

RESPONSES OF ELEMENTARY SCHOOL CHILDREN TO THE PHILIPPINE CHILDREN'S APPERCEPTION TEST (PCAT)

By **Alfredo V. Lagmay**

IN A PREVIOUS paper by the author (1975) on the Philippine Children's Apperception Test (PCAT), it was pointed out that, while this test was developed for Filipino children, in some respects it resembled Bellak and Bellak's Children's Apperception Test (1952). But they also differed in other important ways. Over and above the possibility of eliciting responses in relation to definite psychoanalytic categories such as orality, sibling rivalry, aggression, etc., researchers have shown that the Murray TAT with human figures makes for a broadband instrument and produces responses beyond the psychodynamic categories of Bellak (Murstein, 1963).

Previous work by Ilan and Resurreccion-Ventura (1971) on responses of pre-school children to the PCAT suggests some degree of validity to the test; and they demonstrate that it elicits apperceptive responses and that psychodynamic categories are being tapped from the children's responses. Their sample group of

children were from the Los Baños Elementary School which was made up of two groups of children; those of faculty members in the college and those from a village of farmers.

Using the Byrd and Witherspoon (1954) study as a model for obtaining information on the proportion of apperceptive responses to the PCAT card, they found that the apperceptive responses to the cards of the Los Baños sample were an overwhelming 89% and about a little less of 10% belonged to the enumerative and descriptive categories. The Byrd and Witherspoon figures on an American group, ages two years and eight months to six years and five months, gave a proportion of 80% for apperceptive responses to the Bellak CAT, which figure was expected to be lower than those found by Ilan and Resurreccion-Ventura for a 5 to 5- $\frac{3}{4}$ year old group using the PCAT.

For this study, an elementary school group beyond the pre-school age was chosen in order to extend the data for the PCAT to the upper



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10 PHILIPPINE CHILDREN'S APPERCEPTION TEST

age ranges for Filipino children.

METHOD

Subjects

The subjects in the present study were 22 girls and 18 boys (total of 40) from the U.P. Elementary School whose ages ranged from 5 to 12 years, from the kindergarten level to the sixth grade. The sample was spread among children of faculty members, government employees, and private-sector businessmen and clerks, and custodial workers in the University of the Philippines. The preferred language of almost all of the subjects in this bilingual group was Pilipino.

Administration of the PCAT

The clinic of the elementary school was utilized for the individual administering of the test. The surroundings were not exactly quiet,

because of the presence of the children playing outside in the corridors, but the subjects themselves apparently had already adapted to the noise of the school, so that the tests proceeded rather smoothly.

As noted in the previous paper by the author (1975), a method of administration was involved, the main feature of which is a modification of the standard method of instruction. Something like "Please tell a story about this picture" (*Magkuwento ka tungkol sa larawan na ito/gumawa ka ng kuwento tungkol sa picture na ito.*), instead of asking for what is going on in the picture, what happened before and what happened afterwards.

The examiner received the picture from the testee as soon as he was finished and laid it aside while the next card was given to him. Instructions were ordinarily initiated in Pilipino, but if the examinee persisted in using English, a careful probe tried to verify whether English was the preferred language of usage.

Table I
FREQUENCY DISTRIBUTION OF ENUMERATIVE, DESCRIPTIVE, AND APPERCEPTIVE RESPONSES BY PICTURE NO., IN 40 U.P. ELEMENTARY SCHOOL CHILDREN TO THE PCAT

RESPONSE CATEGORY	PICTURE NUMBER														Total	%
	1G 1B	2G 2B	3G 3B	4G 4B	5	6	7	8	9	10	11	12	13	14		
No Response	0 0	0 1	0 0	0 1	0	0	0	0	0	1	1	1	0	8	13	2.3%
Enumerative	0 1	0 0	0 0	0 1	1	1	0	1	1	0	0	0	1	0	7	1.3%
Descriptive	1 2	1 2	0 3	0 1	2	4	0	3	2	1	0	0	1	0	23	4.1%
Apperceptive	21 15	21 15	22 15	22 15	37	35	40	36	37	38	39	39	38	32	517	92.3%
TOTAL	40	40	40	40	40	40	40	40	40	40	40	40	40	40	560	100.0%

