

**Personality, Socioeconomic Status and Father's Education
as contributing factors to selection in
NWFP Public Service Commission**

By

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**Everything that irritates us about others
can lead us to an understanding of ourselves**
Carl, G. Jung

*To my husband
Tahir with love*

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God bless them all!

ABSTRACT

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The present research, conducted through Study I and Study II, investigated the contribution of socio-economic status and fathers' education in the selection process of the public sector jobs according to the laid down criterion, and the impropotional association of these two variables to the selection of the candidates at the N.W.F.P. Public Service Commission. For this purpose a sample of 695 subjects between the age of 18-35 years, who had applied for various jobs and had appeared for selection at the N.W.F.P. Public Service Commission were chosen.

A sample of 95 subjects, who were selected by the Commission, from these 695 subjects were also chosen. Study I, comprised of the estimation of reliability of the CPI. For this purpose inter-scale, and scale-total correlations were computed, for both the total sample and the selected candidates. The inter-scale correlations for the total sample range from $r = -.015$ to $r = .87$ and for the selected candidates inter-scale correlation range is from $r = .09$ to $r = .91$.

The scale total correlation for the entire sample is between $r = .34$ and $r = .87$, while for the selected candidates the range of correlation is from $r = .57$ to $r = .90$. KR - 20 indices of reliability were also calculated which came out to be from $.72$ to $.97$ with a median of $.89$.

For Study-II the candidates appearing for selection were classified into low and high scorers and their percentage in the low and high scorer category for the entire and the selected sample were calculated for the relevant CPI sub-scales.

The low and high scorers on the relevant CPI scale were classified into different classes of socio-economic status and father's education. It was found that candidates from upper class and with father's from graduate category scored high for the majority of the sub scales. The selected subjects were categorized into low and high scoring groups on the relevant scales of CPI and were tested for selection improporionately as regards their father's education and socio-economic status. It was found that subjects from the upper class and with father's education from the graduate category scored high on majority of the sub-scales.

The subjects in the total and selected sample, were compared through Chi-square on their socio-economic and father's education, in order to see the contribution of these variables in the selection process. It was found that majority of the selection was from the middle class and from father's having middle-intermediate educational level.

One way analysis of variance was applied on the scores of relevant sub-scales of CPI for the selected and a matched sample of unselected subjects. It was found that the two groups of subjects differed only on qualities leading to personal importance, social participation and status, whereas, they did not differ on qualities mentioned in the selection criteria.

INTRODUCTION

Introduction

Every person is in certain respects:

- (a) like all other people.
- (b) like some other people.
- (c) like no other person.

(Kluckhohn and Murray, 1953)

Personality, has been defined in many ways, but as a psychological concept it can be explained in two ways: the consistent individual differences among people i.e explaining relatively stable psychological characteristics while the second explanation encompasses the regularities among people, that help defining a human nature alongwith the factors influencing the entire life of the humans. This dual approach may help us in defining personality: on the one hand personality could be explained in terms of specific qualities of people, and on the other a search might be or is undertaken to study the psychological functions emphasizing the interplay between organic and psychological events within people and the social and biological events surrounding them. No matter how great the emphasizes be upon this dual nature of personality, it still would not be out of place to mention that it is difficult to define personality and no definition of personality has found universal acceptance within the field.

Nevertheless, the study of personality; will continue and it would certainly come to a point of agreement; among the social scientists and especially those focusing on personality study. In general; in the author's opinion information about personality has come from three sources: first one being the biological, having genetic as well as the

environmental basis. The second one being social in nature, that is the effect of social forces upon the growing child that shape such personal responses as traits, motives, behaviours and attitudes. The third is the analysis of those people who have faced difficulty in adjustment and adaptation to the worldly affairs. There is a growing concern among some who suggest an integration of all the three sources of information and the methods be deduced from them for better and valid source about the personality as a concept.

The definition of personality can be said to have its genesis in the fundamental idea that people are distinguished by their specific characteristics of behaviour unique to them individually. The distinctive ways in which they talk, walk, furnish their homes, react to some one, smile or express their urges. Psychologists, are often engaged in the systematic study of how people differ in ways of expression and thus attempt to explain and determine the causes of these differences, and therefore consider several options for facilitating the research into the study of personality.

There are number of popular definitions of personality by different 'psychologists focusing upon different aspects and with different views, perhaps the commonest of these may be reduced to 'personality is your effect upon other people', or when one hears 'he has a lot of personality' it means that who ever meets him do not forget him easily. He has a stimulus value.

Besides this stimulus concept, another view of personality could be to identify it with a single characteristic for example 'aggressiveness', but this unified single approach would of course narrow it down and is definitely unscientific to take one aspect of

personality in order to explain it in totality. Similar is the case when, personality when is phrased in an informal way to explain the personal attractiveness, i.e. to explain a particular character, (hard worker) and other qualities. Although in daily practice the word personality when is referred is considered to be a sum of characteristics, like an individual's style of life or ability to impress others.

Following are some of the definitions of personality, in the sense that there are several meanings attached to the word personality, when used conversationally.

To start with, Kempf (1919) (cited in Stagner, 1961) has defined personality as "the habitual mode of adjustment which the organism, effects, between its own egocentric drives and the exigencies of the environment". By this he means that human behaviours include in their boundaries all the responses in a habitual way of adjusting to the surrounding.

According to Morton Prince (1924), much emphasis in the study of personality is to be laid upon inner aspect of personality-covering all the biological dispositions, including impulses, tendencies, instincts etc. In contrast to Kempf, Prince seems to cover virtually all of psychology rather than a specific area.

Floyd Allport (1924), explains personality in terms of an individual's reactions to the social stimuli and his unique way of adaptation to the characteristics and features of the social environment around him.

Watson (1924) has included in his definition of personality, the character as well as the unique adjustment capabilities of an individual to his environment. He explains it by giving an example of a liar who may not have a character but he may have an

exceedingly interesting personality.

Personality has been defined by Symonds (1928) as a portrait or a landscape of organism working together in all its phases" and May (1929) speaks of "the social stimulus value of the individual"

Guthrie (1944) defines personality as:

"Habits and habit systems of social importance that are stable and resistant to change", which means that he talks personality in terms of permanent systems of learning which resist to change in the environment.

Cattle (1950) defines personality as a predicting agent which will tell what a person will do under certain circumstances and covers all those behaviours which are manifest in his actions as well as hidden ones.

Murray (1951) considers the impact of personality upon an individual through his life span and regards it as influencing actions. His views on the structure of personality are influenced by psychoanalytic theory and yet in many respects they are strikingly differentiated from an orthodox Freudian view. He recognizes personality in the shape of a flux, and does not feel happy in the use of the word 'structure' for its lawfulness and regularity.

According to Allport (1961) "Personality is dynamic organization within the individual of those psychophysical systems that determine his unique adjustments to his environment. This definition seems to recognize changing nature of personality (a dynamic organization); it focuses on the inner aspect of personality and stressing on the stimulus value of personality (unique adjustments to the environment).

Liebert (1978), seems to define personality in somewhat similar manner as Cattle, and explains that personality is hypothetical instead of a real thing - being an abstraction not observed directly rather than from behaviour, in other words what people will do or say will determine their personality.

According to Hall & Lindzey (1991) personality may be defined in terms of attributes or qualities, that is highly typical of an individual and is an important part of the overall impression created in others.

If we review these definitions in the light of popular examples of our daily life, we are able to divide the above cited definitions into two groups. Those which consider personality in terms of its stimulus value (the effect one has on others) and those which consider it in terms of responses (what the persons actually does or will do). Personality would be defined in terms of stimulus value, not only by the psychologists but also the street man. Because it is evident from our daily situations, such as selecting a prospective employee, describing close associates like friends or rating people. Applicants for a job are normally chosen on the basis of their personality, as it appears to the selector, or that personnel interviewer. This stimulus bound definition of personality poses certain difficulties when we talk of measuring personality traits empirically-because a single person has unlimited personality traits, each having a stimulus value for instance: a person will not be evaluated in the same way by his friends, wife, father, or his boss.

On the contrary, if personality is defined in response terms, it allows footing for the scientific study-because we are taking in behavioural terms when we say he has a charming personality. Nevertheless, as contended earlier we cannot restrict the study of

personality to either stimulus value or response pattern, which under take a masked, aspect of personality-because whether in a stimulus or a response way we modify our personality according to the social participation. But differences in behaviour in various situations, does not necessarily mean change in personality, rather in the authors view, it reveals the personality of a person responding to the situation as he perceives it.

It is the contention of the present author that there are certain intervening variables between the stimulus response which affect the nature of the final behaviour exhibited. Such variables may be a person's intelligence, motives at the moment, his past experience, his attitude towards the stimulus-situation. The decision that a person will make will be dependent upon his conscious awareness of these forces. So an individual's personality may be seen in the totality of his being an organization of the above mentioned forces and which lead him to act in a particular way according to his experiences.

A common factor that prevails through most of the definitions of personality is the need to comprehend the meaning of the individual differences, their determinants, and the factors that make for personal distinctiveness. Most definitions implicitly involve the assumption that personality refers to some kind of hypothetical internal structure or organization. However, according to the present author a trend has set in, that leads away from more or less formal definitions of personality as an organization or characteristics and systems. The impetus for this trend seems to be an awareness that explicit, concise definitions of complex hypothetical structures may not be the best way to stimulate empirical knowledge about the connections among individual differences,

personal disposition and covert behaviour. Thus McClellands (1951) definition could explain the recent trend of defining personality as " the most adequate conceptualization of a person's behaviour in all its details that a scientist can give at a moment in time."

Hence, it is clear from above, that various definitions of personality are possible and have been used. Each leads to a concentration on different kinds of behaviour and to the use of different methods of study. While defining personality the author contends that it is important to keep two issues in mind. First, a definition which reflects the kinds of methods that will be used to study behaviour. Second, there is no right or wrong definition of personality.

2. Personality: A Theoretical Perspective

The systematic study of personality although seems to have begun in the 1930's, with Stagner, Allport (1937) and Murray (1938) taking the lead. Each one of them focused on the same issue that is knowing an 'individual'. Stagner (1937/1948/1961), focused on the understanding of personality through the compilation of various scientific approaches dealing with the development of normal personality and other factors like role of family, school, economic status and its resultant effects on the personality characteristics.

