 190.9$$

Significant at .001 level

IQ/PERCENTAGE OF TOTAL STUDENTS

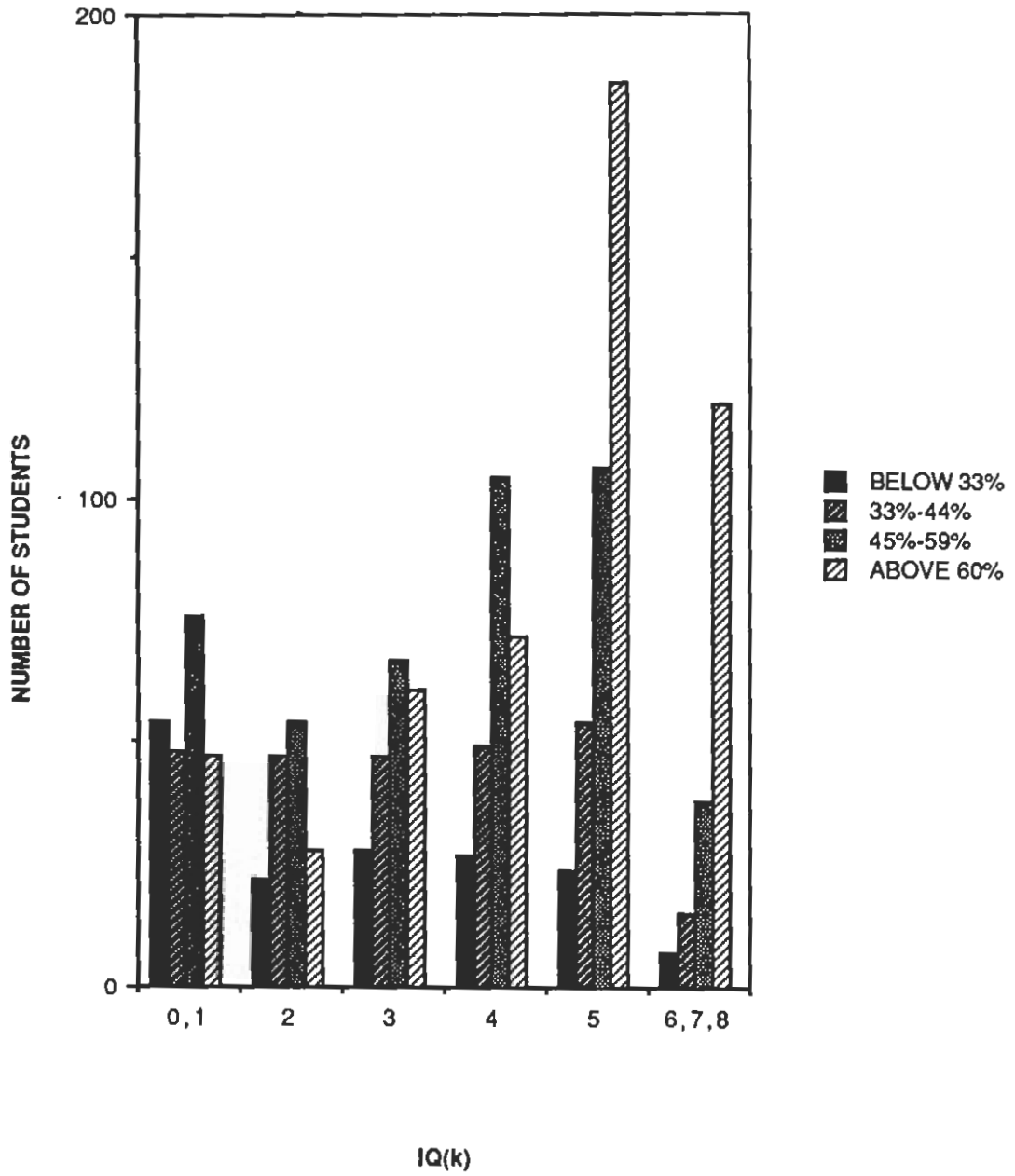


TABLE NO: 4

Relationship of IQ with scholastic achievement of total boy students

Marks in Percentage

| I. Q (K) | Fail below 33% | III Div. 33%-44% | II Div. 45%-59% | I Div. above 60% | Total |
|----------|-------------------|---------------------|--------------------|---------------------|-------|
| 0 or 1 | 16 | 31 | 32 | 13 | 92 |
| 2 | 10 | 33 | 34 | 12 | 89 |
| 3 | 14 | 33 | 34 | 33 | 114 |
| 4 | 8 | 32 | 67 | 35 | 142 |
| 5 | 8 | 28 | 58 | 72 | 166 |
| 6,7,8 | 6 | 12 | 29 | 77 | 124 |
| Total | 62 | 169 | 254 | 242 | 727 |

N = 727

$$X^2 = \frac{(F_o - F_e)^2}{F_e}$$

$$X^2 = 125.91$$

Significant at .001 level

GRAPH B

IQ/MARKS BOYS

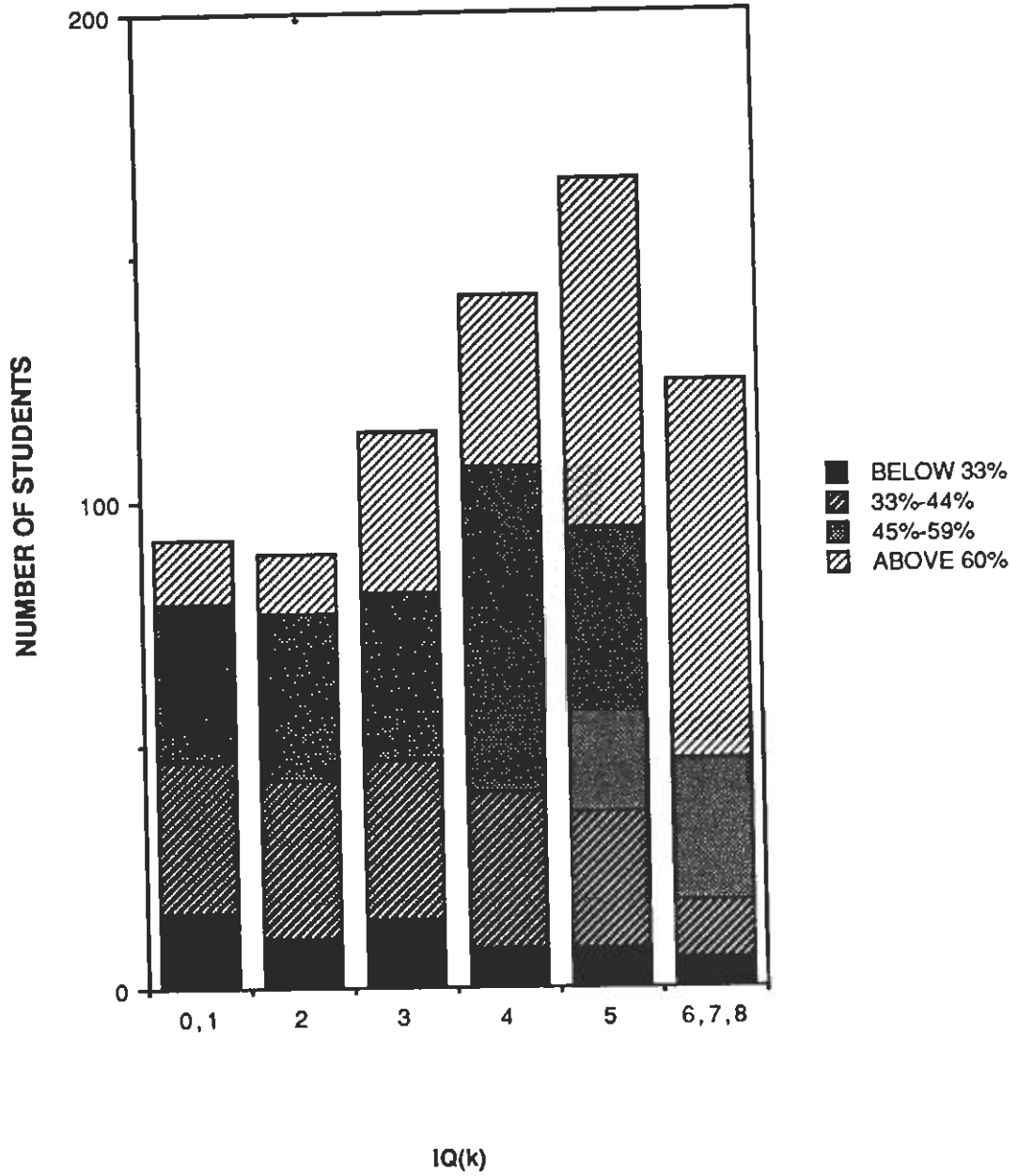


TABLE NO: 5

Relationship of IQ with scholastic achievement of total girl students

Marks in Percentage

| I. Q (K) | Fail below 33% | III Div. 33%-44% | II Div. 45%-59% | I Div. above 60% | Total |
|----------|-------------------|---------------------|--------------------|---------------------|-------|
| 0 or 1 | 38 | 17 | 44 | 34 | 133 |
| 2 | 12 | 14 | 20 | 16 | 62 |
| 3 | 14 | 14 | 33 | 28 | 89 |
| 4 | 19 | 17 | 38 | 37 | 111 |
| 5 | 16 | 26 | 49 | 114 | 205 |
| 6,7,8 | 1 | 2 | 9 | 43 | 55 |
| Total | 100 | 90 | 193 | 272 | 655 |

