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**Role of Culture and Gender in Rorschach Findings in 9 Year
Old Iranian Children**

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The main objective of this study was investigation of differences between 9 year old boy and girl subjects in Rorschach variables. Also for evaluation of role of culture, non-clinical and 9 year old Iranian sample responses to Rorschach cards were compared with non-clinical non-Iranian samples on Rorschach variables in similar ages. To this end, 110 nine year old children (52 boys and 58 girls) in the third grade of primary school from five regions North, South, East, West and downtown of Tehran were chosen. Comparing the results indicated that the girl and boy subjects responded to Rorschach test according to their gender.

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*Keywords: Projection, Rorschach Test, Exner Comprehensive System.***1. Introduction**

In 1920, Rorschach published his 10 primary cards. Rorschach's major theory is that environmental motivators are organized by the necessities, motivations, contrasts and perceptual sets (Groth Marnat, 2009). Rorschach's five major grading systems were applied widely up to 1957. Exner et al. Started to collect basic data about norms and writing a coding system accompanied by integrated interpretation for modifying any difficulties of research about Rorschach and its clinical application. Basic factors in grading this system are located, determinant, content and popular respond (Exner, 2003).

Most researchers have stated the effect of cultural factors on the Rorschach test (Dana, 1998; Meyer, 2002; Ritzler, 2004). From a cultural viewpoint it is believed that projection methods like a Rorschach test, present more justice concepts of a person in his cultural context (Dana, 1993).

Exner has tried to present some norms from primary school up to adolescences (Exner, 2003). But the major problem of applying western norms for different cultures is the important subject of difference vs. deficit in interpretation of protocols in other cultures. So it is not obvious that whether differences in replies are reflection of a deficit in personality or functions of the culture (Howes & Deblasse, 1989). Several researches have been made according to Exner system in field of children in many countries (Hamel, Shaffer, 2007; Hansen, 2007; Matsumoto et al, 2007; Salcuni, et al. 2007; Silva & Dias, 2007; Valentino et al. 2007).

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According to these articles it is not simply possible to ignore any cultural- social and tribal differences in Rorschach results. But none of these articles evaluated differences of girl and boy subjects responses to Rorschach variables.

While it is believed that gender like culture have role in type of responses (Rorschach, 1941). There is not any research including findings about childhood period at primary school and also comparison regarding to gender in Iran.

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Regarding the mentioned above and the role of culture, society and gender for focusing on Rorschach test, the major goal of this research is investigating the differences of boy and girl subject in Rorschach cards and comparing the results of non-Iranian and non-clinical samples in Rorschach test in cultural view.

2. Method

2.1. Sampling method

The statistical population of this research includes all boy / girl 9-years old students (born in first semester of 2000) occupying at third level of primary school through academic years 2008-2009 at Tehran city. Totally about one hundred and ten 9-years old students (58 girls and 52 boys) as a sample were selected at 3rd level of primary school through academic year 2008-2009 at Tehran city in 5 regions (regions 1,4,6,9 &15) randomly.

2.2. Research tool

Rorschach's ink dot test is a projection test including 10 ink dots with symmetrical forms in 5x9 inches dimensions. This research is based upon Exner comprehensive system of performance, grading and evaluation of responds. Basic factors of grading in this system are Location, Determinant, Content and Popular respond (Exner, 2003).

2.3. Data analysis method

In order to make a comparison between Iranian sample and Exner one, and girl & boy subjects the comparative test of means was applied for independent groups (*t* for independent groups).

3. Tables

Table 1: The results of comparison between mean of boy and girl subjects in Rorschach variables

Variable	Boys (n= 52)		Girls (n= 58)		observed t
	mean	SD	mean	SD	
R	22.09	8.38	24.08	10.22	-1.10
W	3.36	2.55	3.55	2.56	-0.38
D	8.78	4.41	9.48	4.37	-0.82
Ds	0.63	0.81	0.15	0.48	3.68*
Dd	0.94	1.28	1.41	2.01	-1.47
S	2.78	2.04	2.74	2.96	0.09
M	1.34	1.58	1.81	2.32	-1.23
FMa	1.01	1.24	1.58	1.41	-2.22*
FMp	0.94	1.19	1.34	1.46	-1.56
FM	1.96	1.96	2.93	2.15	-2.46*
ma	0.30	0.54	0.13	0.43	1.79