Allport, meant to approach his study of personality through 'traits' which he regarded as personal specific entities, possessed by every individual to explain his behaviour.

While Murray's approach highlighted through experimentation, the idea of underlying wishes and needs of an individual. Still the study of personality can be traced back to its ancestry to the ancient Greek times, who proposed a kind of biochemical theory of personality. The idea that people fall into different categories, in relation to their bodily types, has generated interest among the modern psychologists as well as their counterparts in the ancient times.

Two set of approaches could be considered, when we try to understand the idea that people fall into certain personality types in relation to the bodily characteristics, or a personality in total.

Physiological Type Theories:

Perhaps the oldest theory of personality known in history is of the Greek philosopher and physiologist Empedocles and Hippocrates. Empedocles studied cosmic elements like air (warm and moist) earth (dry and cold). Fire (warm and dry) and water (cold and moist) and these qualities associated with each element were regarded to be related to the health of an individual. His ideas were close to the study of Hippocrates, who analyzed variations in temperament and found physical humors as their basis. His theory contained four classification: blood (sanguine temperament), black bile (melancholiac), yellow bile (choleric) and phlegm (phlegmatic).

According to these two theorists a homeostatic relationship among the four physical humours would determine emotional stability and general health, an imbalance or an excess would result in a particular bodily illness or an exaggerated personality trait for example a person with too much blood would be optimistic, enthusiastic and excitable. Too much black bile (dark blood perhaps mixed with other secretions) was thought to produce melancholic temperament. An over supply of yellow bile would mean angered, hostile attitude. The modern science in the author's opinion as advanced over the years has taken inspiration from these early theories, as these ideas gave way to the concepts of hormones, neurotransmitter and endorphins.

Kretschmer's (1921) theory is perhaps the earliest work on the biochemical concept of personality i.e. differentiating people on the basis of body shape (somato type). According to him body built and personality are related to a high degree and held that slim and delicate physiques are associated with introversion while those with

rounded, heavier and shorter bodies are moody but extroverted and jovial. Kretschmer's theory however did not find much empirical support, despite the fact that it was thought that body types may prove helpful in the study of psychiatric syndromes. In 1930's therefore, more elaborate studies like that of William H. Sheldon were proposed Sheldon's (1942) three digit Somato type system. containing: round and soft endomorphs; square and muscular mesomorphs, and linear and fine boned ectomorph, i.e. exhibiting three types of behaviours of temperaments. Sheldon's ideas seem to be an extension of the Kretschmer's point of view; and inspite of the development of a 20-item list of traits by Sheldon differentiating temperament and behaviours, still these two theories could not earn a place among the personalogists, although in the authors view, these two theorists gave impetus to the thinking of the later theorists interested to know the relationship of particular behavioural outcome in a particular situation.

Another major turn that the study of personality saw in 1930s was with the work of Margaret Mead (1935), who studied the social context of an individual in which he lived and thus analyzed the cooperation and competition in 13 primitive societies. She also pointed out through her analysis that masculinity was not necessarily related to aggressiveness and femininity to submissiveness. With her views came the ideas whether there existed any relationship between biology-learning and culture in the development of personality characteristics, their roles were to be understood.

Psycho-analytic Theories:

The field of investigation under this theory although began with the studies of

psychopathology, psychoanalysis became a more general perspective considering normal personality development and functioning. Sigmund Freud, alongwith his mentor and co-worker, Breuer began with their investigation when they noted during the interview that many of their patients were unaware of the start and how the symptoms were developed by them and were even least concerned about the inconvenience these symptoms caused them. Two assumptions were formulated by Breuer and Freud to explain this phenomenon; The first was based on the fact that although no apparent physical cause could be determined these neurotic symptoms however were due to multiple psychologically motivated factors. The second one was based on unconscious thinking, which was composed of ideas influencing behaviour even when the patient was unaware of them.

Freud held that these neurotic symptoms displayed by the patient had at its roots the patients desire to remove from his memory distressing events which were in conflict with his moral standards. These distressing events were sexual in nature. Freud formulated a theory and were based on the seduction or sexual experiences, and thus needed further study. Indicating that personality develops and takes its shape by experiences and other traumatic and frustrating events. He postulated that the fantasies that the patient displays during interrogation are in fact the expressions of sexual drive. Hence, Freud views neurosis and personality as an outcome of a conflict between sexual motivation and defenses against them, with conflict having its basis in early child development.

The fantasies were tackled through defense mechanisms, a term that Freud used

in order to explain people bearing the conflicting fantasies. For example obsessive compulsive conditions, where a certain act or idea is repeated under irresistible urge, like handwashing. These defense maneuvers are called the isolation and displacement. They consist in isolating a fantasy from its corresponding emotion and attaching or displacing the emotion to another, like a superficial ideas for example, hands are considered dirty to the handwasher rather than the desires. According to Freud, (1963) people relying on isolation-displacement are not characterized by pathological personality trend and are thus indecisive, perfectionists to and formal in their dealings with others.

Freud's concept of fantasies are based upon drives like sex, aggression, and self preservation etc. Other methods of defenses used by people are: regression; that is withholding the conflicting ideas from expression and recalls; projection: attribution of rejected tendencies to others; reaction formation: turning into some one opposite to the rejected tendency within one self-like becoming a nurse to handle the sadistic ideas or tendencies; Freud's basic idea of neurosis that is: conflict between drives and control systems is also seen in his explanation of dreams and its interpretation, and the freudian slips like ordinary slips of tongues.

The theory further proposed stages of development, through which sexual maturation develops in a series of stages beginning with the mouth, followed by anus and the genitals. The social control that circles around these zones during the process of socialization leads to the development of personality for example expression of responsibility, power are expressions of sexual drives associated with anus and thus related to the process of obtained control over anal functions.

The theory also attaches importance to the strengths of drives and of the control process-because theory explains unconscious conflicts taking place in a structure called 'id' the unconscious control processes in an another structure 'ego'-resulting in the creation of a characteristic style of mediating conflicts before the onset of adolescence. Children learn to model and identify adults through the control system of ego-which gives an identity and individuality to a maturing child. Finally, the ego controls, which is the self criticism is the 'superego' called as such by Freud, present in the unconscious as a conscience to act according to the moral standards of society.

Freud's great emphasis upon the sexual motivation in a personality development was questioned by his early followers Carl Gustav Jung. He accepted the unconscious process but unlike Freud, relied on more abstract even spiritual processes, in explaining the behaviour. He also focused on the individual differences; and thus formulated two ways of adapting to the underlying basic drives: The introversion and the extroversion, as reaction styles. Introversion was defined as preoccupation with one's own internal world, while extroversion as more outwardly driven behaviour, thus living out the inner drives. These two concepts of Jung, received empirical support from the trait paradigm also. Another one of Freud's early followers Alfred Adler, also disputed his over emphasis upon the sexual motives. Adler called 'compensation' as a adhering capability, important for the personality to develop. He was of the view that people compensated for their shortcomings by overemphasizing their existing capacities-he called it 'hypertrophy'. He said that the inferiority complexes which people carry because of their deficiencies are compensated through behaviours and symptoms, such as a short stature

would be compensated through domineering and controlling behaviours. Another major contribution of Adler to the study of personality is his concept of family dynamic-birth order of a child-which he regarded as an integral part of developing characteristics.

Freud's emphasis upon the sexual, aggressive and self-preservative motives in personality were modified by Erikson (1950/1968) an American psychologist, who combined social, biological and psychological factors. He gave eight stages of development, of drives moving from the Freud's five stages of oral, anal, phallic, latency and genital into the three stages of adulthood. His developmental stages rest on the term epigenesis, taken from embryology, which is concerned with the development of parts within the individual at its own particular time and each stage is affected by its preceding one; he emphasized the role of environmental forces as effecting the personality developmental stages-and anything that disturbs one stage would affect the entire stages following it-and according to him, for a personality to avoid disequilibrium every stage must pass through a smooth process.

Thus, the eight stages of development of Erikson, which can be said as polar attitudes that develop in course of person's life and in order to avoid conflicts, it should be resolved for avoidance of extremes in personality. These eight stages are described as: infancy: trust versus mistrusts; early childhood: autonomy versus shame and doubt; pre-school: initiative versus guilt; school age: industry versus inferiority; puberty: identity versus identity confusion; young adulthood: intimacy versus isolation; middle adulthood: generativity versus stagnation and late adulthood: integrity versus despair. Hardly, is there any doubt that psychoanalysis had an immense influence on personality

theory during the 20th century. It turned the interest from type of people to how people become what they are. This theory laid stress upon the changing nature although slow, of a human through out life, with continual interaction with the environment so much so that it never ceases to develop and even the rate of personality modification changes during the course of life. But of course personality characteristics are relatively stable and thus recognizable by the experts in this field. Another important feature of the psychoanalytic thought is its profound emphasis upon the biological and psychosocial forces operating within a family setup and its foundations laid very early in life.

Psychoanalysis as a theory, although had a profound and great influence upon the theorists during the twentieth century, still it received criticism from those either emerging during that time or even after it. The major criticism is about its testability- it makes use of such concepts as sex drive or dreams or even aggressive impulses, which cannot be experimentally tested, neither can they be recognizable by persons untrained to look for those motives, and cannot be generalized as such. As a consequence, although it has found a way into accepted doctrine, psychoanalysis, however, cannot claim to have an experimentally tested evidence. Nevertheless, it cannot be denied that psychoanalytic theory provides at least a preliminary framework for the personality research regarding motives and development.

Trait Theories:

Contemporary personality studies are empirical in nature, and even when they seem more precise and valid than the psychoanalytic school of thought still have a narrow

scope than the stretch of psycho-analysis in the field of personality. They seem more precise and valid than the psychoanalytic school of thought. During 1940s, researchers focussed their attention over the traits defining people like authoritarian personality. Others, who studied the presence of need identified by Murray as of affiliation or achievement, were McClelland and Atkinson. The method used to measure these needs was Murray's Thematic Apperception Test (TAT), through projection of fantasy in this test and then to relate the score or report obtained to other factors such as personal history, occupational choice etc.

