

Analysis of the Learners' Responses of the Adjusted Rorschach Comprehensive System: Critical Psychological Perspective

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Abstract : The study focuses on the analysis of the Adjusted Rorschach Comprehensive System's responses. The purpose of the study is to analyse the participants' rate responses of the Adjusted Rorschach Comprehensive System with regards to critical psychology approach. The use of critical psychology theory in this study was crucial because it responds to the current inadequate western theory or practice in the field of psychology. The participants were learners in previously disadvantaged school in the Western Cape, South Africa. The study adopted a qualitative approach and a case study design. The study was grounded on interpretivist paradigm. The sample size comprised six learners (three boys and three girls, aged of 14 years) from historically disadvantaged school. The Adjusted Rorschach Comprehensive System (ARCS) administration procedure, biographical information, semi-structured interviews, and observation were used to collect data. Data was analysed using thematic framework. The study found out that, factors that increased the response rates during the administration of ARCS were, language, seating arrangement, drawing, viewing, and describing. The study recommended that, psychological test designers take into consideration the philosophy or worldviews of the local people for whom the test is designed to minimize low response rates.

Keywords : adjusted rorschach comprehensive system, critical psychology, learners, responses

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