N = 655

$$X^2 = \frac{(F_o - F_e)^2}{F_e}$$

$$X^2 = 88.24$$

Significant at .001 level

GRAPH C

I.Q. / MARKS OF TOTAL NUMBER OF GIRLS

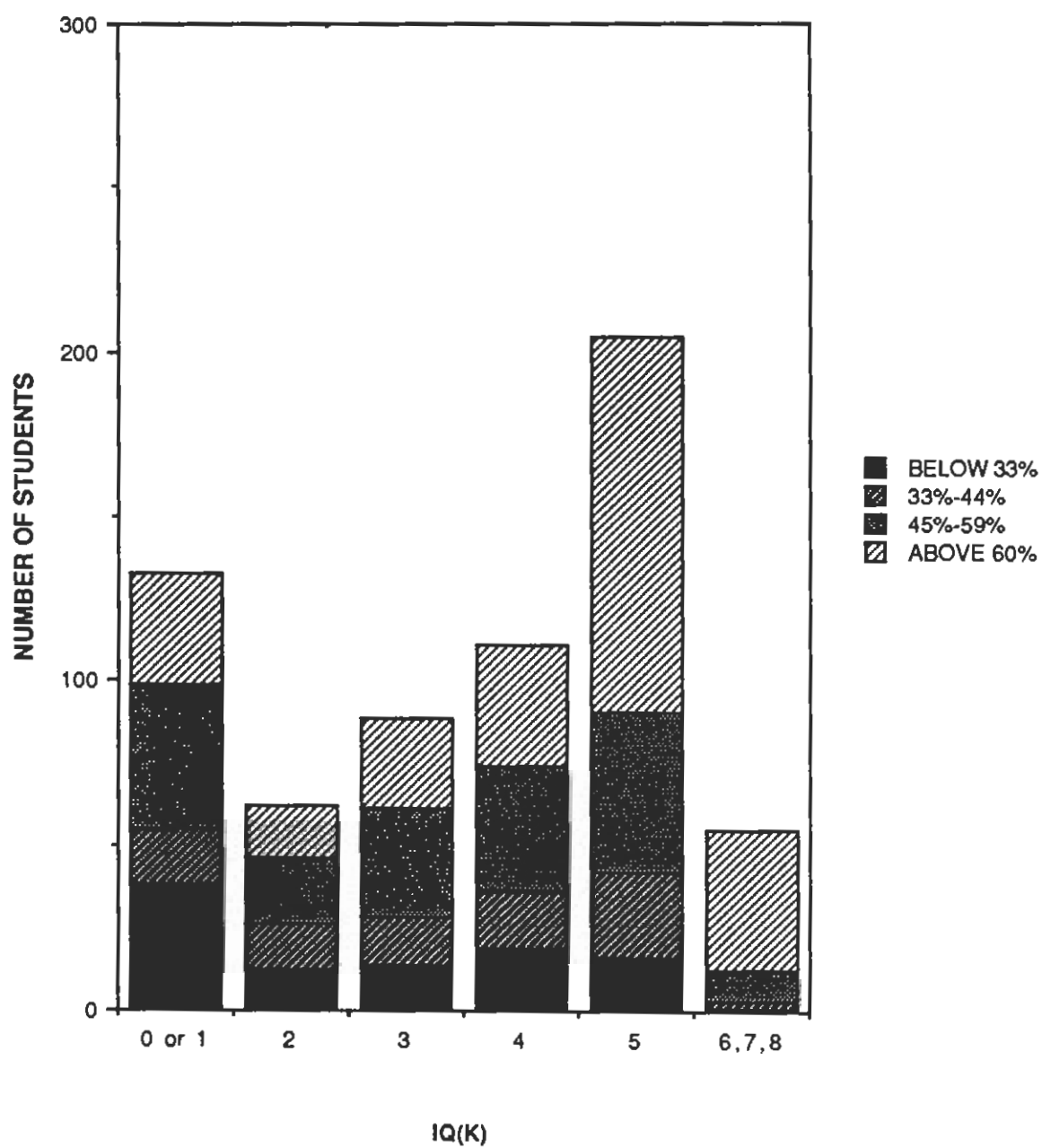


TABLE NO: 6

Relationship of IQ with scholastic achievement of total in SES I students

Marks in Percentage

| I. Q (K) | Fail below 33% | III Div. 33%-44% | II Div. 45%-59% | I Div. above 60% | Total |
|----------|-------------------|---------------------|--------------------|---------------------|-------|
| 2,3,4,5 | -- | -- | 21 | 135 | 156 |
| 6,7,8 | -- | -- | 10 | 93 | 103 |
| Total | -- | -- | 31 | 228 | 259 |

N = 259

$$X^2 = \frac{(F_o - F_e)^2}{F_e}$$

$$X^2 = .56$$

Significant at .50 level

I.Q. / MARKS OF TOTAL STUDENTS IN SES I

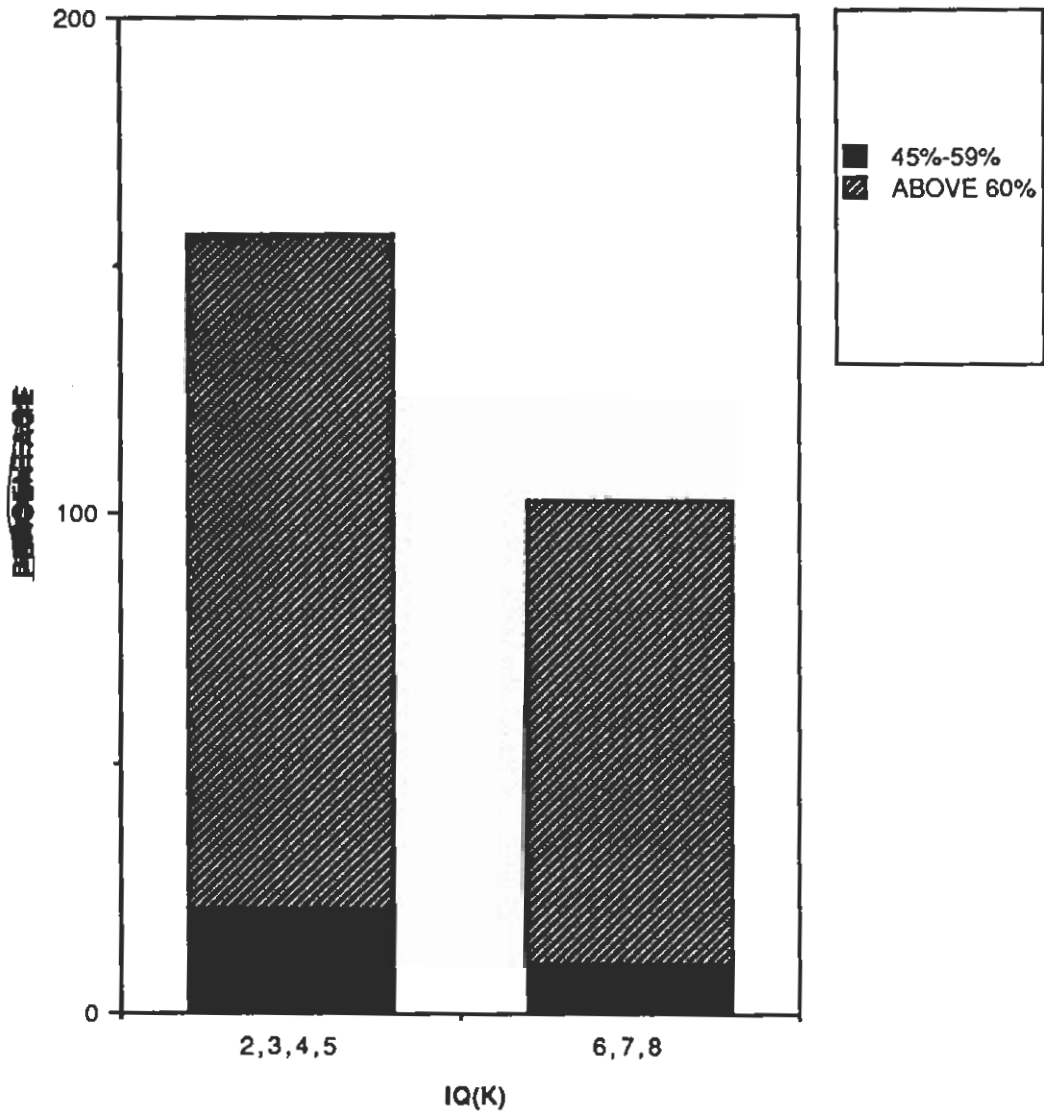


TABLE NO: 7

Relationship of IQ with scholastic achievement of totalSES II students

Marks in Percentage

| I. Q (K) | Fail below 33% | III Div. 33%-44% | II Div. 45%-59% | I Div. above 60% | Total |
|----------|-------------------|---------------------|--------------------|---------------------|-------|
| 0 or 1 | 29 | 22 | 54 | 36 | 141 |
| 2 | 10 | 24 | 40 | 14 | 88 |
| 3 | 11 | 15 | 49 | 41 | 116 |
| 4 | 12 | 25 | 70 | 38 | 145 |
| 5,6,7,8 | 13 | 25 | 63 | 65 | 166 |
| Total | 75 | 111 | 276 | 194 | 656 |

N = 656

$$X^2 = \frac{(F_o - F_e)^2}{F_e}$$

$$X^2 = 54.42$$

Significant at .001 level

GRAPH E

I.Q. / MARKS OF TOTAL STUDENTS IN SES II

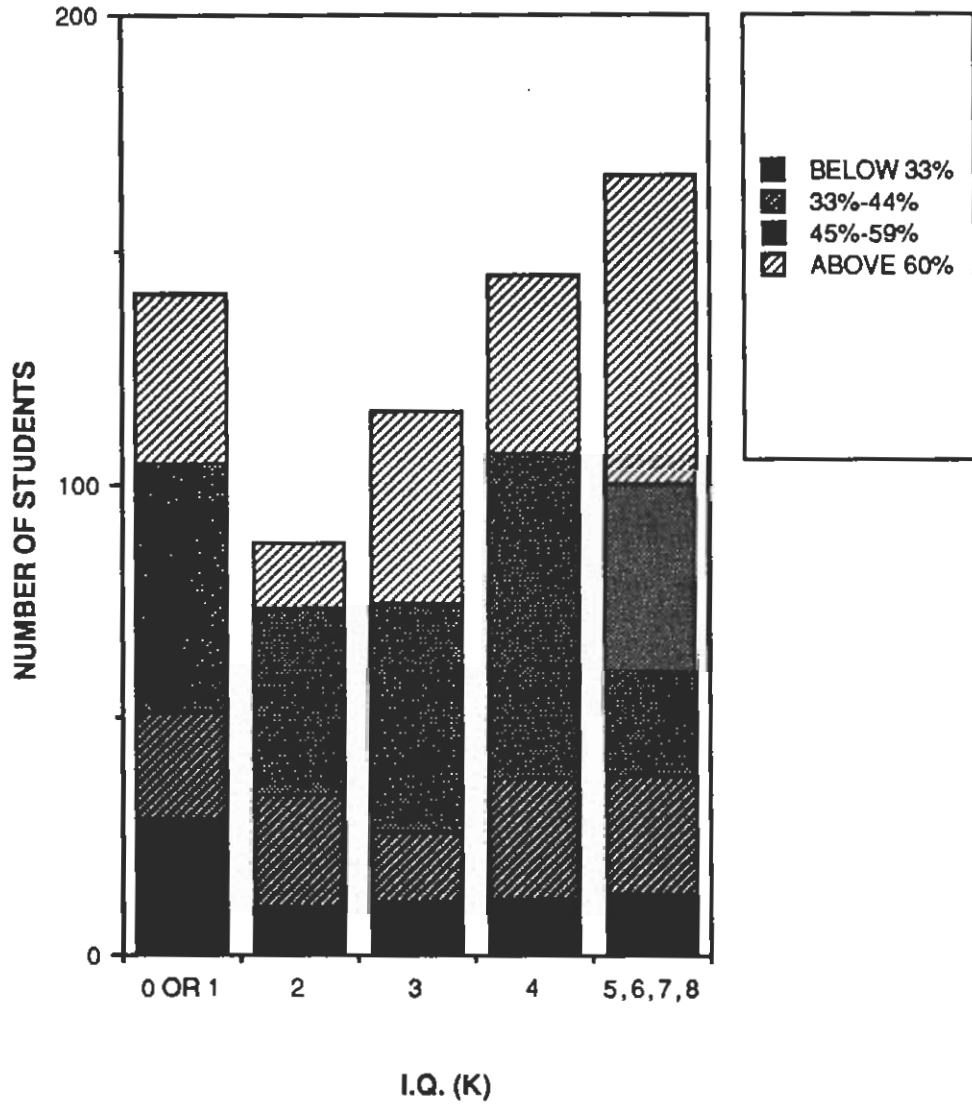


TABLE NO: 8

Relationship of IQ with scholastic achievement of total SES III students

Marks in Percentage

| I. Q (K) | Fail below 33% | III Div. 33%-44% | II Div. 45%-59% | I Div. above 60% | Total |
|----------|-------------------|---------------------|--------------------|---------------------|-------|
| 0 or 1 | 25 | 26 | 22 | 11 | 84 |
| 2 | 12 | 23 | 14 | 12 | 61 |
| 3 | 17 | 32 | 17 | 15 | 81 |
| 4 | 15 | 24 | 34 | 15 | 88 |
| 5,6,7,8 | 18 | 42 | 53 | 39 | 152 |
| Total | 87 | 147 | 140 | 92 | 466 |