Traits have been defined as more or less stable behaviours over time and across situations, like truthfulness, sociability, and impulsiveness etc. Traits refer to persistent not unvarying behaviour, which according to some personologist are disposition to respond in a particular and specific way. According to Allport (1937), traits are the products of both genetic predispositions and experience. Although traits are regarded as mere names for observed behaviours and not explaining them, nevertheless, the study as to how traits arise and are blended with an individual covers a major area of personality studies.

There are thousands of words, which define traits in English language and which have close meaning for example careful, conscientious. Researchers use methods such as self report personality inventories, for people to choose from adjectives or questions, in order to explain behaviour that they are conscious of displaying. While in others observers rate the behaviours of others.

Among the famous psychologists who have been referring to the studies of traits

are Hans J. Eysenck and Raymond B. Cattell, they introduced trait clusters through factor analysis, a statistical technique, correlating the similar ones and identifying those independent or uncorrelated to others. Common almost to all trait systems are variables related to emotional stability, dominance, energy level and sociability, although different researchers use different names for these traits like Eysenck has used three higher order factors to reduce the trait names introversion-extroversion, neuroticism and psychoticism, with an attempt to explore biological causes of these factors individually.

The fact that traits are relatively stable behaviours has received criticism from those psychologists who are of the view that behavioural consistency overtime and across situations is not a rule. For example Hartshorn and May (1928/1929), perhaps were the first ones to criticize the trait paradigm, they demonstrated in their study with 10-13 year old children that if given opportunity children were found to steal, lie or be dishonest, and they did not display a consistent dishonest, honest or destructible behaviour. They found children doing what other children were doing around them. Later, Mischel and Bandura, joined Hartshorn and May in their view about traits, that behaviour is not controlled by hypothetical traits rather by the external stimuli with its degree of effect, that behaviour changes with changing situation, i.e. behaviour is not consistent if the situation is consistent and that traits vary as the situation changes and that the environment evokes the traits this view corresponds with the social learning theorists, who hold that a person's personality is psychologically affected by the role models he comes in contact in his environment, in other words his personality is a result of learning phenomenon. Social learning theorists would also contend that personality is more

susceptible to change that would trait theorists.

Although it has been demonstrated that behaviour is hardly consistent, still it was found in the study of Hartshorn and May, (1928/1929) that some children showed a consistent honest and dishonest, behaviour, and behavioural consistency to increase with age. The fact that traits are internal and personal to people; and thus cause particular traits to emerge and be observed, has been greatly supported by many researchers including the social psychologists while assigning cause to their own behaviour people more often external causes such as a specific situation. These tendencies however are accompanied by seeking sources for their own behaviour-people tend favour internal causes when they consider a behaviour to be desirable like "I succeeded because I am intelligent" and regard external forces to be causing the undesirable behaviour for example. I could not succeed because of the unfair treatment on the part of the examiner.

People may be better judges of their own internal traits and find cause for their resultant behaviour, nevertheless, they cannot judge their behaviour in many situations and the cross-situational inconsistency that they may reflect in their behaviour. But in many situations and the cross-situational inconsistency that they may reflect in their behaviour. But in observing other person's behaviour, people attribute a consistency of behaviours as if many positive or negative traits could be inferred from a single observable situational trait, exhibited by the person. For example, a physically attractive person would be judged to have other desirable qualities, as observers are often influenced by the first impression. Why first impression are important in attracting attention is because of the amount of information they carry with a high degree of

unpredictability. Since the impressions about a person get integrated into a single characterization and the observer tries to ignore or rationalize an undesirable fact about a person. This way of having impressions about other persons may be favoured by a school of psychology, called the common sense psychology, consisting of rules and guides for having impressions of other people and situations these rules are used continuously to interpret ones own and other peoples behaviour and to predict behaviour under certain condition. However, this view, is challenged by the psychoanalytic thought. For a psychoanalyst a personality may be an integrated set of characterization ut it certainly is not in a regular fashion. According to psychoanalysts operation of unconscious psychological processes are often ignored when people consider inconsistency and consistencies in behaviour.

Another criticism over modern trait theory is that it is ethnocentric, for example the folk-psychological concepts and the trait matrices derived from factor analysis include culture specific notions about personal experiences such as natural and supernatural, intellect and morality, which are not prevalent in the folk traditions of many non-western cultures. Hence the critics of the trait approach hold that a less cultural bound approach is needed which could minimize cultural differences existing all over the world.

Personality study has always been diverse meant not to follow a single direction rather the psychologists interested to uncover the peculiarities of the personality are in a constant pursuit to gain better and better knowledge and to find many venues leading towards the study of personality, and in the context of the present research the aforesaid theories seem to be the most relevant ones, nevertheless a short and brief reference to

the recent interest in personality study would not be out of place. The modern and current interest besides knowing the categories and types into which people fall and the reason why people behave in a particular way is the interest encompassing the field of gender differences, aggressive impulses in human, genetics and the cognitive functioning.

Gender differences have been a controversial topic, as far as pertinent behavioural stances are concerned among males and females. Behaviours associated with sex roles are a product of a particular culture or a social thinking. Hence, the ambiguity of stereotyped roles assigned to males and females are understandable. Although studies reported on the gender differences regard themselves as culture-specific, nevertheless we do find behavioural difference among the two-Men are more aggressive and female better vocalists. Men outscore females in antisocial personality disorders like cheating, stealing etc, although these differences appear after the age of three. According to a study reported by Beatrice and Edwards, (cited in encyclopaedia Britannica, 1990), men were found to be more aggressive than females in seven cultures suggesting that men are prone to aggression in provoking situations, while the reason for this as to why and how is totally a cultural and social outcome.

There is a school of thought focusing on the aggressive aspect of a human, whom they regard, as having no internal inhibition to slaughter or to kill other species or his own fellow men. Inhibitions, therefore must be imposed externally in the form of cultural values, norms and standards, by the society. Social learning theorists emphasize the decisive effects of situations in triggering and controlling aggression. Although this aggressive impulse or drive is unpredictable in man, irrespective of the environment,

nevertheless, according to them, history of aggressive behaviour of a person would most probably help in predicting his level of aggression.

Shaping of personality by external social influences, has been emphasized by social learning theorists, and they do get an empirical support for their view point. Genetic factors, even though may not be actively involved in transference of behavioural patterns, nevertheless do help people to cope with environmental pressures in a specific way. Some people or even animals are more friendly, others aggressive, some are shy while others bold. These patterns as regarded by some, to be genetically influenced help and shape infant to interact with environment and can be considered as expressions of personality.

In order to study the influence of genetic and environmental factors, researches in humans, twins and adopted children have been taking place, which show that fifty percent of differences accounted among people are due to genetic factors and the remaining fifty percent to the unique environment of an individual within a family constellation, in their relationship with one another. In the studies with twins, Plomin & Rowe (1977) hold that in explanation of behaviours like sociability, impulsiveness, aggression the similarity among the identical (monozygote) twins is much greater than the fraternal (dizygote) twins and that the common environment to both has almost negligible influence upon these similarities.

The field of behaviour genetics, relatively a new one, would require cross cultural studies like the trait psychology in order to test its claim that in similar environments, genetic influence would be highly visible.

People differ in their response and reception of information, they make small and big categories out of it, which seem to be a kind of a constant behaviour on their part, this consistent pattern is the cognitive control, and different cognitive controls combined together in various combinations are referred to as cognitive style.

1940s and 1950s saw a great era of exploration in the field of cognitive controls- in order to see whether personal needs or drives contributed to what one perceived. In a study (cited in encyclopaedia Britannica, 1990) of children from rich and poor families, who were asked to adjust a light circle to a size of coins increasing in value and to the cardboard size too. It was found that except for the neutral disks all the children over estimated the size of coins with poor children over estimating more than the rich children. Hence it endorsed the role of needs in one's perception. Nevertheless, the role of perceiver's preferences cannot be under estimated, whose need will be restricted according to his standards of comparison because some people would be more exact than others in their estimation of the size of disc.

However, there were psychologists in the 1940s and 50s like Klein who were able to demonstrate that there were several cognitive controls which were stable over situations and even intentions, this view they held after experimenting with people who tended to blur differences between the stimuli appearing successively, while others made sharp differences. This principle they regarded as active in memory as well as for the determination of size of objects.

Field dependence and independence, is another example for the cognitive control- pertaining to the ability of people to use their inner (field independent) and outer

capabilities through environmental interaction (field dependence) to adjust into different setups. Field independent to adjust into different setups. Field independent people prefer to have abstract careers while field dependent like to be in professions dealing with social work etc. of course with no intellectual differentiation. However, in the explanation of these two phenomena, cultural differences need to be taken into consideration as well.

The over arching conclusion of the study of personality, reveals that each discipline who ever views personality describes people in their interaction with the world, that is in an overall perspective, the trend that is common to all is to know the individual differences as to why and how people differ from each other on the same and different occasions, not in an abstract manner, rather in a concrete way. However, in the author's opinion, each theorist concerned with personality study, needs to integrate the entire views given by the psychologists, whether it is the biology and psychology, cognition and feelings, conscious and unconscious, consistency or inconsistency, maturation and development, nature and nurture, personality and society, selfish versus social nature of people and stimuli and response Study of personality hence cannot be restricted to one issue and exclude other.

3. Process of Socialization and Personality Development

Socialization as it is called is a process broadly concerned with the development of an individual in a given society. Infact it is a process affecting the physiological and psychological health of an individual. Society requires the growing boy and girl to develop socially as well as physically and psychologically through series of stages that are reflective more of the chronological age rather than the general maturity level. Socialization a sociological concept, is a series of complex processes, describing the growing up of a child, to an adult in a society-with results and ways of encouragement to continue acting adults after the childhood is crossed. The emphasis upon the diverse nature of socialization has been great we find stress laid on the psychological factors, parent child relationships, outer environments of school teachers & friends etc. While in the recent years emphasis has been laid on the love and consistent interaction among the family and it has been argued off and on that deprivation of love and care would deny a society of a humane person. Considerable interest has also been shown in the child rearing practices and differences between social classes. In a socialization process, need is there for us to understand, namely the internalization, or the taking in and making ones own set of beliefs behaviour and values. Further, the differential experiences and results of the experiences on the basis of gender, age and membership in a particular group are also to be understood. Variations among people belonging to different groups as a result of the socialization can therefore be immense and further confusion becomes evident when there exist differences in the age of puberty, physical growth, intelligence level, innate abilities of emotional harmony, and family background.