Table II

**FREQUENCY DISTRIBUTION OF ENUMERATIVE, DESCRIPTIVE, AND APPERCEPTIVE RESPONSES
TO THE PCAT CARDS BY GRADE LEVELS**

RESPONSE CATEGORY	KINDERGARTEN n = 5	I n = 4	II n = 4	III n = 10	IV n = 4	V n = 8	VI n = 5
No Response	8 (11%)	3 (5.35%)	0 (0%)	2 (1.42%)	0 (0%)	0 (0%)	0 (0%)
Enumerative	7 (10%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Descriptive	8 (11.42%)	6 (10.71%)	0 (0%)	9 (6.42%)	0 (0%)	0 (0%)	0 (0%)
Apperceptive	47 (67.14%)	47 (83.92%)	56 (100%)	129 (92.14%)	56 (100%)	112 (100%)	70 (100%)
Total Number of Card Responses	70	56	56	140	56	112	70

The testing sessions were tape recorded. All the children, without any exception, adapted very quickly in less than a minute to the tape recorder in front of them and behaved as if they had forgotten all about it.

Analysis of Data

The tape recorded materials were transcribed and typewritten. All names and circumstances of the subject were coded in order to remove identifying marks in the transcriptions that might introduce unwanted distortions in the analysis.

Being an extension towards the upper age ranges, beyond that of the Ilan and Resurreccion-Ventura sample, this particular study similarly tried to find out to what extent the subjects responded apperceptively to the PCAT. Following the Ilan and Resurreccion-Ventura method of classifying responses into enumerative, descriptive and apperceptive, we quote them with respect to the above type of responses:

"Each response was classified and tabulated as *enumerative*, *descriptive*, or *apperceptive* — the categories used by Byrd and Witherspoon (1954). A response was considered

enumerative if S just named one or more objects in the picture, e.g. "Yan tao, bata" (That is a person, child) in Card 15. A response was *descriptive* if S did more than describe the objective features of the picture, e.g., "Tapos nakapaa sila pareho" (Then they are both barefoot) in Card 2. Responses which indicated interpretation beyond the objective features of the picture were considered *apperceptive*. *Apperceptive* responses, according to theory, reveal the psychological dynamics operating in a person when he meaningfully interprets the stimulus picture."

A psychologist, other than the author, scored the test protocols for each of these categories. The judgments were simple and straightforward, so that it was pointless to run, an interjudge or an intra-judge, correlation coefficient.

RESULTS AND DISCUSSION

Consistent with the results of Ilan and Resurreccion-Ventura and those of Byrd and Witherspoon, the PCAT responses of our elementary school sample were overwhelmingly apperceptive responses (92.3%). Enumerative responses were quite negligible (1.3%) and the

12 PHILIPPINE CHILDREN'S APPERCEPTION TEST

descriptive category of responses was 4.1%. Ilan and Resurreccion-Ventura worked with lower age groups, so that the higher percentages for enumerative and descriptive categories and lower figures for apperceptive responses that they obtained are consistent with our findings.

Note however in Table I the "no-response" category (2.3%) which is confined almost entirely to picture No. 14, the blank card. These no-response counts came almost entirely from the kindergarten and Grade I subjects (Table II) who had difficulty trying to imagine a picture in this blank card.

The PCAT has a blank card and so does its complementary set for adults, the PTAT. But the American CAT does not provide for any blank card. In the opinion of the author, the blank card can be extremely useful in exploring the capacities of the child with respect to age and for increasing broad-band characteristics of test set by making it possible to obtain projective materials, the determinants of which are not from structured pictures but from the interval resources of the subject.