N = 466

$$X^2 = \frac{(Fo - Fe)^2}{Fe}$$

$$X^2 = 34.37$$

Significant at .001 level

GRAPH F

IQ/PERCENTAGE OF TOTAL SES III STUDENTS

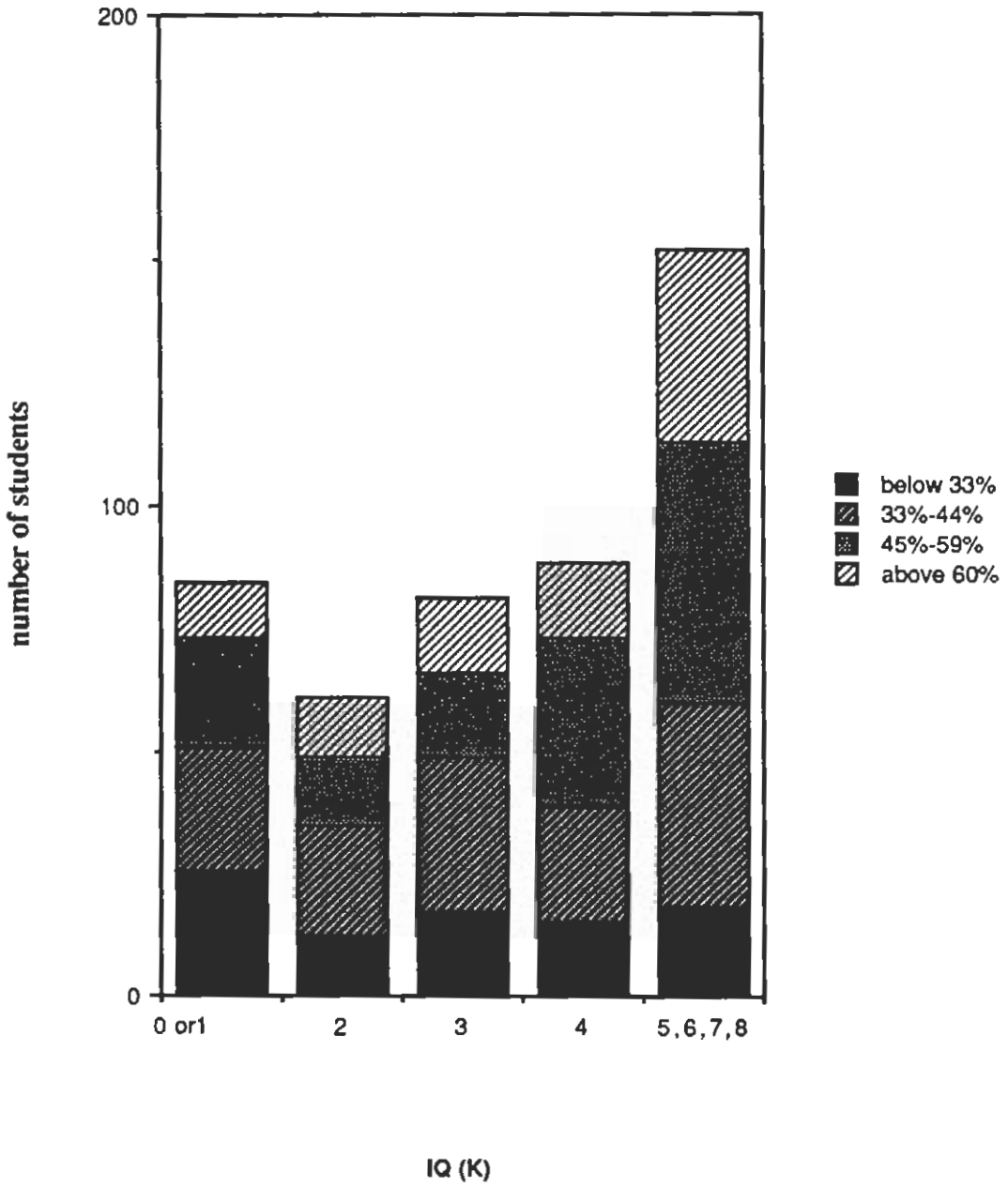


TABLE NO: 9

Relationship of IQ with scholastic achievement of total Boys in SES II students

Marks in Percentage

| I. Q (K) | Fail below 33% | III Div. 33%-44% | II Div. 45%-59% | I Div. above 60% | Total |
|----------|-------------------|---------------------|--------------------|---------------------|-------|
| 0 or 1 | -- | 15 | 20 | 6 | 41 |
| 2 | -- | 17 | 25 | 5 | 47 |
| 3 | -- | 15 | 23 | 25 | 63 |
| 4 | -- | 22 | 45 | 17 | 84 |
| 5,6,7 | -- | 18 | 42 | 21 | 81 |
| Total | -- | 87 | 155 | 74 | 316 |

N = 316

$$X^2 = \frac{(F_o - F_e)^2}{F_e}$$

$$X^2 = 23.58$$

Significant at .01 level

IQ/ MARKS OF TOTAL BOYS IN SES II

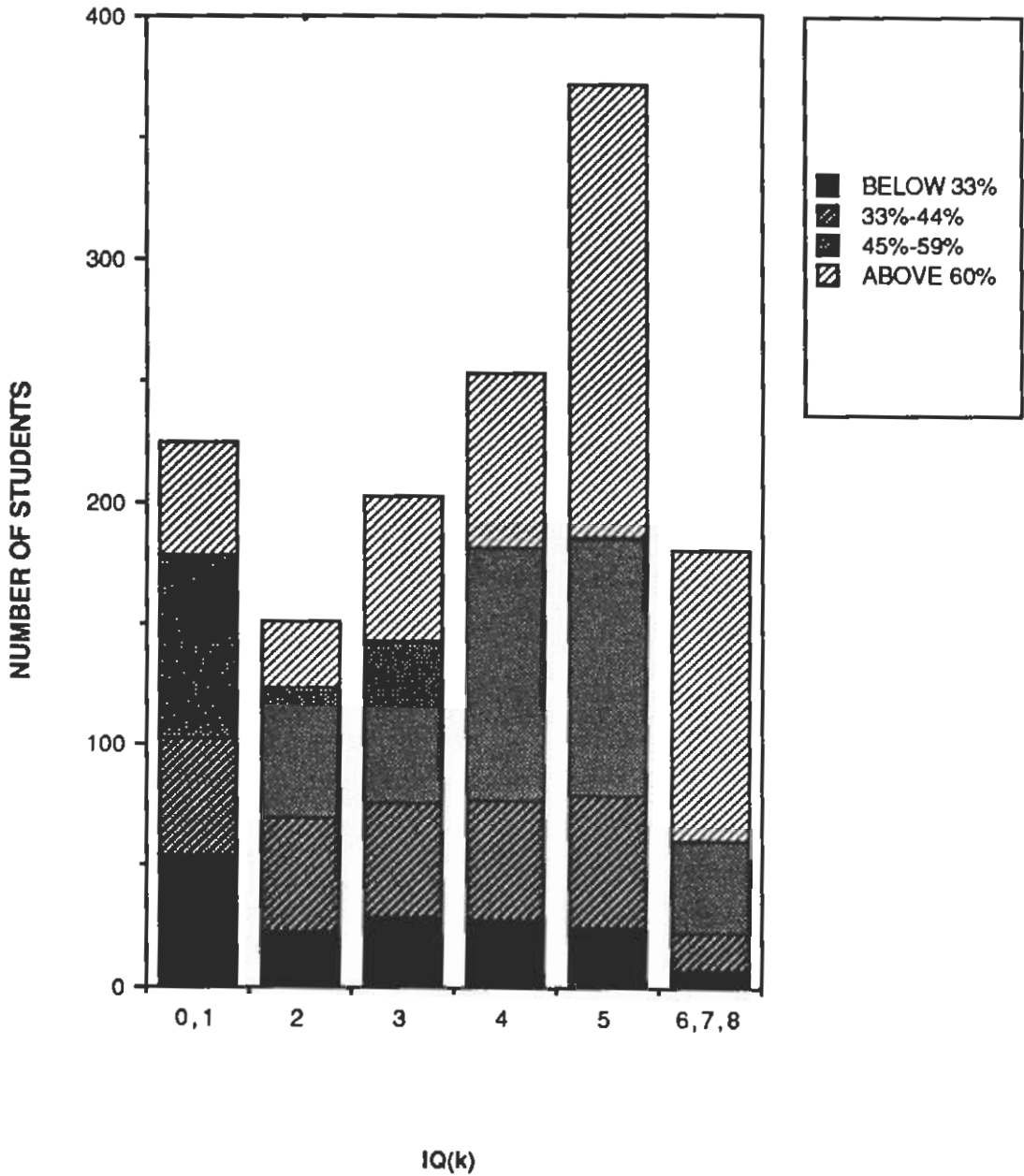


TABLE NO: 10

Relationship of IQ with scholastic achievement of total Girls in SES II students

Marks in Percentage

| I. Q (K) | Fail below 33% | III Div. 33%-44% | II Div. 45%-59% | I Div. above 60% | Total |
|----------|-------------------|---------------------|--------------------|---------------------|-------|
| 0 or 1 | 24 | 12 | 34 | 30 | 100 |
| 2 | 7 | 10 | 15 | 9 | 41 |
| 3 | 8 | 3 | 26 | 16 | 53 |
| 4 | 9 | 6 | 25 | 21 | 61 |
| 5,6,7,8 | 8 | 12 | 21 | 44 | 85 |
| Total | 56 | 43 | 121 | 120 | 340 |

N = 340

$$X^2 = \frac{(F_o - F_e)^2}{F_e}$$

X² = 39

Significant at .001 level

IQ/PERCENTAGE OF TOTAL GIRLS IN SES II

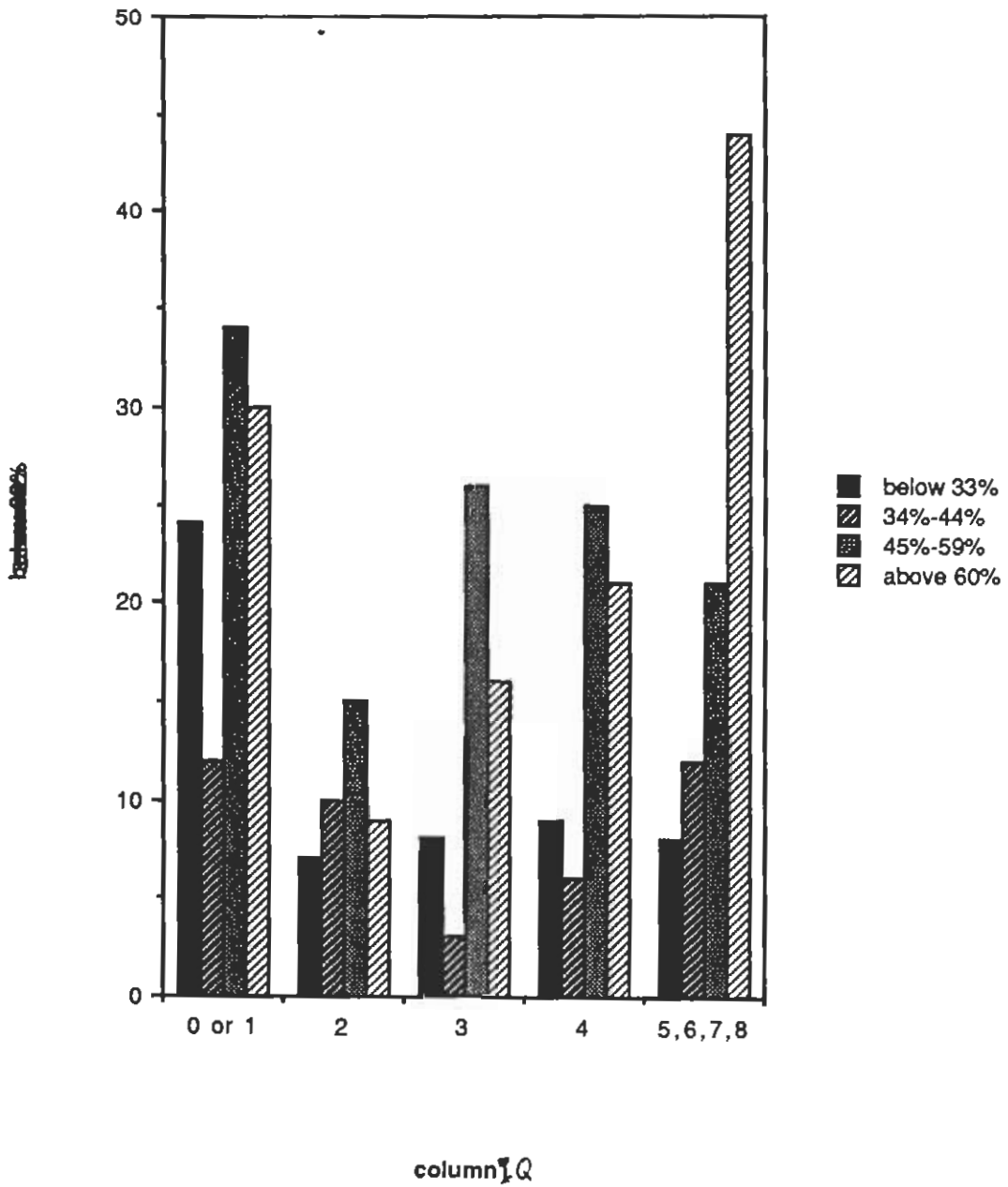


TABLE NO: 11

Relationship of IQ with scholastic achievement of total Boys in SES III students

Marks in Percentage

| I. Q (K) | Fail below 33% | III Div. 33%-44% | II Div. 45%-59% | I Div. above 60% | Total |
|----------|-------------------|---------------------|--------------------|---------------------|-------|
| 0 or 1 | 11 | 21 | 12 | 7 | 51 |
| 2 | 7 | 19 | 9 | 6 | 41 |
| 3 | 11 | 21 | 11 | 5 | 48 |
| 4 | 5 | 13 | 21 | 13 | 52 |
| 5 | 5 | 16 | 16 | 13 | 50 |
| 6,7,8 | 4 | 11 | 10 | 10 | 35 |
| Total | 43 | 101 | 79 | 54 | 277 |