The fact that the society expects some positive roles from its young ones long after they pass out of the phase of physical maturity i.e they are to educate themselves, and follow the rules and regulations imposed through the system of cultural values and norms in order to establish a social control. This continuous training lasts well into most probably the mid 20's. This means that more and more young people are dependent economically upon their parents/guardians or even society during their prolong phase of reaching the mid 20s'. And in order to function well they have to tackle and if possible accomplish the social and developmental tasks imposed all along during the maturational stages. The developmental tasks such as achievement of a successful job would lead to happiness and success with later tasks, whereas failure would lead to unhappiness and subsequent difficulty with mastering the other related tasks. All such tasks are closely inter-related and failure at one stage would result in stress and strain at all other later stages lying ahead.

In a society the socialization process takes place in the shape of developmental tasks, which can be grouped as under:

- a) coming to terms with the society.
- b) coming to terms with self.
- c) coming to terms with life as a whole.

Coming to terms with society can be explained in the sense of getting a job, raising a family, getting education etc. While coming to terms with self, is to have a positive self image i.e realization of one's capabilities and hence making use thereof by contributing effectively to the building of a society. Lastly, coming to terms with life is

to internalize the moral and religious codes in the shape of beliefs, norms and values of the society.

The growing up process of humans is to be seen as a search for identity. Identity means self-realization within a particular social environment and period in life-each individual possesses a unique inner most self which becomes evident during an interplay of an individual's inner self and surrounding culture, and this of course is a continuous process.

The social and cultural factors in a person's life are responsible for the differentiation: and this process of social differentiation has often been taken as one of the principal indices of social development and therefore can be explained in terms of nations and civilizations and the distinctions within societies between classes or status groups. The distinctions between the numerous nations or communities into which man kind has been always divided since primitive times, are closely related to differences of language, kinship structure, religious beliefs, economic system, and culture.

The arrangement of groups and categories of individuals in a hierarchical order is the social stratification and this is normally composed of distinct social stratas or permanent levels, and stratified in different ways which designates socially differentiated roles to people on scale of prestige. Stratification in society is the most important form of differentiation, which is primarily done on the basis of economics. This stratification into different classes or stratas and their resultant relationships among themselves determines the general course of social events in all spheres of life. This social differentiation phenomenon, helps in understanding the relations between the individual

and society. Each individual is faced with a unique, particular and differentiated social group, because he is born into this specific group, and his life experiences in this group give shape to his character and hence determine his outlook, aims and achievements. In other words, his learning process stems from this unique relation between an individual and society, through his perceptions in the particular group to which he belongs. Hence, it could be said that an individual's experiences through socialization are to be understood in terms of social control, when he learns to anticipate negative valences, what behavioural patterns will achieve positive gratification, what will be the outcome of his various relationships, activities and particular behavioural modes. The significance of socialization, becomes obvious and more clearly understood when we consider, those contributing agents in this process that lead to the development of a self image of a person. These include the family, education and the occupation one enters.

Family as a powerful socializing agent:

The family is clearly and undoubtedly a most powerful socializing institution, and because of its pre-eminence it probably has the greatest influence on a child's future life than any other agent. All schools of thought, involved in the study of personality are in agreement that child imitates his parents, his acquisition of pictures of social roles and his tendency to act out in later relationship are all associated with his inter-action with his parents. If this interaction is dealt with, in a specific parent(s)- behaviour towards child rather than in a general theoretical way, it lets us understand the resultant personality characteristics.

Family life, in other words, is a general morale pattern, including satisfaction of the parents with each other and with the home situation, but likely to involve also the inconsistency of discipline, differing standards by parents, quarrels between parents, etc. Since it has been stressed by the present author, that family is strong socializing agent it becomes obvious that child takes on the roles of his family members i.e the parents in particular. When we say that child acquires roles from his family then, it is evident that a low-morale home does not start him off on a favourable path. Whether boy or girl, each one of them will find samples to imitate behaviour from and to develop expectancies about family roles, which will carry strong unpleasant components. This, of course, is the basis for the pattern of 'neuroticism' or 'ego weakness. The interrelationships and the emotional attachments within a family differ from culture to culture and from strata to strata in a specific society. As contended earlier, stratification of society into various stratas, takes place to define relationship of people belonging to the same group & others on the basis of their uniqueness. In Western societies middle class children behave in a more organized way in terms of their long term goals; work hard at school. control their aggression, are expected by their parents to be cooperative with their authorities; albeit not at the expense of their achievement and competitiveness. On the other hand, the lower class youngsters except for the socially ambitious; are brought up in a much less controlled manner-with an erratic and a less consistent disciplinary mode; and an expected physical and verbal abuse. Their future ambitions rest on a secure job, a good pay and not an achievement oriented ambition with clear aims. It is because of the lack of control on the parents part that results in the more often delinquent behaviour of the

child, there are more and more dropouts from the school; and children from the lower class leave school much earlier than middle and higher classes.

Higher class, has a clear distinction from the other two because they are the small group of wealthy property-owners whose life style is such where even if parental control does not exist over offsprings, children by virtue of their wealth and other accessories can have higher education in the most prestigious organizations, can afford an expensive living and have much permissive and organized way of living and the aggressive and destructiveness of both the middle and higher class is channelled into organized pranks- with middle class life being more rationally ordered in comparison to the higher and lower classes.

Parental involvement in training of children varies widely from culture to culture and between communities. In communities like Pakistan the association is often very close between parents and children the child self-consciously accompanies father as he goes out for his daily business in order to have a clear and complete identification with his own future role. Society like ours which is deeply traditional contrasts with the American and other Western countries; here the role of parents has a great significance, where-as in United States a child is encouraged to have ideas and views of his peers from a very early age in comparison to what parents say and advise. Such a family structure is socially stable, but is resistant to change and may seem orthodox, because children are highly influenced by their parents and are expected to abide by parental roles, and especially the father who is seen as a figure of authority; and a pious model of duty bound caretaker of home.

Hence it becomes evident that being a parent calls for certain kinds of behaviour on the part of the individual who is in this role. Some of the examples of behaviour have been cited above, which are the outcomes of the roles parents execute in different ways. It is inevitable, therefore that a major set of determinants of how the role is executed, will fall in the category of parent's personality. An individual who is high on schizoid tendency, withdrawn, unable to express affection, distant with everyone, is likely to have the same pattern towards his child; a punitive strict individual will produce personality problems such as authoritarianism weak ego and low self confidence in his child.

Nevertheless, in interpreting the role of parental practices or family upon the development of personality characteristic, we must keep in mind that parents are by no means the sole determinants of a child's reaction to world along with it a child is influenced by companions, school teachers, his books, institutions, motion pictures and so on. And since the explosion in the communication system through Dish antennae. television has become the most potent & pervasive influence. Beyond pre-school age a child shows social and emotional reactions which are influenced by external forces as mentioned earlier besides the primary force of parents.

Education and its importance in socialization process:

School and educational institutions have the function, to carry on and extend the socialization process that started in the family. The term 'education' in its widest senses may be assumed to include the entire process of development through which human

beings pass from infancy to maturity, gradually adjusting and adapting to the physical and social environments, around them but the more precise sense in which the term education is used, is the designed influence of the adult community upon the child, for the purpose of maintaining and, if possible raising the level of culture to be understood through its values, mores, norms and standards. In modern western societies, education is used to promote the existing cultural practices, and maintaining a status-quo and providing the people with better facilities.

It is clearly understood in all the societies of the World that education has a direct relation with an individual's future prospects and success. Cognitive growth begins at the level of the infant, when he enters into school, with the acquisition of early language and numerical capabilities he continues to learn till he reaches higher levels. This learning process is not simply an enlarging reservoir of information, rather it helps an individual to generalize, interpret, infer, explain, apply and create. This cognitive learning helps making up human intellectual activity for thinking judging and observing the events in the psychological and physical environment of individuals.

A child from its very first years is essentially an 'absorber' of what goes on in his environments, Montessori, (cited in, encyclopaedia Britannica, 1990) said that art of education consists in preparing for the child a special environment which shall contain what we want him to absorb, and to hold his attention, and have a dynamic relationship between the child and his environment. Educational life is a process-which has gone on in the family-of liking and disliking, conforming and rebelling, acquiring a conception of the world and of himself, and much of what he has learned in the family structure will

be transferred to the academic settings. Hostility to parents whatever overt or latent may appear as rebelliousness towards the teacher. Insecurity based on rejection will be manifested in aggressive reactions. Sibling rivalry is likely to take form of competition with class mates.

Like the parents, the teacher is often a model for initiation and identification. School situation too takes the role of imprinting and thus imprints certain pictures in the child mind which form basis for the future standards of displaying proper behaviour in the future. Even those styles of teacher which he rejects at that moment may be adopted by him on a later occasion.

The learning phase of school or educational institution is only five or six hours a day, nevertheless, as contended earlier the impact of the teacher's personality and his morale of delivering the information has a specific place in the personality development of his pupil, a teacher who is explosive, irritable and nagging will set up many emotional repercussions, Pupils would need a very favourable home environment to balance this kind of school situation.

The general objective of education does not end at the subject-matter taught at school, rather it includes essentially, the promotion of well-integrated person capable of taking a responsible active role in society through the attainment of intellectual abilities and social insights (cognition), the learning of practical active skills (psychomotor learning) and the development of emotions, attitudes and values (affective learning).

Occupation and Work:

The form and nature of work process help determine the character of a civilization, but in turn, the society's economic, political and cultural characteristics not only shape the form and nature of work process the role and status of worker is also effected.

Work is essential in providing the basic physical needs, of food, clothing, and shelter. Work has been defined in various terms in various cultures for its importance and place in human survival. Thus, in Chinese civilization, work was thought to be a flow of nature to which every human being must adapt. Whereas in Judo-Christian and Pagan religious traditions work was thought to be as a divine punishment for their deviation from the wishes of God and spirits.