mp	0.59	0.79	1.10	1.26	-2.54
m	0.90	0.97	1.24	1.28	-1.55
FC	2.13	1.78	2.41	2.39	-0.69
CF	0.63	0.90	0.94	1.28	-1.45
C	0.59	1.05	0.68	0.99	-0.47
Cn	0.03	0.27	0.01	0.13	0.52
FC'	2.15	2.01	2.25	2.09	-0.26
C'F	0.34	0.59	0.37	0.72	-0.26
C'	0.17	0.38	0.20	0.52	-0.38
FT	0.01	0.13	0.01	0.13	0.07
TF	0.03	0.19	0	0	1.42
T	0	0	0	0	0
FV	0.05	0.23	0.08	0.28	-0.57
VF	0.01	0.13	0.03	0.18	-0.48
V	0	0	0	0	0
FY	0.50	1.22	1.20	1.78	-2.44*
YF	0.09	0.29	0.31	0.95	-1.61
Y	0.03	0.19	0.12	0.32	-1.61
Fr	0	0	0.10	0.35	-2.19*
rF	0.01	0.13	0.01	0.13	0.07
FD	0.26	0.62	0.25	0.54	0.09
(Z)	7.28	3.62	8.31	5.86	-1.08
a(active)	1.94	1.85	2.43	2.06	-1.29
p(passive)	2.26	2.10	3.55	2.86	-2.69*
Blends	2.55	2.45	3.22	2.70	-1.34
popular	2.57	1.43	3.29	1.64	-2.42*
H	1.36	1.23	1.65	1.90	-0.95
(H)	1.17	1.13	1.25	1.48	-0.33
Hd	1.21	1.44	1.01	1.57	0.67
(Hd)	0.23	0.64	0.36	0.71	-1.004
Hx	0.21	0.45	0.18	0.43	0.25
A	8.61	3.33	9.63	4.39	-1.36
(A)	0.67	1.06	0.51	0.90	0.83
Ad	2.07	2.22	2.20	2.60	-0.28
(Ad)	0.07	0.26	0.18	0.51	-1.46
An	0.80	1.15	0.62	1.19	0.83
Art	0.48	0.77	1	1.37	-2.46*
Ay	0.21	0.53	0.29	0.70	-0.67
Bl	0.30	0.57	0.29	0.67	0.12
Bt	2.05	1.74	2.48	2.10	-1.15
Cg	1.13	1.34	1.62	1.64	-1.68
Cl	0.11	0.32	0.06	0.25	0.84
Ex	0.11	0.32	0	0	2.57*
Fi	0.46	0.69	0.41	0.75	0.34
Fd	0.13	0.48	0.25	0.51	-1.29
Ge	0.11	0.51	0.01	0.13	1.34
Hh	0.46	0.91	0.77	1.12	-1.59
Ls	1.25	1.29	0.82	1.12	1.82
Na	0.57	0.91	0.91	1.18	-1.65
Sc	1.34	1.49	1.20	1.46	0.49
Sx	0	0	0	0	0
Xy	0	0	0.01	0.13	-0.94
Id	0.84	1.28	0.82	1.28	0.07

Table 2: The results of comparison between mean of Iranian & Exner samples in Some Rorschach variables

Variable	Iranian sample (n=110)		Exner sample (n=140)		Observed t
	mean	SD	mean	SD	
R	23.14	9.40	20.53	2.46	3.15*
W	4.11	2.92	10.33	1.57	-21.56*
Dd	9.45	6.37	1.20	0.84	15.17**
S	2.76	2.55	1.73	0.58	4.63**

M	1.59	2.01	3.12	1.85	-6.25**
FM	2.47	2.11	4.22	1.47	-7.72**
m	1.08	1.15	0.67	0.58	3.68**
FC	2.28	2.12	1.89	0.86	1.98*
CF	0.80	1.13	2.79	0.78	-16.44**
C	0.64	1.01	0.43	0.48	2.17*
SumC*	2.76	2.36	1.16	0.79	7.51**
SumT	0.03	0.18	0.97	0.63	-15.16**
SumV	0.10	0.30	0	0	3.95**
Fr+rF	0.07	0.29	0.42	0.43	-7.33**
FD	0.26	0.58	0.63	0.34	-6.30**
F	13.39	6.97	9.14	1.84	6.92**
(2)	7.82	4.93	8.97	1.69	-2.58*
a(active)	2.20	1.97	6.26	1.23	-19.94**
Ma	0.66	0.98	2.72	1.36	-13.39**
Mp	0.92	1.37	0.27	0.45	5.27**
Blends	2.90	2.59	4.38	1.23	-5.96**
Popular	2.95	1.58	5.78	0.63	-19.34**
H	1.51	1.62	2.87	1.03	-8.07**
Hd	1.10	1.51	0.57	0.40	3.98**
(Hd)	0.30	0.68	0.74	0.58	-5.52**
Hx	0.20	0.44	0	0	5.38**
A	9.15	3.94	8.28	1.59	2.38*
Ad	2.14	2.42	0.53	0.98	7.16**
(Ad)	0.13	0.41	0.23	0.39	-1.97*
An	0.70	1.17	0.36	0.60	2.98*
Art	0.75	1.15	0.32	0.71	3.63**
Ay	0.25	0.62	0.13	0.28	2.04*
Bt	2.28	1.94	1.45	0.65	4.74**
Cg	1.39	1.52	1.84	1.08	-2.73*
Ex	0.05	0.22	0.26	0.54	-3.83**
Fi	0.43	0.72	0.69	0.68	-2.92*
Ge	0.06	0.36	0	0	1.97*
Sc	1.27	1.47	1.55	0.72	-1.97*