N = 277

$$X^2 = \frac{(F_o - F_e)^2}{F_e}$$

$$X^2 = 21.44$$

Significant at .02 level

GRAPH I

I.Q. / MARKS OF TOTAL BOYS IN SES III

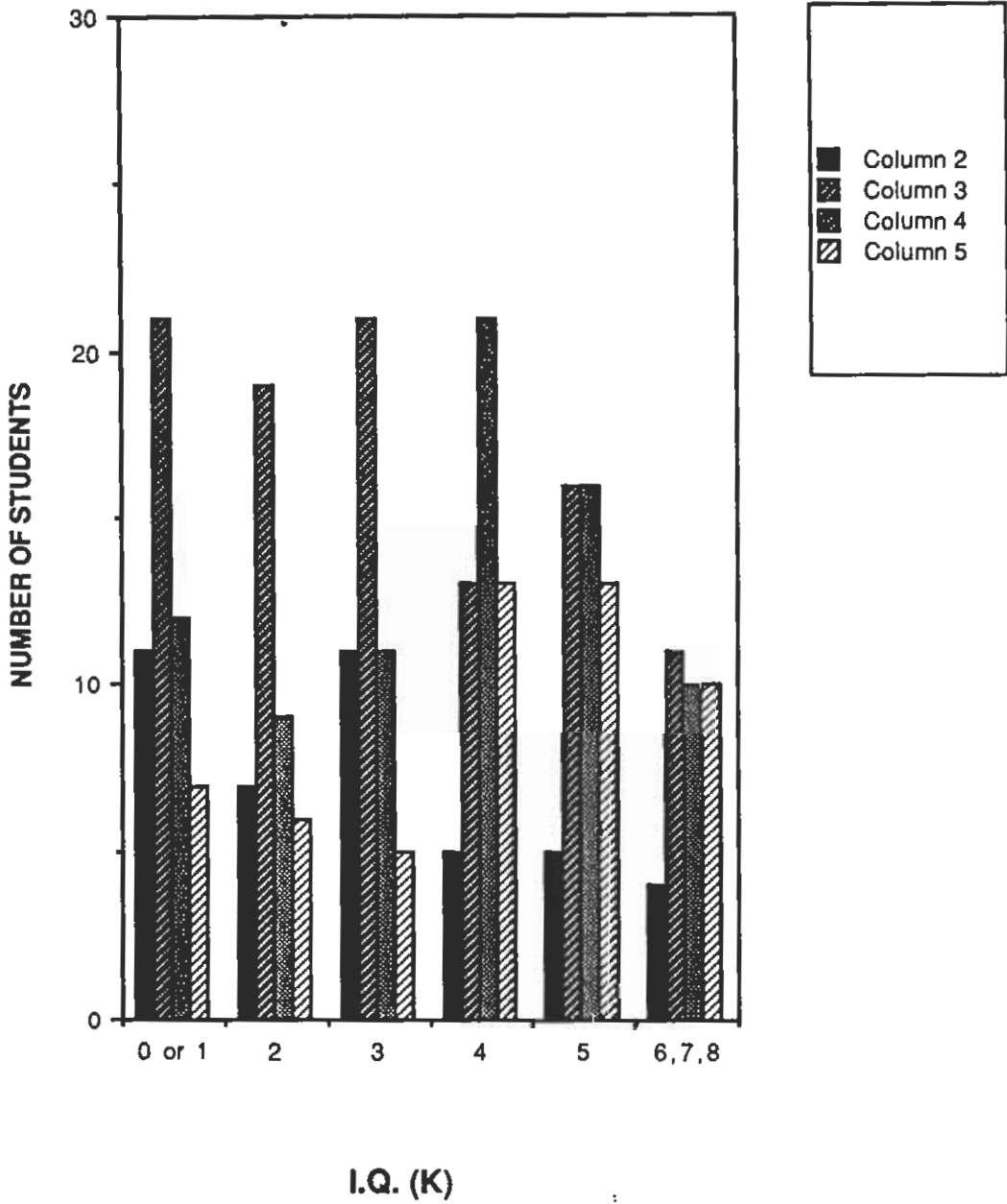


TABLE NO: 12

Relationship of IQ with scholastic achievement of total Girls in SES III students

| I. Q (K) | Marks in Percentage | | | | Total |
|----------|---------------------|---------------------|--------------------|---------------------|-------|
| | Fail below 33% | III Div. 33%-44% | II Div. 45%-59% | I Div. above 60% | |
| 0, 1,2 | 19 | 9 | 15 | 10 | 53 |
| 3 | 6 | 11 | 6 | 10 | 33 |
| 4 | 10 | 11 | 13 | 2 | 36 |
| 5,6 | 9 | 15 | 27 | 16 | 67 |
| Total | 44 | 46 | 61 | 38 | 189 |

N = 189

$$X^2 = \frac{(F_o - F_e)^2}{F_e}$$

$$X^2 = 17.94$$

Significant at .05 level

I.Q./ MARKS OF TOTAL GIRLS IN SES III

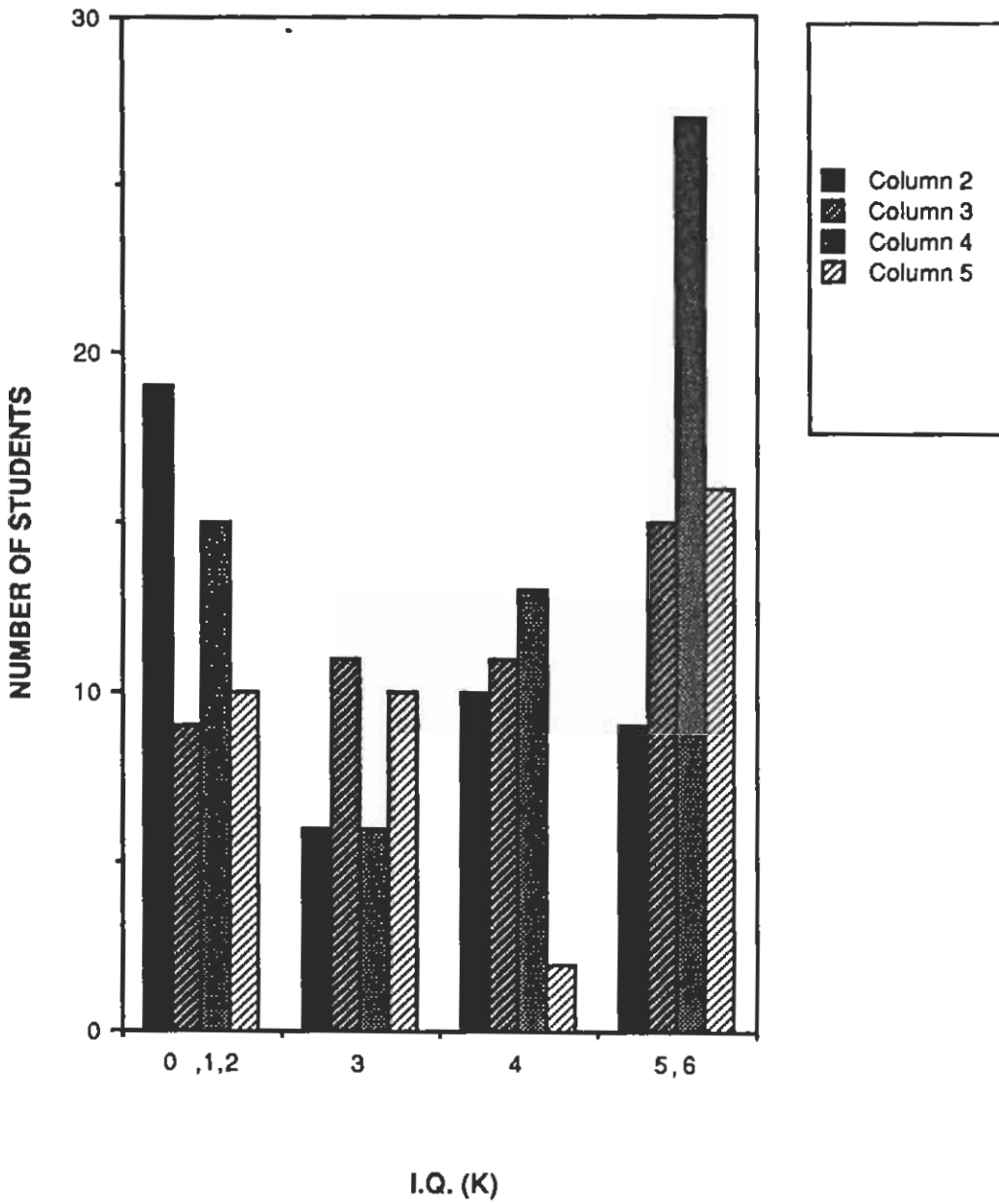


TABLE NO: 13-A

IQ of Normal students

| No of students | IQ (k) | |
|----------------|--------|------|
| 230 | 0 or 1 | 230 |
| 155 | 2 | 310 |
| 210 | 3 | 630 |
| 280 | 4 | 1120 |
| 526 | 5 | 2630 |
| 157 | 6 | 942 |
| 58 | 7 or 8 | 464 |
| 1616 | | 6326 |

Total no: of students 1616

$$\text{I.Q. Mean } \frac{6326}{1616} = 3.91$$

$$t = 3.84$$

Significant at .001 level.