Since the inception of the society and culture, work has been regarded as a means of salvation and earning a good name before God. Infact the notion of physical rewards as well as survival of the, 17th Century that work bring is still prevalent and the attitude that 'you are what you do' or God helps those who help themselves, implies that people define themselves by the nature of their work.

Occupation is one of the most important formative elements in the development of self-image of a person. Occupational role of an individual relates him to other individuals of all ages, ranks him and at the same time provides firm footing for him in the economic circle of a society and community. It further provides him a social root, his future is determined and provides him opportunities to flourish and have a dignified life. Moreover it is through employment that an individual gains confidence in himself,

feels independent and is therefore able to earn and live a married life with a home of his own. But a failure to achieve a meaningful employment would mean failure at the economic level too, which in turn produces feelings of insecurity and inadequacy that hinders his growth to attain maturity and effective citizenship. It gives way to various kinds of psychological and social problems such as stealing, drug addiction, lawlessness etc. because in the author's opinion, these problems derive directly out of the individual's feelings of worthlessness, at the job, and resentment of being excluded from the material attainments and rewards of life. Because we cannot undermine the economic frustration that the socially disadvantaged people face in this modern industrial era, who have been forced to live in the sub-standard conditions and attend low grade schools all their lives. Since work, is so important for the economic health of both the society and the individual it is so saddening to note that how little thought and care is given to this aspects in societies all over the world, especially the developing societies like ours,, where no vocational guidance centers exist which could help build a positive self image of the youth of our country, because most of disadvantaged youngsters face the prospect of long term uselessness.

In the present researcher's view, the socialization process, that takes place in an individuals life is not always obvious, in part, because it helps in the incidental learning of certain phenomena and events which affect the energy and mainspring of that individual's psychological and social life. The acquisition and application of values and attitudes become obvious in adolescence and come to dominate the general life of the young individual. All that he is taught at home by his parents, and at school form an attitude towards cognitive and theoretical values. Hence under instruction and experience, a person's emotional structure goes through three kinds of change. First an individual

learns to select those situations and problems to which he will make appropriate emotional responses. Secondly, he learns to respond to these situations which are even far from his personal life because he becomes mature enough to deal with day-to-day affairs distant to his direct life. Thirdly, he learns to control his immediate, expressive physical activity that otherwise would be against social standards.

In short, an affective socialization process is that which transforms a youngster into a competent adult, which if explained conventionally would be doing well at work, succeeding as a part of a family, and becoming a law-abiding, responsible citizen sharing the economic and political burdens of a community as a whole.

Study of personality in the present researcher's view, is not static, as the personality psychology has extended over from past into present, so too will it extend from the present into the future. Certain trends would become more specialized, to rely more on sophisticated methods and to enable a person to live in this complex world. Psychologists at different times in history and at present have also focused on the development of devices to assess the differences in individuals for the prediction of future performance and the diagnosis of strengths and weakness of individuals. Two approaches seem to be active in order to pursue the fact, as to how people are similar to each other and themselves and different from others first concern is reflected in traits, temperaments, types, factors, styles, aptitudes, skills, motives, values and interests that depict what is distinctive about an individual. The second concern is reflected in variety of tests, measures, questionnaires, believes and inventories that assess these distinctive aspects, often for the purpose of arriving at an educational, occupational and clinical decision.

4. Measurement of Personality

When the psychological testing began, the tests measured intelligence and ability. These tests subsequently influenced the model for assessing individual differences and thus paved way for assessment of personality through pencil and paper tests when need arose for recruiting army personnel after World-War-I.

Assessment in psychology takes place in order to facilitate the psychological theory through compiling information to make wide decisions in applied situations, for example selecting the best applicant from among the group of potential candidates for a job. The assessment is a process which allows the examiner to measure objectively and quantitatively the underlying characteristics or traits of an individual and to relate it to the social aspect of the behaviour of an individual in relation to his adjustment process in his environment.

Psychological (Personality) theory, assessment and research are all interrelated in the two major theories dealing with the study of personality that is psychoanalytic and the trait theories. The validity of a personality theory is tested in research which involves devising assessment procedures to measure the theoretical concepts to be investigated, and the observation or collection of data through scores, nominations or ratings can be a rich source of data for expanding or revising the personality theory.

The psychoanalytic strategy relies almost exclusively on indirect personality assessment e.g. dream analysis and projective techniques because psychoanalytic theory makes the basic assumption that most of one's personality is unconscious. In fact, it involves in making observations of behaviour from which the processes that cause

behaviour are inferred in an indirect and non additive manner. The trait approach, on the other hand has employed almost all the major personality assessment techniques. For example, interviews as well as projective and situational tests of various sorts, to identify presence of various characteristics. However, one general type of assessment i.e. written reports and descriptions of behaviour have played the central role in the trait and type approach. It include a wide range of paper and pencil self report tests popularly known as 'objective tests'. These tests yield signs or indicators of various under lying dispositions. The behaviour of an individual is explained by value assigned to him on dimensions considered relevant to the behaviour under consideration. These values may be scores on a test or may be represented by labels meant for different positions on dimension. The use of these dimensions and the values obtained help a psychologist to predict a person's behaviour in variety of settings. Different organizations and recruiting agencies have varied criteria and requirements for hiring individual. Each of them would use different methods, techniques and tests to arrive at a decision regarding the best selectee. For example in selecting a pilot for the Air force, the test developer needs to assess the potential candidate on those qualities which are deemed necessary for a person to be an effective aircraft pilot, like dynamism, aggression, emotional stability etc. The test tapping these dimensions are either developed or already existing ones are used. Where as, in selecting a painter the selector, would have different qualities in mind, and would thus look for the appropriate dimensions on an appropriate scale.

Personality tests are designed so, to provide information about characteristics like feelings and emotional states attitudes, preoccupations, motivations and the interpersonal

relationship modes. Diverse approaches such as interview, rating scales, self reports, personality inventories, projective techniques and behavioural observations, are there to assess the personality. Hence, a brief explanation of some of these techniques would enable us to know personality measurement through various expertise and methods.

The interview:

The basic aim of the interview is to allow much information about the interviewee with adequacy, this considerable amount of information depends upon the questions that are asked. For example in an employment interview, information to be collected through questions is generally about the job, candidates work experience, general and specific attitude and aptitude. The interview, must also contain an individual's life history and his biographical information, for example the family relationship; of course this information would be integrated in different manner in comparison to a clinical interview.

Interview is a complex situation, and erroneous conclusion could be drawn from a face to face interview because of the fears, attitudes and the expectation of an interviewee and the interviewer's manner and training. Standardization of interview procedure and format would eliminate the unreliability and invalidity from it, i.e. use of more than one interviewers to observe the behaviour of the interviewee, and a standard set of parameters. However, such standardization where all the interviewers ask similar questions would not be possible as it would lead to incorrect decisions.

Rating scales:

Rating scales may be said to have similar properties in some respects to a multiple choice test, yet its options in the form of choices have a degree of a specific characteristic. Being self-report in nature, they characterize individuals and events. In other words it quantifies observations. However, it becomes difficult through this technique to quantify and rate certain observations like beauty or measuring respectful attitude. For a rating scale to be useful, it must be reliable, in the sense that a consistent score be designated to a person by different raters, secondly, the tendency to rate someone average or favourable always, by the particular subject, is a drawback of the rating scale, which should be reduced to a maximum.

Projective techniques:

These techniques unlike the personality inventories allow a free hand to the respondent to answer or to interpret the ambiguous stimuli in the form of a picture, word or a shape by projecting his inner feelings, latent impulses and defence mechanisms; instead of answering in a restricted fashion in a true-false, agree-disagree, yes-no way. These techniques are similar to the personality inventories, in making use of the standardized testing procedures and settings, and secondly to some extent in their ambiguity for example inkblot are ambiguous so are the statement which do not reveal the actual aim of the research like MMPI and CPI. However, the projective techniques work on five major techniques: associative techniques where a subject responds to a word, sentence or a figure with first associative thought; construction technique: where

a subject creates something like a story; completion technique: requires a person to finish an unfinished task like sentence completion; ordering technique: when a person arranges a set of stimuli like arranging pictures or cards; free expression technique: when a person uses an expression to freely express his inner feelings like a finger painting. Under the caption of projective techniques, those tests are included that allow subjects to project their personality in responding to them. The best known projective measure is Hermann Rorschach's inkblot test (1921). Based on the psychoanalytic theory, which holds that an individual's underlying needs and drives affect all spheres of functioning. The genesis of the Rorschach inkblot, test is that an individual's responses reveal his personality, characteristics just, as dreams, free association and slips of tongues do.

Another well-known projective test is the Thematic Apperception test, by Murray (1943), containing ambiguous material in the shape of pictures. This test was devised in order to measure the difference in needs among individuals, such as need for achievement or recognition etc. by structuring a story out of the pictures having a beginning, middle and ending-according to Murray and his colleagues, this story development, by the subject would reveal his/her personality as one projects his inner feelings in the story.

The famous Word Association test of Jung, which according to him reveal unconscious functioning and complexes of individuals when they are presented with words like "to pray" "bride" etc. like the free association and dream analysis of Freud. The inability to respond, long delays or certain other key signs were seen by Jung as part of what he called a set of feelings and emotions making up complexes.

Another important measures of personality based on the psychoanalytic and Gestalt ideas to explain how certain forms of child rearing produced the rigid intolerant authoritarianism is the F.scale (Fascism) (Adorno, Frenkel-Brunswick, 1950) measuring the individuals differences on authoritarianism a variable of recording submission to authority, preoccupation with dominance and submission, coupled with exaggerated concern with sexual matters.

Yet another, test based on Freud's repression (unconscious) concept is the Rotters (1951) sentence completion.

The list of tests based on the unconscious or to be more precise the psychoanalytical thought is varied, but these later tests in the field of projective testing are in fact off shoots of the TAT and Rorschach, which are the mother tests, from which the discoveries and rediscoveries are made and inspiration taken.

Objective techniques:

Coming to the second broad category of personality assessment which is the objective testing field, and theorists working under this heading are interested to know the distinguishable, relatively enduring way in which one person is different from another. This way of studying personality through objective personality assessment techniques are influenced by the trait and type approach who are of the view that an individual needs to be discovered scientifically because he possesses inside his skin generalized action tendencies (or traits), which are not physical entities like glands or organs rather real psychological attributes which explain behaviour rather than just describing it.