Table II also shows the proportion of enumerative, descriptive, and apperceptive responses in the PCAT cards by grade levels. Apperceptive responses increase monotonically from 67% at the kindergarten to 100% in the second grade. 100% levels of apperceptive responding perhaps is reached somewhere between the second grade (8 year) and the fourth grade (10 years).

On the other hand, enumerative responses are at their highest level of frequency or proportion at the kindergarten and grade 1 levels. This means that somewhere around ages 7 to 10 years, one has to look out for artifacts in apperceptive testing where enumerative and descriptive responses may be due to any one of many possible factors, namely, unwanted response sets influencing the individual's production, or subject's failure to understand the nature of the task because of inadequacies in instruction, etc. Enumerative and descriptive responses may not be entirely due to a developmental incapacity in the child, although this may be one of the factors. Because of these problems, techniques of projective test administration for very young age groups deserve

special consideration and should not be left to untrained hands.

CONCLUSIONS

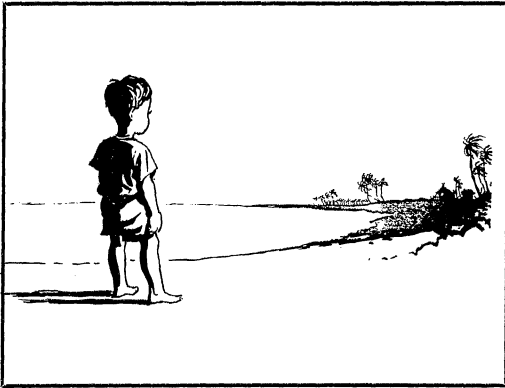
The findings for sample studied here are consistent and agree with those of others that have been done by Ilan and Resurreccion-Ventura and by Byrd and Witherspoon. The proportion of apperceptive responses goes up as a function of age and probably levels off somewhere about age 8-10 years for the sample studied. Enumerative and descriptive responses are most frequent at the kindergarten level and in the first grade (ages 5½ to 7 years). Data in respect of the power of the PCAT to evoke the apperceptive responses, that can be subjected to analysis, are made available in this study besides in those of others, which indicate that the PCAT may be used by researchers and clinicians.

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THE PHILIPPINE CHILDREN'S APPERCEPTION TEST (PCAT)

XIV Plates (Experimental Series)



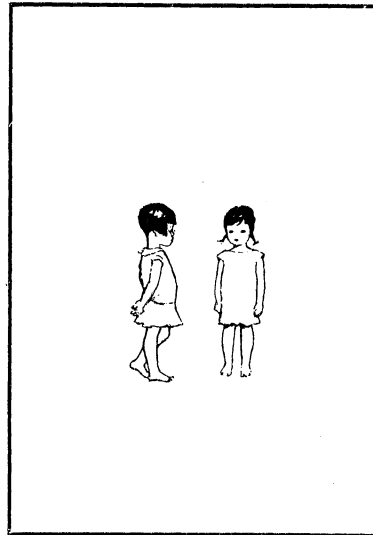
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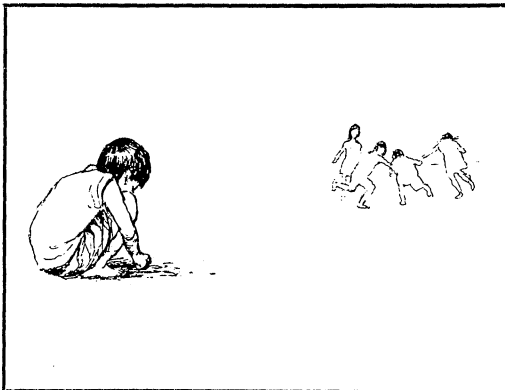
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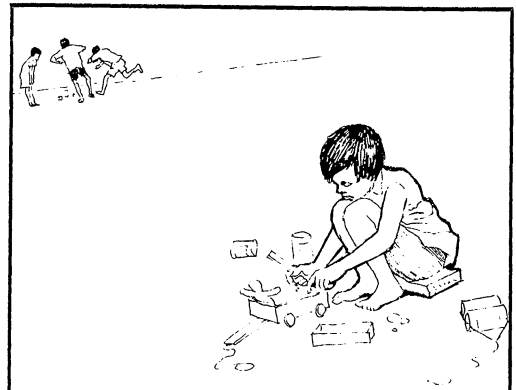
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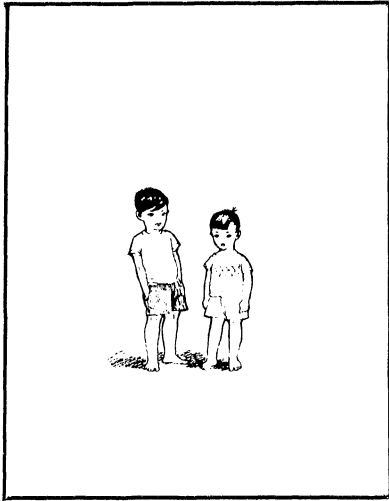