TABLE NO: 13-B

IQ of Mentally Retarded group

| IQ (k) | No of Ss | |
|--------|----------|----|
| 0 or 1 | 20 | 20 |
| 2 | 1 | 2 |
| 3 | | |
| 4 | 1 | 4 |
| 5 | 1 | 5 |
| | 23 | 31 |

Total No : 23

Mean $\frac{31}{23} = 1.34$

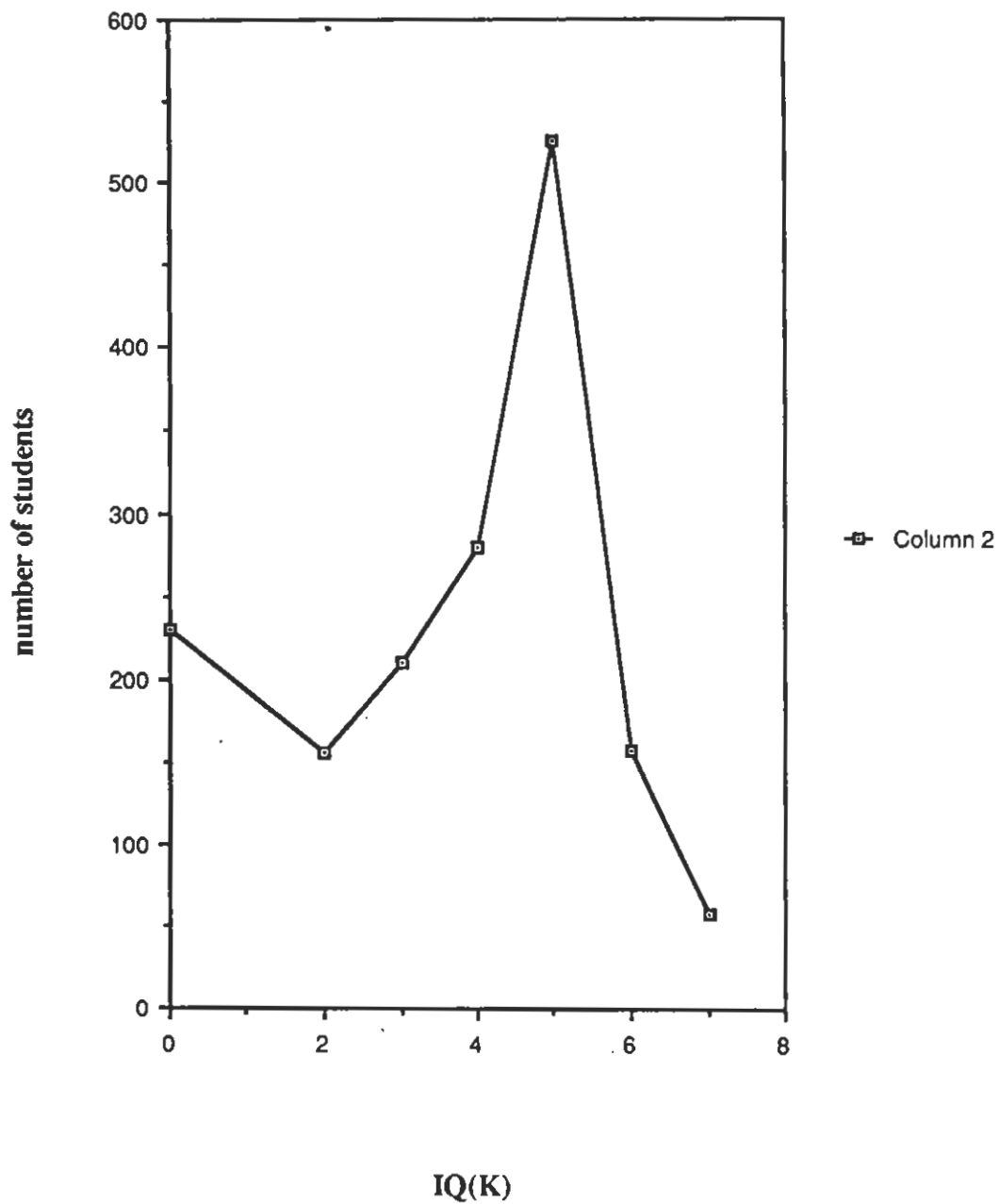
TABLE NO: 14

Difference of the IQ Means of Normal and Mentally Retarded students

| | Normal group | Mentally Retarded group |
|----|--------------|-------------------------|
| N | 1616 | 23 |
| M | 3.91 | 1.34 |
| SD | 730.76 | 7.15 |
| t | | 3.83 |
| df | | 6 |
| p | | < .001 |

IQ OF NORMAL STUDENTS

See next page also



GRAPH K

IQ OF MENTALLY RETARDED GROUP

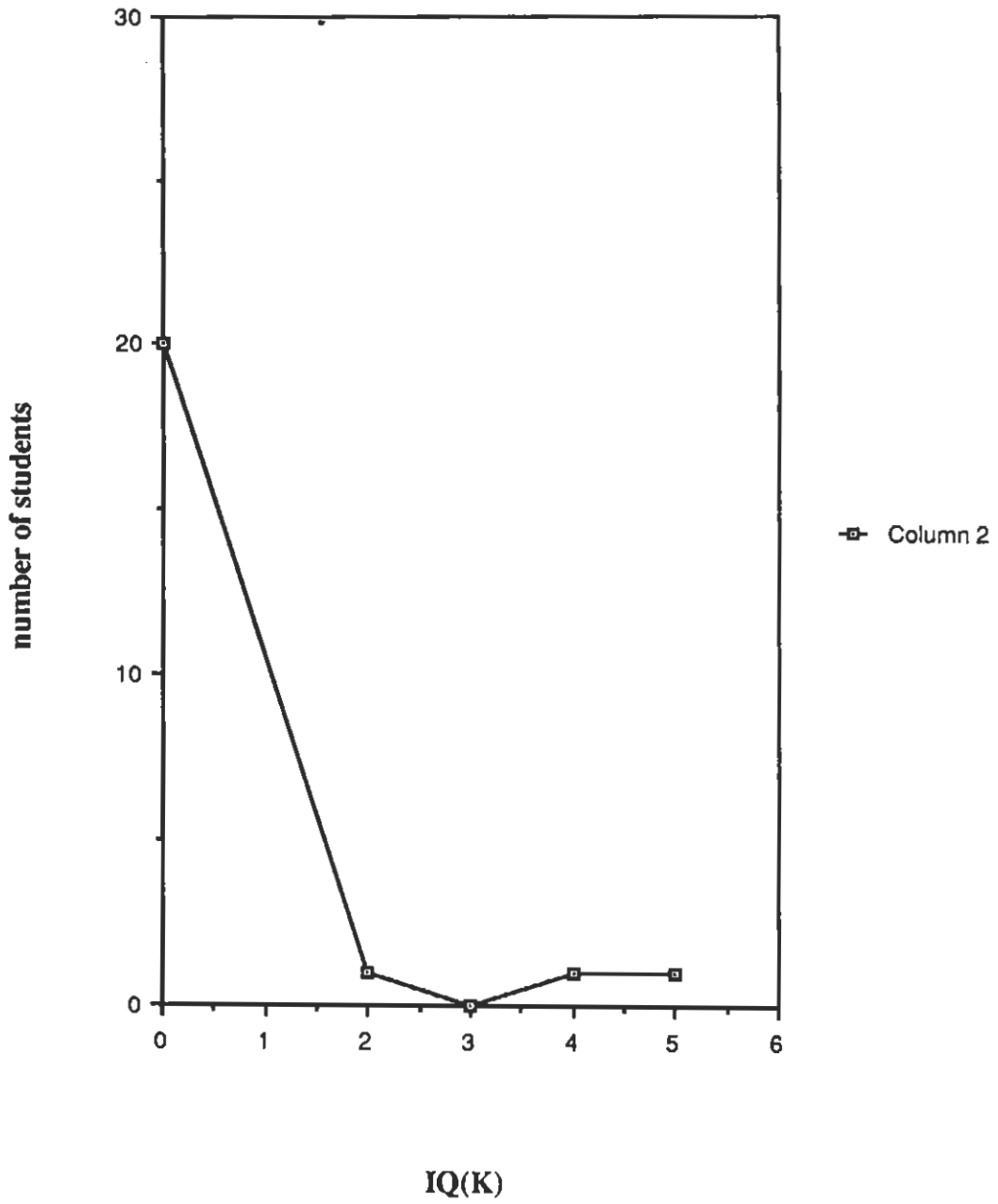


TABLE NO: 15

Relationship of EI with Teacher Ratings of total students

| EI (K) | 0 | 1 or more | Total |
|-----------|------|-----------|-------|
| 0 | 406 | 40 | 446 |
| 1 | 367 | 56 | 423 |
| 2 | 278 | 35 | 313 |
| 3 | 119 | 17 | 136 |
| 4 or more | 62 | 11 | 73 |
| Total | 1232 | 159 | 1391 |

N = 1391

$$X^2 = \frac{(F_o - F_e)^2}{F_e}$$

$X^2 = 10.55$

Significant at .05 level

GRAPH L

E.I. OF TOTAL STUDENTS

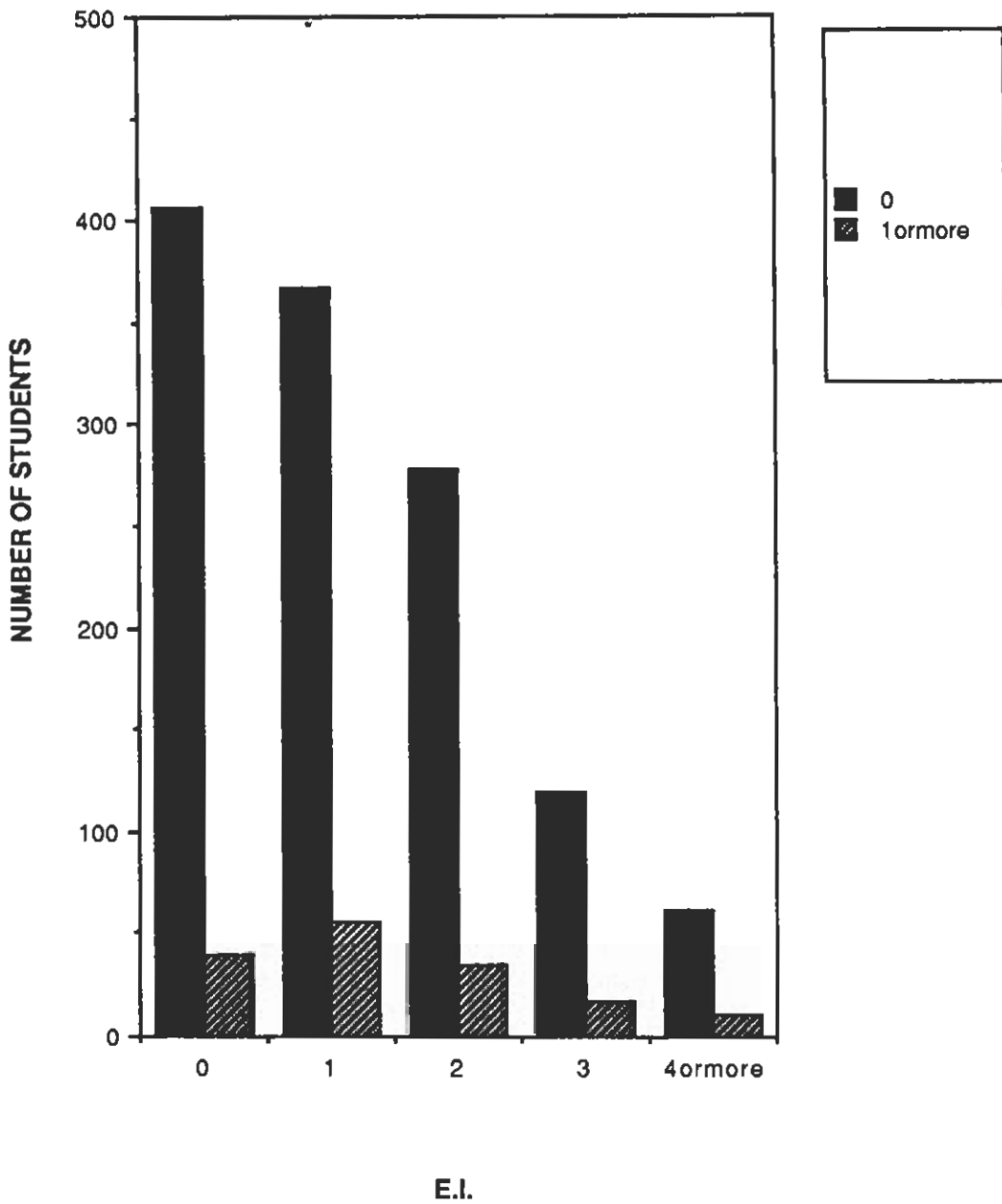


TABLE NO: 16

Relationship of EI with Teacher Ratings of total Boy students

| EI (K) | 0 | 1 or more | Total |
|-----------|-----|-----------|-------|
| 0 | 114 | 22 | 136 |
| 1 | 153 | 32 | 185 |
| 2 or more | 241 | 45 | 286 |
| Total | 508 | 99 | 607 |