The study of the structure of personality through trait and type approach have been making use of the self-report inventories. These tests restrict the subject to answer in a specific designated way that is true-false, Yes-No or an occasional cannot say answers, which are convenient to answer, and objectively score. There are three basic functions of the these tests:

- i) They help in making diagnosis in clinical settings, as well as planning a treatment.
- ii) They aid in selecting employees.
- iii) These self report personality tests help carry out psychological research on more scientific lines; for example testing the test anxiety before or while taking examination.

Personality Inventories are among the most common of self report tests, these tests do not test a person's knowledge or a specific skill, rather ask questions from people about themselves. These questions are to be responded either as self descriptions or about personal beliefs. Most inventories yield several scores, regardless of the way it is responded in, each score in intended to identify a specific personality aspect or trait.

Besides the personality inventories, there are other self report approaches to personality measurement. These include rating scales as mentioned earlier, that is rating or quantifying a person's reactions to himself, others, objects or concepts in terms of polarities such as "good-bad".

Another method is the Q-sort technique, which too resembles the, rating scales in its use. A person chooses from a set of sentences words, phrases written on cards,

presented individually to describe himself, or some one else. The subject chooses in terms of the degree of relevance to an attribute and its presence on a kind of rating scale. For example "is sociable", "likes to work hard". Objective personality test contain such tasks which bear little resemblance to the criterion behaviour under investigation. For this reason these techniques are called indirect tests. Among objective tests of personality, some are outstanding measures which are examples of criterion keying, which refer to the development of a scoring key in terms of some external criterion. This procedure involves the selection of items to be retained and the assignment of scoring weights to each response. When criterion keying procedures have been followed the responses elicited by the stimuli are scored in terms of their empirically established behaviour correlates. Within the realm of the criterion keying are the personality tests which are great in number but few famous ones are the Minnesota Multiphasic Personality Inventory (MMPI), California Psychological Inventory (CPI), Sixteen Personality Factors (16PF) etc.

Use of objective tests in personnel selection:

Another application of Trait approach, besides influencing the testing of individuals by separating them into different types, and helping them choose careers and occupations according to the personality types is helping organizations choose employees. Personnel selection is concerned with individual differences leading to good and bad job performance, Thus personnel psychologists often embrace to orientation of the trait theorists.

Personnel tests have their basis in the testing movement launched several thousand years ago in Greece and China whereas, the modern testing started off after World War-I when almost two million men were screened through group intelligence testing. Woodworth (1919), similarly devised a diagnostic test for soldiers requiring psychiatric help. His inventory according to Hogan, Carpenter, Briggs & Hanson (1984), was however adapted and used for civilians by the employers employing 'stable' and 'cooperative' workers in 1930's.

Much of the advancement in the field of personnel selection came after World War II, when Murray (1946) devised several of forms of tests for identifying employees who could take up dangerous assignments as spies and other missions impossible, in the CIA.

Further, trait psychologists started using more efficient personality inventories being developed like the MMPI and the 16 PF, to predict job performance. In the Dunnectic and Borman's (1979) view; in the personnel selection is handling of the individual differences and their assessment in a more sophisticated manner. Personnel psychologists now define the pertinent requirements of jobs in behavioural terms in order to fit people to these settings.

As the present investigation was carried out with a selection perspective, and it concerned with the personnel selection at the N.W.F.P. Public Service Commission, the present researcher, chose to use CPI an objective test, for the aforesaid purpose. It was chosen primarily because of the following reasons:

- a. It is self administered.

- b. Its sub-scales measure qualities that the Commission members look for in a candidate during the interview.
- c. It is designed for use with the general population, focusing on variables important for social living, interaction and adjustment across cultures.
- d. It is the best available instrument in comparison to other personality tests, because of the great amount of work on its cultural relevance, adaptation and translation which was and is being done in Pakistan.

California Psychological Inventory:

California Psychological Inventory (CPI), an empirically keyed self report personality inventory. It was initially developed at the University of California by Harrison Gough (1957). It represents work carried out over a period of years. In several respects it is similar to MMPI, however it was not devised with an aim of contributing to the differential diagnosis of mental patients. The main goal behind its development was the description of normal personality. Its scales are principally addressed to personality characteristics important for social living and interaction. The inventory presently used by the author, contains 480 true-false items and 18 sub-scales. There appear to be four types of scales on the CPI measuring (1) poise, ascendancy, and self assurance, (2) socialization, maturity and social responsibility, (3) achievement potential and intellectual efficiency, and (4) personal orientation and attitudes towards life.

Three of its 18 scales are "validity" scales designed to assess test taking attitudes. These scales are designated as sense of well being (Wb), based on responses by normals

asked to "fake bad"; Good impression based on responses of normals asked to "fake-good", and communality (Cm) based on a frequency count of highly popular responses. The remaining 15 scales provide scores in such personality dimensions as Dominance, Sociability, Self-acceptance, Responsibility, Socialization, Self-control, Achievement-via-conformance, Achievement-via-independence and Femininity.

Keying of the various CPI scales was based on responses of a sample of over 6000-7000 males. In sampling, Gough paid attention to subjects ages, social positions, status and geographical locations. Thus a standard score scale with a mean of 50 and a standard deviation (SD) of 10 was obtained.

Internal consistency and retest reliability coefficients of the individual scales compare favourably with those found for other personality inventories (Megargee, 1972). Intercorrelations among scales are relatively high. All but four scales, for example, correlate at least .50 with one or more scales, indicating considerable connectedness among the 18 scales.

The inter-scale correlation among the relevant CPI scales and the KR-20 indices applied; as a measure of internal consistency for the present investigation, yield at least a correlation of .48 with each other and the KR-20 estimates signify the intended use of the test on the present data.

Cross cultural studies with individual scales such as Socialization and Femininity, have yielded promising validity data against American criteria with in different cultures. Research has provided a number of regression equations for the optimal weighing of scales to predict such criteria as delinquency, parole outcome, high school and college

grades, and the probability of high school drop outs.

Gough (1957), emphasized upon the need of developing such test which is a close measure of day to day events similar to all the cultures all over the world. He claims CPI to be a such test which is universally recognized due to its sensitivity in clicking the qualities which are cross culturally relevant. He regards the variables of CPI as 'Folk Concepts' i.e. terms available to all the normal human beings anywhere. Since these folk concepts emerge from the interpersonal relationships and social setup that enables them to have a direct relevance with such social situations and interpreting a particular individual with reference to the social value.

On the whole, however, the CPI is one of the best personality inventories currently available. Its technical development is of a high order and it has been subject to extensive research and continuous improvement. According to Gough (1987) the goals of the inventory as were and still are "to assess the everyday variables that ordinary people use in their daily lives to understand, classify, and predict their own behaviour and that of others". CPI has been revised twice, both the 1987 and 1995 versions contain 20 folk concept scales in comparison to the eighteen scales in 1957 version. The two new folk concept scales are (1) "Independence", designed to differentiate between self-sufficient, resourceful and detached people from persons having low self confidence and seeking support of others. (2) "Empathy": to understand comfortable persons with self and well accepted by others, alongwith understanding of feelings of others in comparison to ill, at ease in many situations and empathetic people.

The original 1957 version contained 480 true-false items, where as the revised

version of 1987 contains 462 items and the 1995 version: 434 true false items. From the latter two versions those items have been dropped which were thought to be culturally loaded such as those related to sexual activity or concerns, and therefore may not have been applicable across borders; the scoring of the 20 folk concepts takes place on the original 480-item answer sheets.

The revised versions of CPI (1987 and 1995), both contain four factors: extraversion, control, flexibility and consensuality, which are close to the original CPI factors as summarized by Megargee (1972); however they have a slightly different sequential order. Factor 1: (extraversion 1987, 1995) corresponds to Factor 2: (self acceptance, inter personal effectiveness, assertive self assurance and extraversion 1957). Factor 2: (control: 1987 and 1995 resembles the Factor 1: (Conformity; self control and value orientation, 1957). Factor 3 of both 1987 and 1995 version is similar to the original (1957) Factor 3; called as capacity for independent thought and action, adaptive autonomy and flexibility. And lastly the Factor 4 (1987 and 1995) is also similar to the original (1957) Factor 4, described as communality, conventionality, contented normatism and model response. One can be impressed by the wide variety of problems to which the CPI has been applied. The studies done have found significant associations between the CPI and various measures of achievement in school and college as well as in military and police training programs, medicine, dentistry, nursing and teaching, moreover CPI can identify those who are likely to cheat, exams or take part in extracurricular activities. The inventory has been found to relate to leadership, managerial ability, employability, and adjustment. Thus CPI according to Megargee

(1972) is clearly a "wide band" instrument—one that is sensitive to a broad array of behaviour patterns. Noteworthy is the fact that the CPI has been found capable of making long-range predictions, sometimes over a period of three or four years. Another noteworthy aspect about the CPI is the success that it has enjoyed in other cultures. Psychologists have been skeptical about whether domestic assessment devices in general, and structured inventories in particular, can be exported successfully. The fact that it was so contrary to expectation makes the cross-cultural data even more impressive, whether it is due to the use of folk concepts, the item pool, the scale construction strategy, all of the above, or more of the above, it is clear that Gough has created a remarkably vigorous assessment device.

Kelly (1965) termed the CPI "one of the best, if not, the best available instrument of its kind", and Goldberg's review states "At least for the next five years, the knowledgeable applied practitioner should be able to provide more valid non-test predictions from the CPI than from most other comparable instruments on the market today" (Goldberg, (in press) cited in Megargee, 1972).

Carson and Parker (1966) classified 356 entering college freshmen as leaders (top 25 per cent), average leaders (middle 50 per cent), and nonreaders (bottom 25 per cent) on the basis of their election to office in high school extracurricular activities. The results were similar to those obtained by Gough; the mean T-Scores for the three groups were 55, 51 and 46 respectively, and an overall analysis of variance was statistically significant. Johnson and Frandsen (1962) reported more impressive findings. Their sample of fifty student leaders, all of whom had been elected to the presidency of a

college organization having at least twenty members, had a mean Dominance T-score of about 62 while fifty nonreaders had a mean T-score of only 44.