* p<0/05

** p<0/01

4. Conclusion

Results show that girl and boy subjects responded to Rorschach test according to their gender. High Average of the content *Ex* (Explosion) in boy subjects can result from aggressive behavior among boys. Low *Mp* (passive movement responses) in the boy subjects can be considered proportional to the gender-related characteristics. In other words, boy subjects are faced with different situations actively. In contrast, girl subjects have higher *Art* response based on features related to their gender. Also popular Response rate in girl subjects is higher than boys. In Iranian culture, Women are expected to behave according to socially accepted values. While there is less social pressure on men. Based on this reasoning, the average of animal movement responses in girl subjects is higher. Thus, female subjects have more predictable approach to the world in comparison with boys. There are no findings about comparison of 2 genders in Exner works.

Also for evaluating the role of culture in response to Rorschach cards, we compared Iranian and non-Iranian samples. The first attractive subject is high rate of *R* (number of respond). It is believed that different performance methods may be effective on the number of responds (Groth, Marnat, 2009), but we are not facing with response reduction. This is a sign of researcher's efforts for suitable performance of Rorschach test. High number of *Dd* (uncommon details response) variable show that Iranian children contact the world with a very limited view. Higher level of *Dd* and low level of *W* (whole response) may lead us towards any differences in level of wisdom between Iranian & Exner samples. High average number of *F* (Form responses) in Iranian sample is concluded that they have higher abilities for controlling and/or postponing their emotions. Low rate of *M* (Movement) in relation with *W* may make us again close to the differences between wisdom levels in 2 samples. Whether low level of *FM* (animal movement responds) in comparison

with Exner sample and in compliance with number of F responds is a sign of serious rejection of emotions in Iranian sample? Form priority in color responds show that all Iranian respondents are interested to show their emotions in a prevented, controlled and organized form. About high rate of C' (shade responds), we may mention some emotional territories and defensive condition at Rorschach responds level. The number of pair responses and especially reflective responds in Iranian sample is seriously lower than Exner one. This is resulted from low intends of children in being egocentric. In content responses again we are observing a partial, not major, attention in responds. Because the rate of animal and human details response is high. Such a partial view has been focused in Dd responds. The high number of animal responds in Iranian sample is a sign of anticipated attitude of Iranian children against the world because animal contents are understandable with the easiest methods. In this paper, the average number of popular replies in Iranian sample was lower than Exner one. Therefore it is possible to say that current popular replies in the comprehensive system are in compliance with a special society and culture. In contrast, it is possible that our subjects have popular responses based on their culture, a norm that is unknown up to now.

Briefly we can say that in comparison of Iranian children with Exner ones with similar age group, there are considerable differences in the location, determinant, content and popular replies variables. There are several reasons for this result. According to the researches, it is obvious that cognitive schemas have a great role in our perception about the world like some cultural lenses (Cuellar, 1998). Also the present values in a society may have a role in responding methods to Rorschach test (Yang, 1981). On the other hand, the sample of children in comprehensive system have been gathered at the beginning of 1980 while this study has been performed about 30 years after that. Then we faced with a lot of social changes as well. Further to all above-mentioned items, it is necessary to pay attention that Exner has innovated similar criteria of evaluation and especially measuring popular responds for children and adults in grading comprehensive system. On the other hand it is natural to have some differences between the world of children and adults and according to this paper in world of boys and girls as well. Therefore any application of Western norms for respondent's protocols with different cultures may cause to evaluate them with some deficit in comparison with normed group protocols. When there is a relevant norm of a special culture and we are studying some people in a special cultural context, it is possible to have a better determination of the variance share of real deficit and any personal differences. As a result, any application of Exner norms as the major resource in clinical works could be considered doubtfully. Perhaps it is the time for creation different grading systems for children and adults and also different norms for any special culture, and 2 genders in each country.

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