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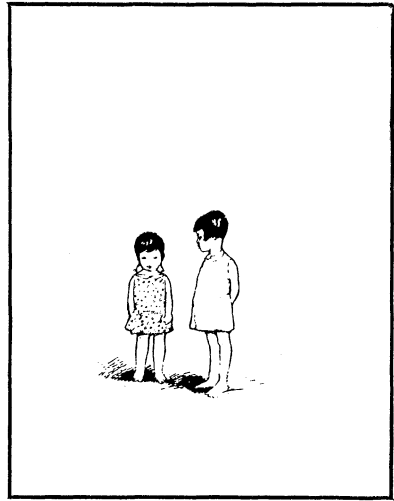


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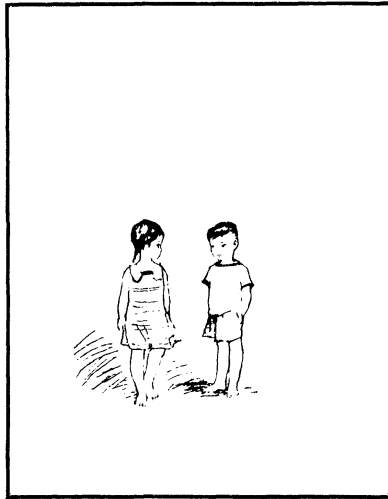
14 PHILIPPINE CHILDREN'S APPERCEPTION TEST