Because Gough designed CPI to predict every day social behaviour by assessing folk concept, evaluation of various sub-scale, singly or in combination, needs to be made in order to study the claim of Gough about these sub-scale making forecasts in various settings from vocational, educational or clinical settings to other widely applicable situation. Therefore in the author's opinion a conceptual analysis of the validity of CPI sub-scales which are relevant to the present study would be helpful for having a better understanding of the CPI as an inventory of general purpose.

Validity of Sub-Scales of CPI relevant to present investigation:

Rawls and Rawls (1968) reported that Dominance (Do) significantly differentiated the thirty most successful from the thirty least successful of the 150 executives employed by a medium-sized utilities firm. However, they failed to report the magnitude of the differences between groups. The Do scores of seventy-five managerial personnel who were ranked by their supervisors as being in the top third in managerial effectiveness were compared with the Do scores of those falling in the lowest third by Mahoney, Jerdee, and Nash (1961). (Data from the middle group were discarded.) Statistically significant differences were found; the median Do score of the more effective managers was 60 while the less effective group scored 54. These two studies showed that the Do scale is able to make discriminations within fairly homogeneous occupational groups.

The Do scale was also used in two other investigations (Altrocchi, 1959; Smelser,

1961) to select subjects high and low in dominance who then interacted in a mutual problem-solving situation. Although the validity of the Do scale was not the subject of investigation, it was noted in both studies that the high Do subjects behaved dominantly and the low Do subjects submissively.

Gough has correlated the Capacity for Status (Cs) scale with scores on his Gough Home Index, a measure of socioeconomic status based on certain kinds of objects such as books, phonographs, and similar things present in the individual's home. In four samples ranging in size from 152 to 238, Gough (1957) reported correlations ranging from $r = .38$ to $r = .48$.

Bogard (1960) compared the Cs scores of executive trainees from a labour union and a shipping line. Despite the fact that the social class identification of the management group was significantly higher than that of the union group, there were no significant differences on Cs. This could be because both groups were ambitious and upwardly mobile.

Bouchard (1969) studied the relationship of the CPI to effectiveness in various types of group problem-solving situations. Sociability (Sy) was the only CPI scale that correlated consistently with this criterion in a variety of situations.

Evidence for the validity of Social-presence (Sp) is relatively sparse. In the CPI Manual, Gough (1969) reports that fifty-two boys and fifty-one girls in five high schools nominated by their principals as being highest in social presence obtained Sp scores significantly higher than those of the fifty-two boys and fifty-one girls who were lowest. The subjects high in the dimension did not have elevated scores (T-scores = 53 and 52)

but the subjects lacking the trait did score low ($T = 42$ and 43). In a sample of seventy medical students Gough also reports data from Institute of Personality Assessment and Research indicating a significant correlation ($r = .43$) between Sp and staff ratings of social presence.

Lazarus, Speisman, Mordkoff, and Davison (1962) investigated the relationship between CPI scores and autonomic nervous system reactivity to stress. Individuals with high Self-acceptance (Sa) scores manifested significantly less autonomic disturbance, supporting Gough's hypothesis that such people are less likely to become upset or perturbed.

Frankel (1969) classified undergraduate women and female alumnae as goal oriented or non-goal oriented. Analyzing their CPI scores, she found the goal oriented women to be significantly higher on Sa, as one would expect.

Gough (1969) compared the mean Well-being (Wb) scores of the 915 psychiatric patients and 354 dissemblers tested in connection with the cross-validation of Ds with those Wb scores of 2,800 college students tested in the standardization of the CPI. As was the case with Ds, the fake bad records are quite different from the valid protocols, but unlike Ds, Gough found a significant difference between the scores of the psychiatric cases and the normal students. Reflecting the changed purposes of the scale, he states, "The lower score among patients is in support of the scale's validity".

In a study (cited in Megargee, 1972) regarding performance in a Federal Aviation Agency course on air traffic control, in a sample of 338 trainees, Re was found to correlate significantly ($r = .24$) with performance in training. The fact that this was limited

to subjects who graduated from the training programme makes the measurement more impressive.

In a recent study about the predictive validity of Re scale of CPI, Weekes (1993), reports the success of Re scale on tasks meant for risk taking for self.

Megargee and Mendelsohn (1962) compared the Self-Control (Sc) scores of extremely assaultive, moderately assaultive, and nonviolent criminals with one another as well as with the scores of a sample of non criminals. The only difference that reached statistical significance was the tendency of moderately assaultive criminals to be more controlled than the non criminals. Although they used only the twenty-one Sc items common to the MMPI, subsequent research has indicated this abbreviated scale correlates .79 with the full CPI version.

Several investigators have correlated Tolerance (To) with the California F scale. Gough (1969) reported a correlation of $r = -.46$ in a sample of one hundred military officers and one of $r = -.49$ in a sample of 419 college students. Jensen (1957), using the MMPI version, obtained a correlation of $r = -.27$ in a sample of 826 college students; Megargee (1972) in an unpublished study found correlation's of $r = .22$ in a sample of 293 college men and $r = -.40$ in a sample of 210 college women.

Studies relating Achievement-via-independence (Ai) to high school GPA conducted on Anglo-American samples did not partial out intelligence and reported significant associations among the two (Bendig and Klugh, 1956; Gough, 1964). In addition, Gough (1964) has reported positive results in an Italian sample. The correlation's in these studies are generally in the $r = 30s$.

Trites, Kurrex, & Cobb (1967) found a small but significant correlation between Ai and grades in an air traffic control training programme ($r = .18$). In military training programmes, Datel, Hall, and Rufe (1965) found soldiers who completed an Army language training program had higher Ai scores than those who dropped out, and Rosenberg, McHenry, and Nicholas (1962) found significant correlations with course grades in clinical psychology and social work ($r = .46$), and neuropsychiatric procedures ($r = .47$). Kohlfield and Weitzel (1969) also reported a significant correlation ($r = -.32$) with their treadmill measures.

Purkey (1966) found students whose SAT scores were in the gifted range scored higher on Intellectual-efficiency (Ie) than did average students. The mean difference was about 20 T-score points. Plant and Minium (1967) tested students about to enter junior college and again after two years there. The Ie scores of the gifted students significantly exceeded those of the students with less ability, the difference being about 12 T-score points. They also found that the difference increased after two years of college, which could mean that college increases the intellectual efficiency of bright students more than it does that of duller ones.

Studies of the Flexibility (Fx) scale have been less direct. Hills (1960) took students in the top and bottom quarters on Fx and administered two performance tasks thought to be related to rigidity: mirror-tracing and the Stoop color-naming test. The more flexible students did not perform better than the rigid ones on these two tasks. It appears that the Fx scale does correlate negatively with measures of rigidity, but that it fails to relate positively to criteria of flexibility. Gough (1968) states that Fx is

curvilinear with moderate elevations reflecting adaptability, but very high scores ($T > 75$) indicating instability.

Relationship of CPI scales to demographic-other variables and other tests:

The factor 1 which includes well being, responsibility, self control, achievement via-independence and achievement -via- conformance scales have negligible correlations with socioeconomic status and IQ among male subjects; however, some of the scales show low but significant correlation's with socioeconomic status for women. That may reflect shifts in values as a function of status for women. Women usually score two or three raw score points higher than men on the factor 1 scales.

The Factor 2 which includes dominance, capacity for status, sociability, social presence and self acceptance scales correlate higher with measures of socioeconomic status than the other CPI scales, several of the former having correlation's in the $r = 30$ s and $r = 40$ s with such measures of status as the Gough Home Index. There are also significant correlation's (in the high $r = 20$ s and $r = 30$ s) with measures of verbal intelligence. There are no noteworthy sex differences in the raw score means for the factor 2 scales. This pattern is consistent with the notion that the individual who is high on such scales is upwardly mobile, ascendant, and verbally fluent.

Factor 3 is defined by high loadings from achievement-via-independence and flexibility and somewhat lesser extent, T_o , I_e , and P_y . The correlations with socioeconomic status are on the order of zero for A_i and F_x , but T_o and I_e resemble the factor 1 pattern with negligible correlation's for men but significant correlation's for

women. Of all the CPI scales, the factor 3 scales have the highest correlation's with IQ, correlation ranging from $r = .28$ to $r = .58$ (as for it was designed to assess intelligence).

Factor 4 is defined by communality and, to lesser extent, Socialization. There is no significant correlation with socioeconomic status; the correlation with IQ is significantly negative for Cm and zero order for socialization. Women tend to score higher than men.

Femininity has negligible correlation's with socioeconomic status and IQ.

Carney and McKeachie (1963) found that, as they had predicted, Jews had higher Achievement Orientation (Ao) scores than Protestants and Catholics. They also found students from higher socioeconomic strata had significantly higher scores than those with lower socioeconomic status.

In the present study the author Ashfaq (1995) found similar findings as reported by Carney and Mckeachie (1963) that subjects from higher socioeconomic group scored high on almost all the sub-scales that is Dominance, Capacity for status, Social presence, Well being, Self control Tolerance, Achievement via-independent, Intellectual efficiency and Flexibility of CPI than those of middle and lower socio economic status suggesting that higher class due to its ability of acquiring the luxuries of life besides the necessities has all the opportunity to possess the qualities of leading full life in comparison to the middle and lower class.

Sufficient and a well documented literature is available about the ability of CPI to forecast academic and vocational achievement and also an improvement of its use in

clinical assessment and prediction if used in conjunction with other clinical instruments. In the CPI manual, Gough (1969) stated "the inventory is intended primarily for use with 'normal' (non-psychiatrically disturbed) subjects. Its scales are addressed principally to personality characteristics important for social living and social interaction. It has also been found to have a special utility with few problem groups (for example, persons of delinquent, a social tendencies) and has been often used as a diagnostic instrument and in other settings such as planning or evaluating treatment programs.

CPI, has been shown (as reported in its manual) to be most useful in discriminating individuals who are primarily in conflict with society rather than with themselves. Low socialization scores characterize delinquents criminals, unwed mothers, marijuana and cigarette smokers, bright underachievers, alcoholic cheater and psychologists. A fruitful area for configural research would be studies such as Hogan's (1970) designed to determine what other variables influences the behavioural manifestation of low socialization. Such studies might also provide indications about whether the CPI could be used for the topological classification of anti-social individuals.