N = 607

$$X^2 = \frac{(F_o - F_e)^2}{F_e}$$

$X^2 = 4.17$

Significant at .20 level

E.I. OF TOTAL BOY STUDENTS

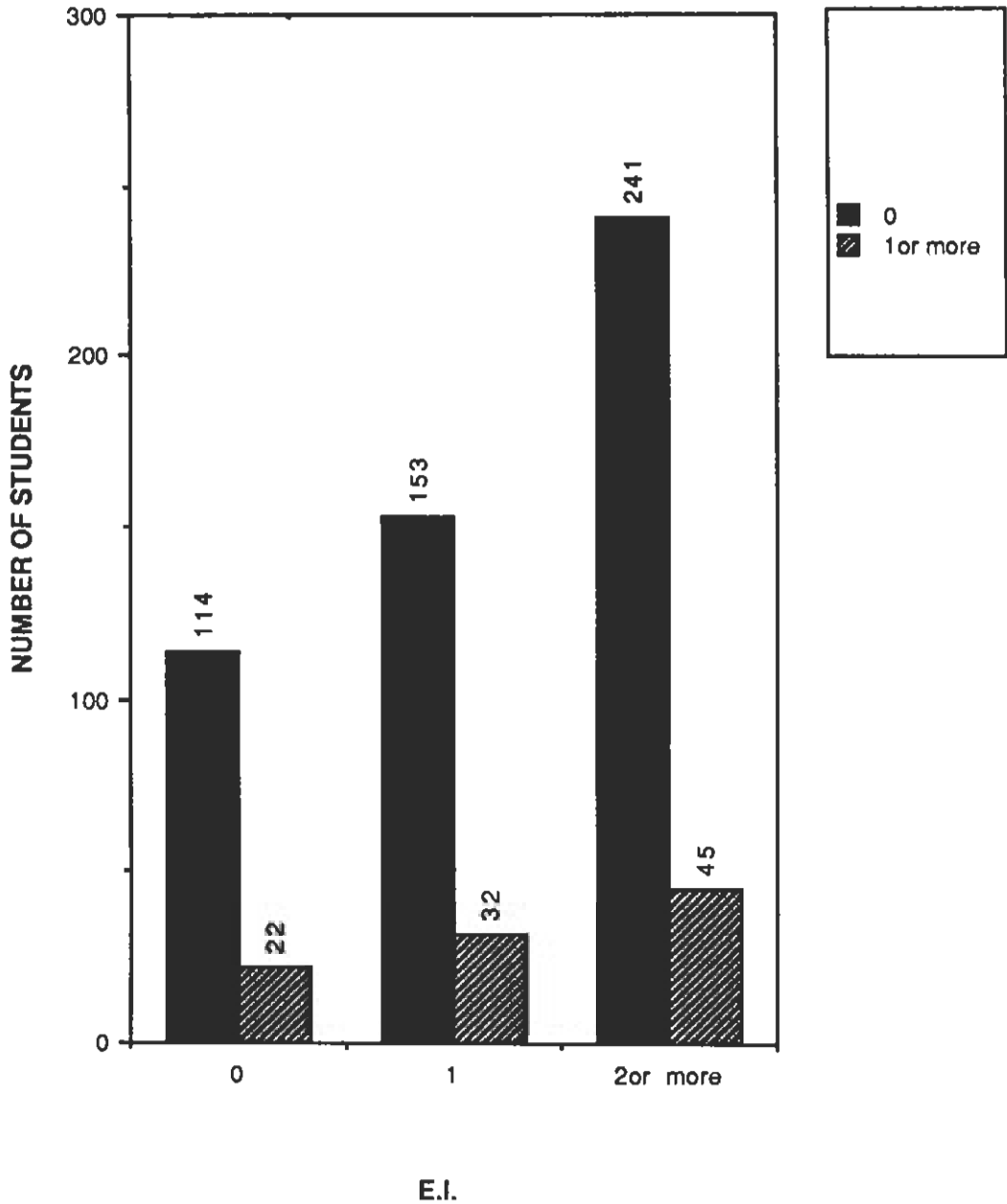


TABLE NO: 17

Relationship of EI with Teacher Ratings of total Girl students

| EI (K) | 0 | 1 or more | Total |
|-----------|-----|-----------|-------|
| 0 | 302 | 18 | 320 |
| 1 | 225 | 26 | 251 |
| 2 or more | 326 | 19 | 345 |
| Total | 853 | 63 | 916 |

N = 916

$$X^2 = \frac{(F_o - F_e)^2}{F_e}$$

$$X^2 = 6.5$$

Significant at .05 level

GRAPH N
E.I. OF TOTAL GIRL STUDENTS

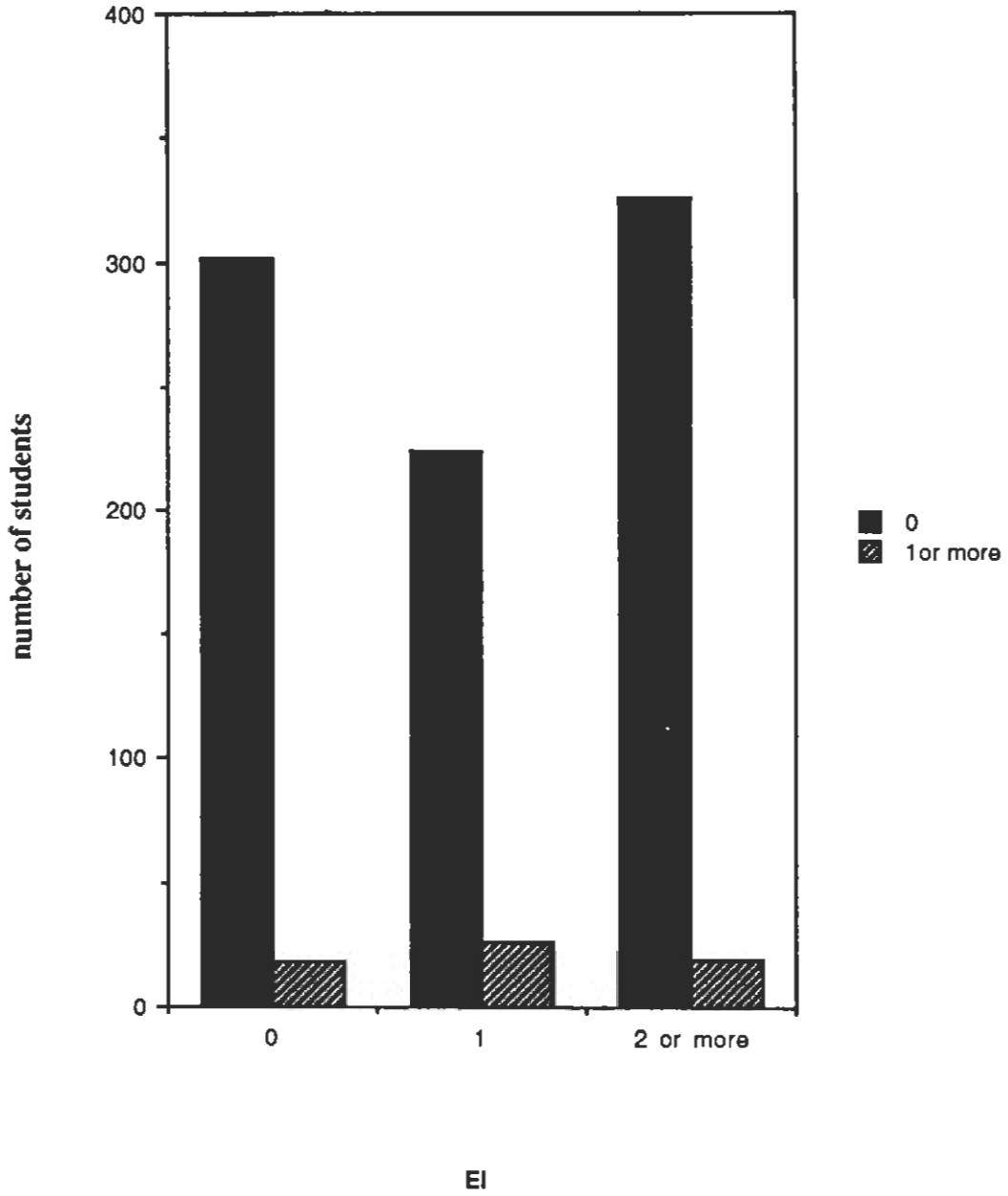


TABLE NO: 18

Relationship of EI with Teacher Ratings of total SES I students

| EI (K) | 0 | 1 or more | Total |
|-----------|-----|-----------|-------|
| 0 | 220 | 19 | 239 |
| 1 or more | 146 | 33 | 179 |
| Total | 366 | 52 | 418 |