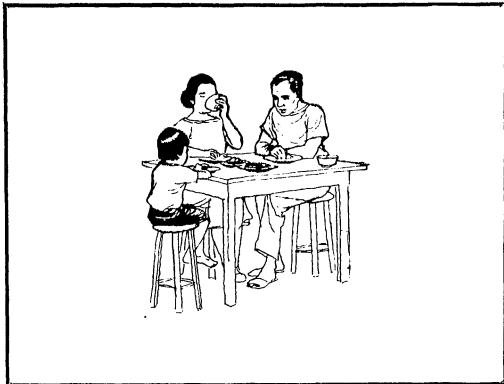
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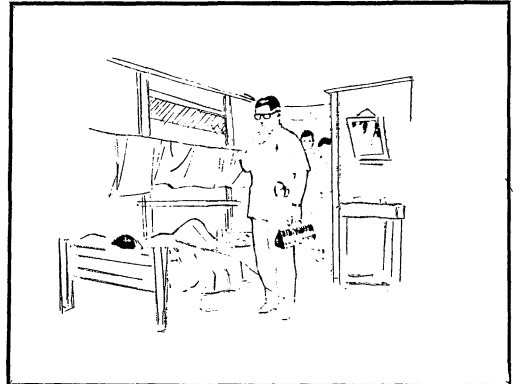
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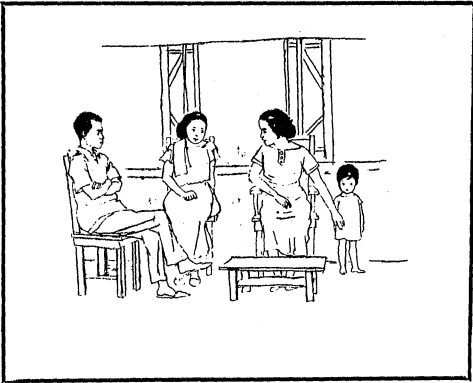
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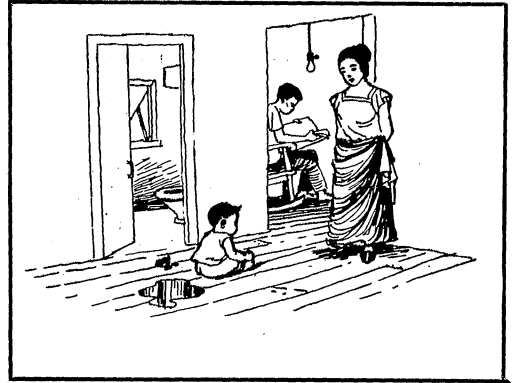
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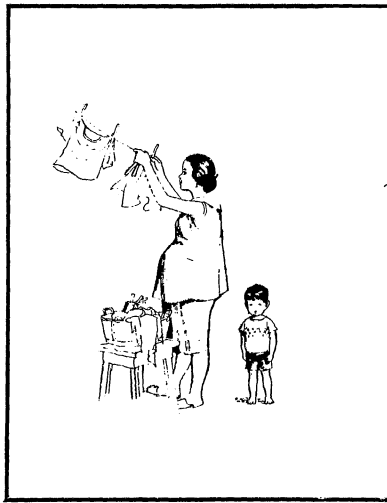
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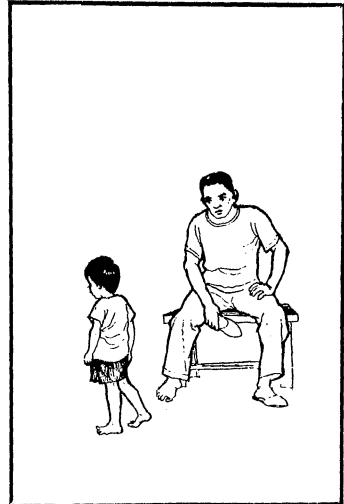
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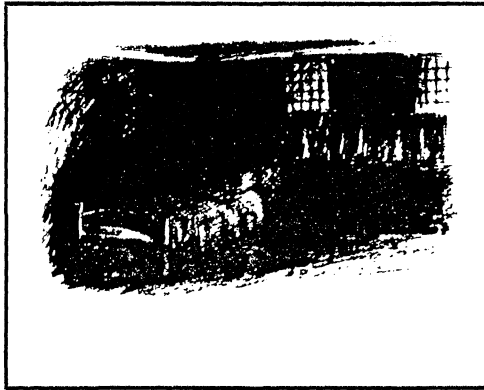
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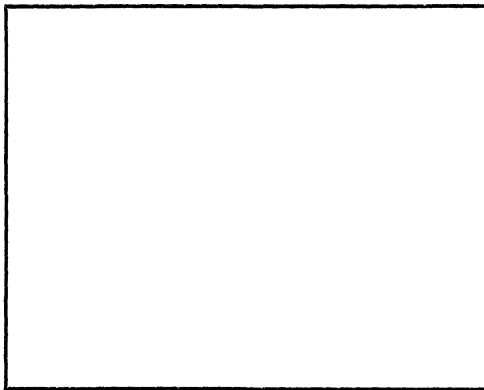
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