N = 418

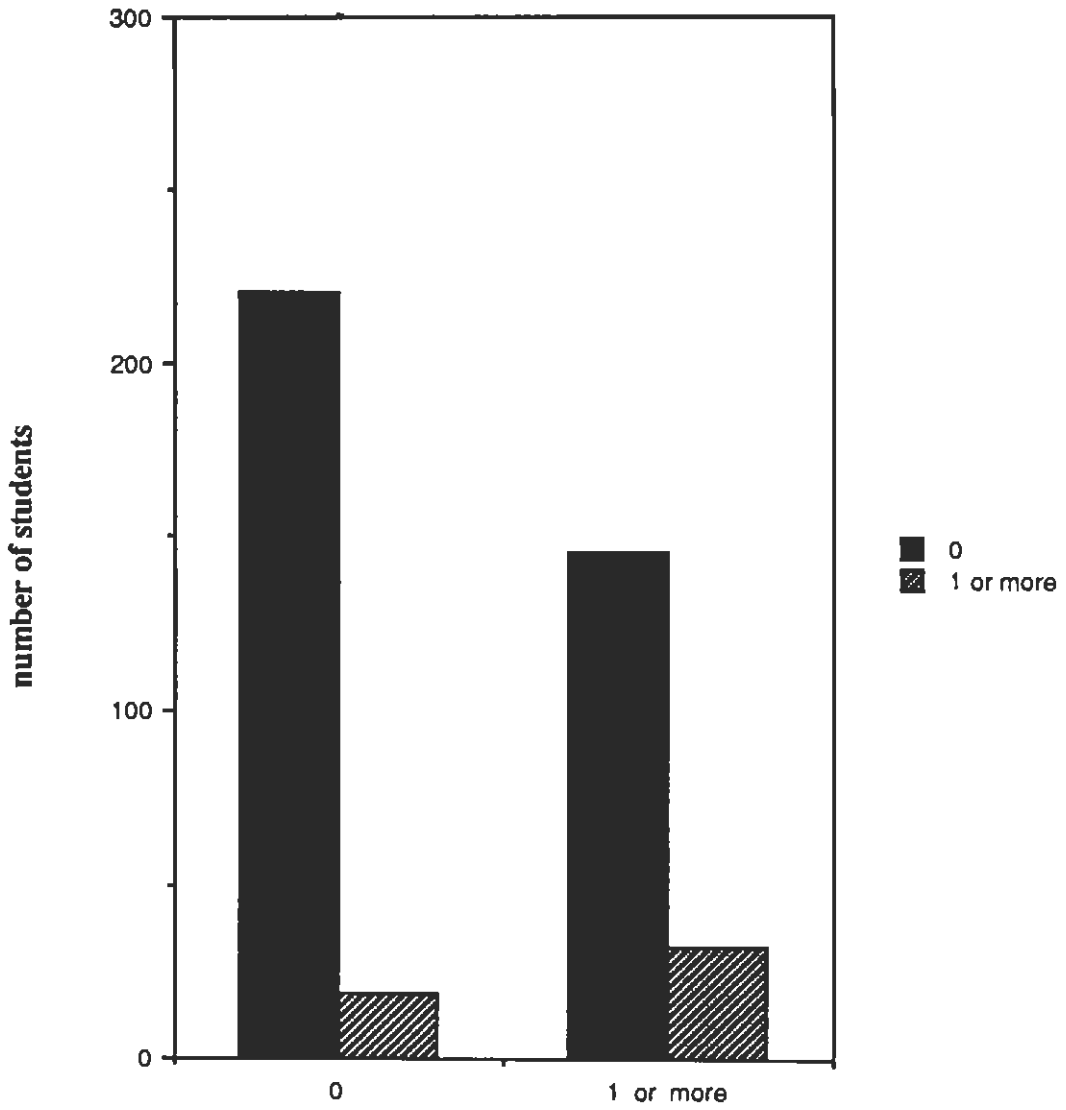
$$X^2 = \frac{(F_o - F_e)^2}{F_e}$$

$$X^2 = 10.33$$

Significant at .01 level

GRAPH O

E.I. OF TOTAL SES I STUDENTS



EI

TABLE NO: 19

Relationship of EI with Teacher Ratings of total SES II students

| EI (K) | 0 | 1 or more | Total |
|-----------|-----|-----------|-------|
| 0 | 115 | 10 | 125 |
| 1 or more | 418 | 31 | 449 |
| Total | 533 | 41 | 574 |

N = 574

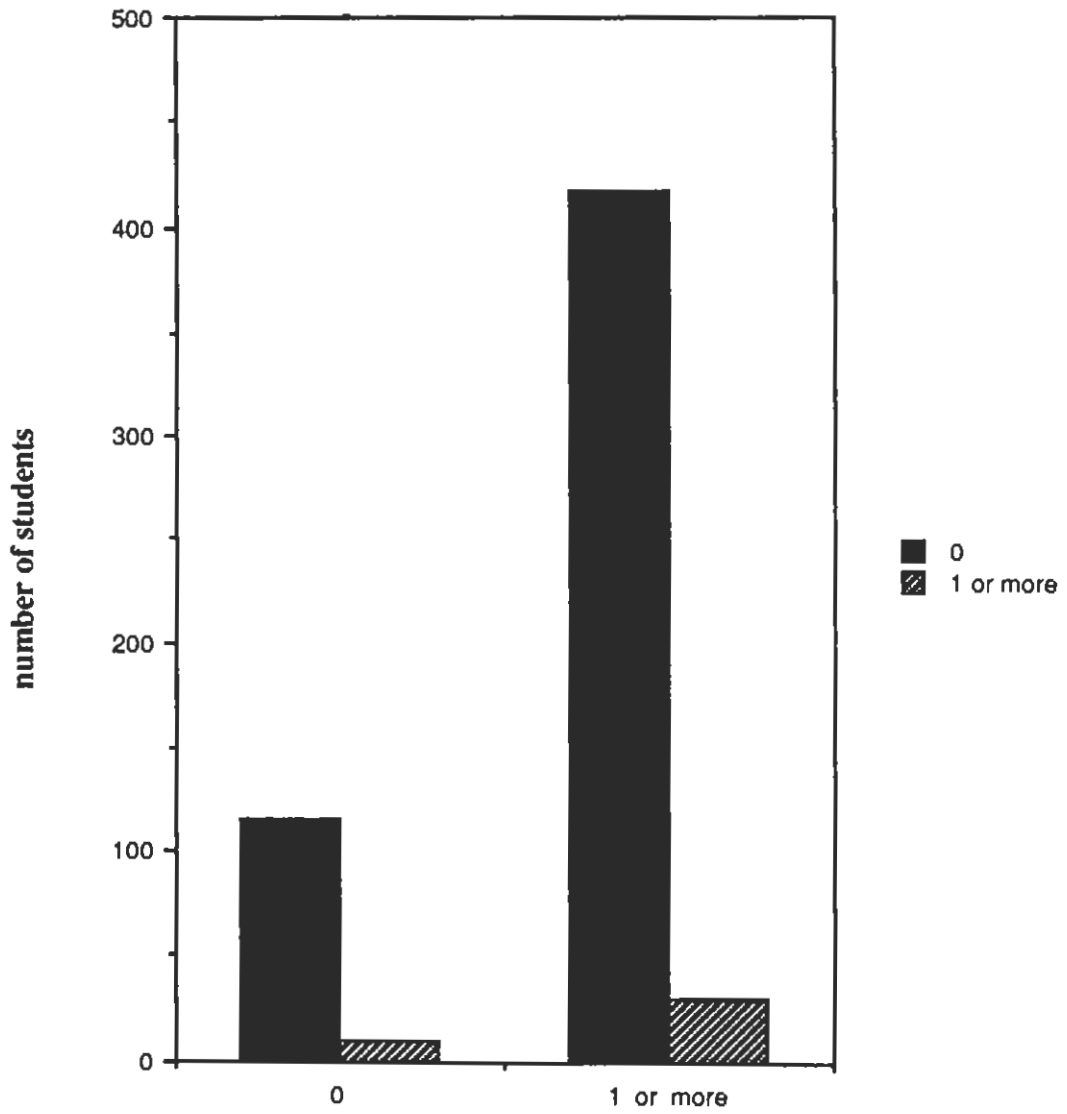
$$X^2 = \frac{(F_o - F_e)^2}{F_e}$$

$$X^2 = 12.76$$

Significant at .001 level

GRAPH P

E.I. OF TOTAL SES II STUDENTS



EI

TABLE NO: 20

Relationship of EI with Teacher Ratings of total SES III students

| EI (K) | 0 | 1 or more | Total |
|-----------|-----|-----------|-------|
| 0 | 81 | 11 | 92 |
| 1 or more | 281 | 58 | 339 |
| Total | 362 | 69 | 431 |

N =431

$$X^2 = \frac{(F_o - F_e)^2}{F_e}$$

$$X^2 = 1.4$$

Significant at .30 level

TABLE NO: 21

Relationship of EI with Teacher Ratings of total SES I Boy students

| EI (K) | 0 | 1 or more | Total |
|-----------|----|-----------|-------|
| 0 | 44 | 14 | 58 |
| 1 or more | 39 | 25 | 64 |
| Total | 83 | 39 | 122 |

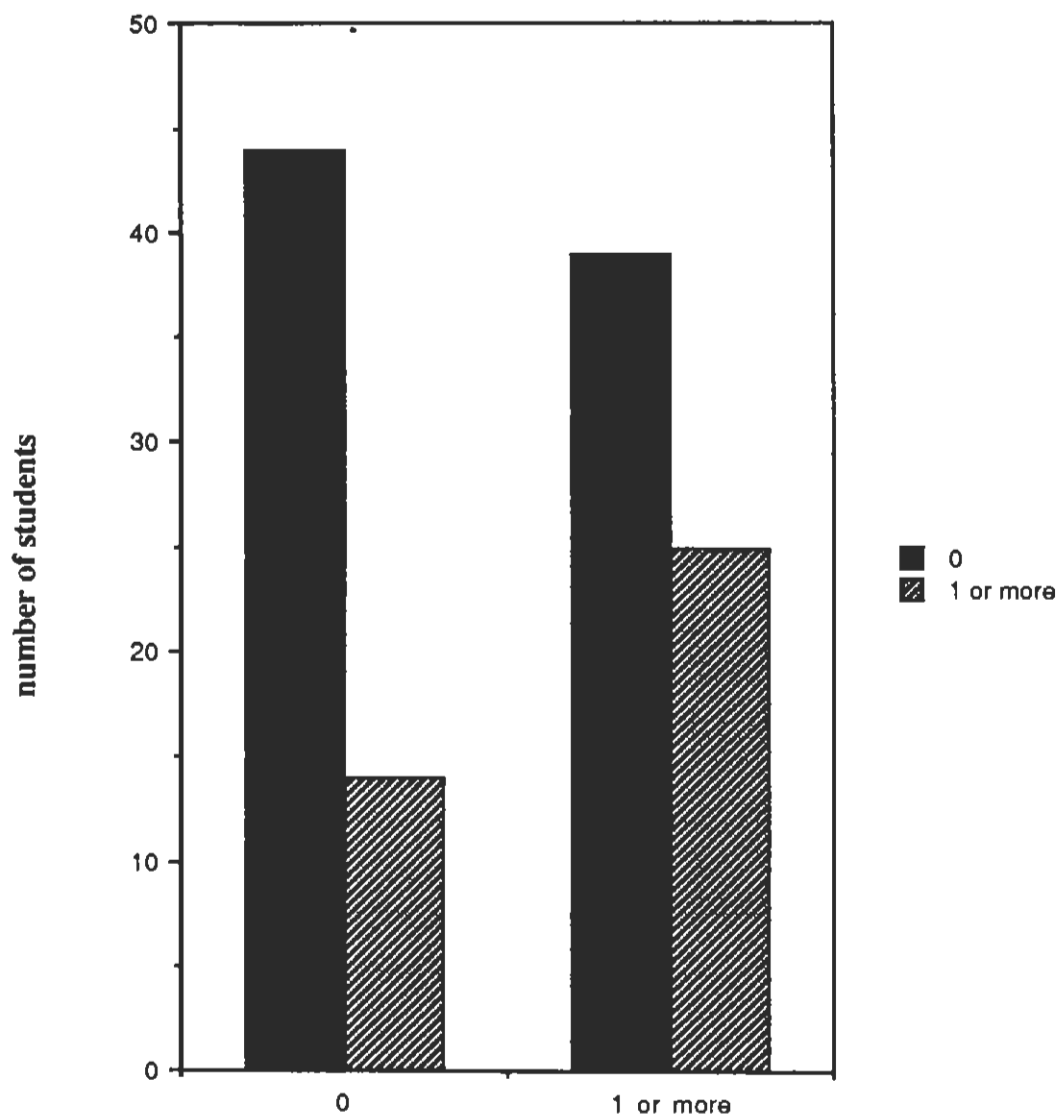
N =122

$$X^2 = \frac{(F_o - F_e)^2}{F_e}$$

$$X^2 = 3.09$$

Significant at .10 level

E.I. OF TOTAL BOYS IN SES I



EI

TABLE NO: 22

Relationship of EI with Teacher Ratings of total SES I Girl students

| EI (K) | 0 | 1 or more | Total |
|-----------|-----|-----------|-------|
| 0 | 176 | 5 | 181 |
| 1 or more | 109 | 8 | 117 |
| Total | 285 | 13 | 298 |

N =298

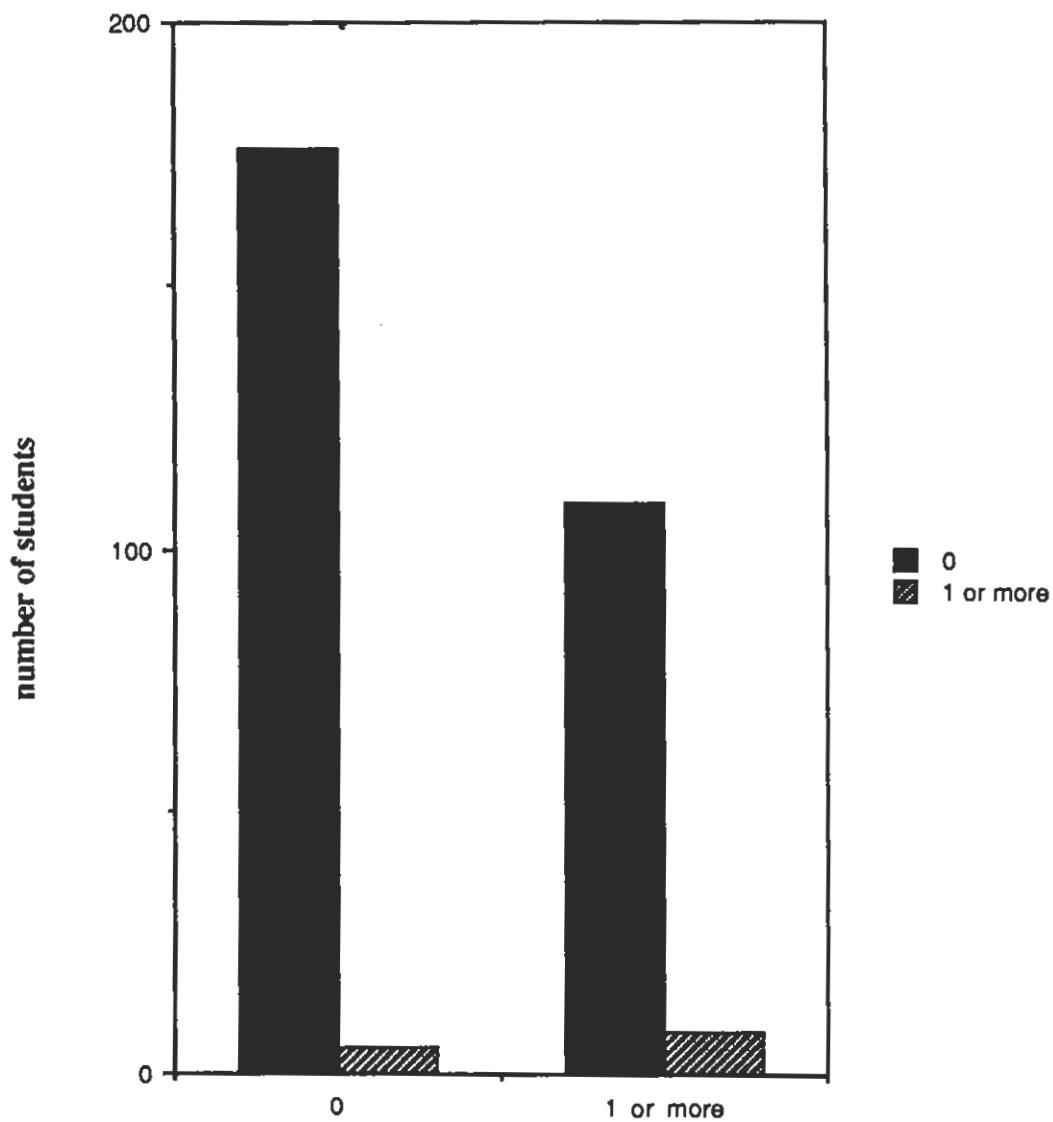
$$X^2 = \frac{(Fo - Fe)^2}{Fe}$$

$$X^2 = 2.8$$

Significant at .10 level

GRAPHS

E.I. OF TOTAL GIRLS IN SES I



EI

TABLE NO: 23

Relationship of EI with Teacher Ratings of total SES III Boy students

| EI (K) | 0 | 1 or more | Total |
|-----------|-----|-----------|-------|
| 0 | 32 | 5 | 37 |
| 1 or more | 171 | 33 | 204 |
| Total | 203 | 38 | 241 |

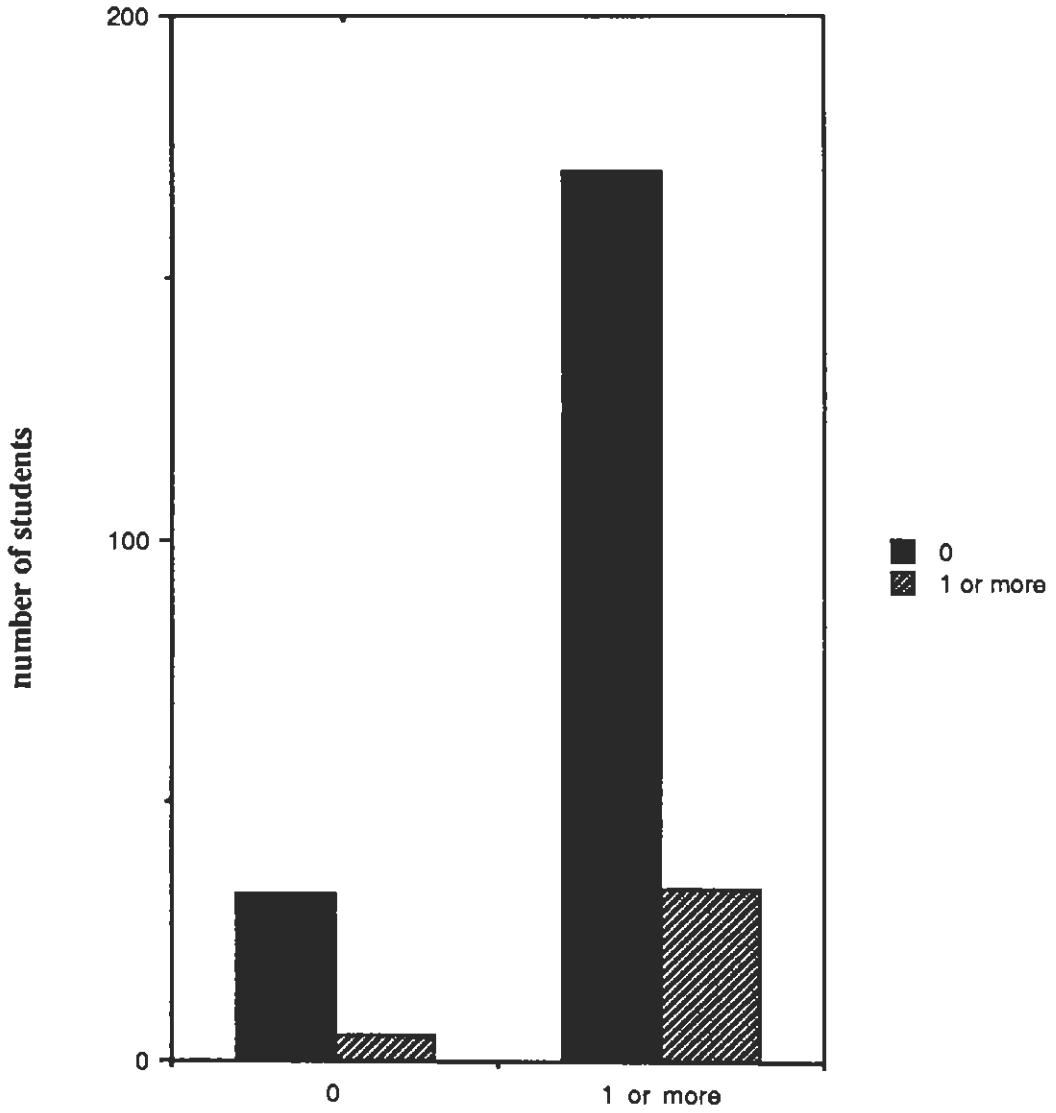
N =241

$$X^2 = \frac{(F_o - F_e)^2}{F_e}$$

$$X^2 =4.1$$

Significant at .05 level

E.L. OF TOTAL BOYS IN SES III



EI

TABLE NO: 24

Relationship of EI with Teacher Ratings of total SES III Girl students

| EI (K) | 0 | 1 or more | Total |
|-----------|-----|-----------|-------|
| 0 | 49 | 6 | 55 |
| 1 or more | 110 | 25 | 135 |
| Total | 159 | 31 | 190 |

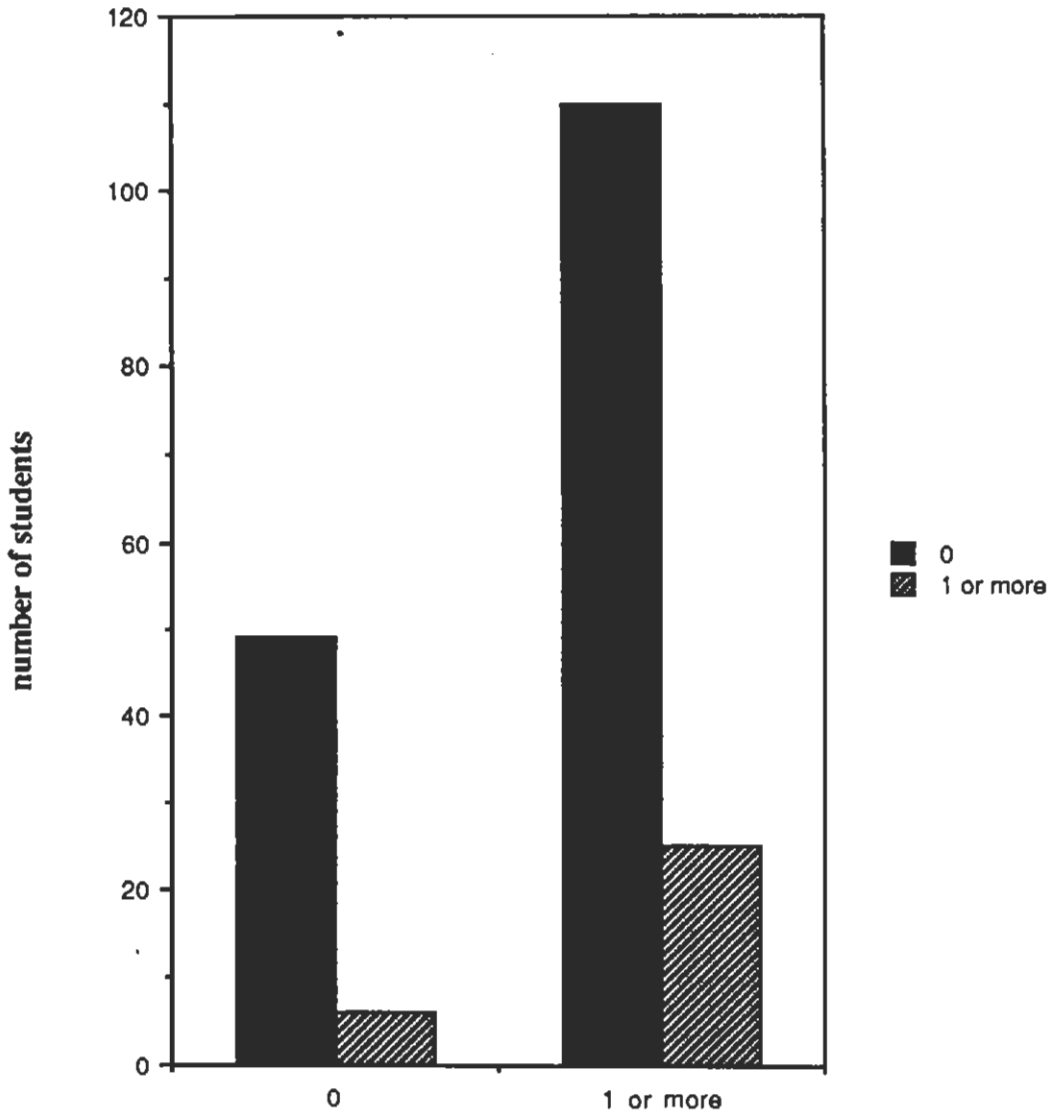
N =190

$$X^2 = \frac{(F_o - F_e)^2}{F_e}$$

$$X^2 = 1.64$$

Significant at .20 level

GRAPH U
E.I. OF TOTAL GIRLS IN SES III



EI

TABLE NO: 25**Comparison of USA and Pakistani Norms**

| | Koppitz (USA) | Pakistan |
|------------------------|----------------------|-----------------|
| IQ | 4.5 | 4 |
| EI cutoff point | 2 | 3 |