Two studies have contrasted patients believed to be suffering from psycho physiological disorders with symptom-free groups. In his follow-up of subjects in Oakland Adolescent Growth Study, Stewart (1962) located ten men and ten women with such psychosomatic ailments as stomach ulcers, and arthritis. When the CPI scores of the psychosomatic men were compared with those obtained by the symptom-free group, the psychological group was found to have significantly lower scores on Wb, Sc, and Ie.

Byrne and his colleagues (1964) has focused on the dimension of repression-

sensitization. According to Byrne, regressors are those who avoid anxiety arousing stimuli, while sensitizers approach and attempt to control them. His revised Repression-Sensitization (Rs) scale, composed of MMPI items, is a well-validated measure of that construct. Byrne, Golightly, and Sheffield (1965) correlated the Rs. and CPI scores of ninety-one students, they report the scale most consistently relating to the repression-sensitization dimension are Sy, Wb, Sc, To, G, Ac and Ie. These correlations are all negative, ranging from -30 to -49, indicating that high scorers on above scales are more likely to use repressive defenses.

Gough (1969) reports the special utility of CPI with delinquent people and persons having asocial tendencies.

In non-domestic studies, Mizushima and Devos (1967), using a Japanese translation of the CPI, compared thirty-six inmates of the Kurihama Reformatory for severe delinquents with sixty four similarly aged students at a commercial high school near Tokyo. The delinquents were significantly lower on the Do, Wb, Re, So, Sc, To, Ac, Ai, Ie, Py and Fc scales. Finding differences primarily in the Factor 1 and 3 scales lends cross-cultural support to the pattern noted in Gough's data reported in his manual. The absolute elevations for the delinquents were found to be below the T-scores reported by Gough (1969) for a social American samples. That probably indicates a cultural difference since the Japanese non-delinquents were also lower than the American counterparts on above scales.

The CPI is used not only to predict the potential for improvement in treatment, but also to measure, change after therapy or counseling has been completed. In such

studies, the validity of the CPI is taken as established and the test is used as a yardstick by which the effectiveness of the treatment programme is evaluated.

Nicholas and Beck (1960) used the CPI as one of several measures of client change after counseling at a university counseling service. Other measures included ratings made by therapists and by patients. For each measure the difference between the pre-and post-treatment scores was determined, those different scores were then factor analyzed. Of the six factors that emerged, two were clearly CPI factors. One was identifiable as factor 1, with high loadings from Wb, Re, Sc, To, Gi and Ac; the second was Factor 2, with high loadings from Do, Sc, Sy, Sp and Sa. The amount of change on factor 2 scales was significantly greater than that observed in an uncanceled non-client group tested at the same intervals. It would appear from these data that the Factor 2, and to a lesser extent the Factor 1, scales are the ones most responsive to the changes resulting from insight oriented personal counseling. It is noteworthy that those CPI factors were independent of the clients and therapists' ratings; however, this could be due to the variance of the common method.

Shaver and Scheibe (1967) used the CPI to evaluate changes as a result of participating in a summer camp, programme, in chronic psychiatric adult patients, most of whom were schizophrenic. The CPI was administered before and after the programme, and significant mean increases were found in Cs, Sy, Sp, Sa, Cm and Ac. No control group was used.

Usefulness with other personality tests and measures:

There are significant positive correlations as high as .50 with the Welsh R (Repression) scale. The principal negative correlations are with the F scale, the F-K index, and with Block's Under control scale. Factor 1 scales consistently correlate with the Guilford Zimmermann Temperament Survey (GZTS) Emotional Stability, Objectivity, and Personal Relations measures and with 16PF Factor G, Super-Ego Strength. The correlations with the Edwards Personal Preference Schedule (EPPS) and Strong Vocational Interest Blank (SVIB) are negligible, however. The person scoring high on those scales thus appears to be a stable, well-socialized, controlled individual with a conventional value system who is sensitive to social demands and tries to behave so as not to offend others.

The pattern of correlations with the Minnesota Multiphasic Personality Inventory (MMPI) suggests that the person who scores high on the factor 2 scales is a well-adjusted happy, outgoing person who is rarely withdrawn or depressed. Almost all the scales have negative correlations with such measures of anxiety and depression as Depression and Psychasthenia, and MAS; there are also negative correlations (ranging from $r = .44$ to $r = .78$) with the Si scale of MMPI. People high on the factor 2 scales obtain low scores on the Welsh factor A and R measures and the Welsh Internalization Ratio, suggesting freedom from neurotic conflicts and anxieties. Similarly, on the GZTS, significant correlations ranging from $r = .21$ to $r = .56$ with the Ascendancy and Sociability scales are found. The principal correlations with the 16 PF are with the scales for Factors A, E, F, and H. The Handbook for the 16 PF (Cattell and Eber, 1957) suggests that such

a test pattern is found in an outgoing, spontaneous, socially participative individual who is good-natured but also assertive and ascendant in his interpersonal relations; he is cheerful, talkative, and often elected the leader of a group. That pattern is consistent with the CPI scale labels. The factor 2 scales also correlate significantly with the EPPS Dominance scale, but the correlations with the EPPS n achievement and n Affiliation scales do not approach significance. In the SVIB, the principal correlations are with the scales for personnel director, public administrator, Army officer and city school superintendent. There are moderate correlations with Interest Maturity, but those for Occupational Level are not as high. The common denominator for those occupations (and for others that a few factor 2 scales relate to), is an interest in a position with some authority in which one works with others. That interest in working directly with others apparently takes precedence over status or power since the correlations are negligible with such high-prestige positions as banker, or the presidency of a manufacturing concern. Likewise there is a negative correlation with the arts in which one is isolated and independent of others. By the same token, however, there is relatively little interest in low-status jobs such as high school teaching, despite the fact that they involve working with others.

Thus the pattern of correlations between the factor 2 scales and other test measures indicates that such scales reflect characteristics shared by well-adjusted, outgoing, ascendant, socially active, verbally fluent people who move up to positions of leadership.

Compared with other CPI scales, the factor 3 scales have few significant

correlations with other personality tests, suggesting that they occupy a somewhat different "factorial space". Most personality scales are designed to assess some aspect of adjustment or interpersonal relations. In the factor analytic personality tests, the principal correlations are with the GZTS Friendliness scale and the 16 PF Factor Q-1 measure.

The MMPI is the only test to which the factor 4 scales relate. As might be expected there are significant negative correlations with the F scale, although the responses ($r = -.31$ and $r = -.35$) are less than one would expect. Socialization scale of CPI, also has negative correlations with Pd and Ma, the MMPI scales. The major correlation with the MMPI is with the Mf scale ($r = +.44$); Fe also correlates positively with D and correlation pattern suggesting that Fe also reflects a pattern of internalizing worrying about problems. Fe scale correlates principally with the Restraint and Friendliness scales of GZTS. Fe correlates positively with factor 1 (Toughness versus Sensitivity) and negatively with the factor Q-1 (Conservative versus Experimenting) of 16 PF. With EPPS significant correlation is with Need Deference.

According to Megargee (1972), the correlation of Fe scale of CPI with SVIB suggests positive correlations with occupations stressing artistic interests or work with abstractions, artist, musician. However, he found out negative correlations with traditionally masculine occupations, such as army officers, policemen, aviators, forest servicemen and production managers. The correlation with the masculinity index was $r = .41$ all of this data according to Megargee (1972) indicates Fe assessing psychological femininity.

Moderate correlation ($r = .24$ to $r = .30$) of Cs, Do and sub scales of CPI are reported with the Artistic, social and infrequency scales of Holland Vocational Preference Inventory (1958/1985). High correlation mostly negative $r = .30$ to $r = .63$ are reported between the Extraversion (E), Introversion (I), Sensing(s), Intuition(N), feeling (F) Judgement (J) and perception (P) of Myers-Briggs Type Indicator (1980), and the Do, Cs Sy, Sp, Sa, Re, Gi, Sc, Ai, Ac, Py, Fx and Fe Sub scales of CPI.

Correlations of Masculinity scale of Bern sex role Inventory (1974 and 1981), are high ($r = .38$ to $r = .64$) with Do, Cs, Sy, Sp, Sa, Ie and Fe.

Further, the correlation with Gough (1971) Home Index for socio-economic status, is with Do, Cs, Sy, and Sa.

Translation of California Psychological Inventory into Urdu:

The work on translation started with a study of the items of CPI by Ahmad (1985), a few items which were thought to be culturally prohibited in our society (e.g. drinking, talking about sex etc.) to which the examinee might not be willing to report about were revised. Initially Urdu translation of CPI was made on the pattern of Brisling (1973) and Butcher Pancheri (1976) (cited in Ahmad, 1985). Instead of idioms and expression familiar words were used to facilitate communication of the text without bringing any change in the content and concept. Foreign-cultural contents were replaced by Pakistani cultural concepts wherever it was applicable. Translation was done in order to bring minimum change in the contents of the test. Moreover the membership of the item to the scale was also taken into consideration. For instance: "I would like to be

nurse" is scaled for "Femininity" scale. It was translated as "Me would like to work as a nurse". In fact no man would in Pakistan like to be a nurse for it is so feminine a profession but men may think of doing the work of a nurse and so respond to this item. To clearly specify the item was retained the word "nurse" in Urdu for it is commonly used and understood by everybody.

Light local idiomatic expressions were used to make the statements relevant and psychically connotative. For instance: "I have one or more bad habits that it is no use fighting against them" was translated as: "I have two-four bad habits which are so strong that they cannot be fought out".

About 20 items which contained idioms and American slangs were made simple keeping in view the Pakistani culture.

Items containing idioms and American Slangs:

Nos: 16, 26, 36, 66, 76, 93, 101, 130, 139, 214, 229, 238, 253, 261, 316, 325, 388, 398, 399 & 467.

Another set of items which had specific American/Western cultural contents reflecting on the customs values, family traditions and life style of the West were analytically examined. Sixteen items, considered to be foreign to Pakistan; culture were constituted.

Items referring to American/Western cultural facts.

Nos. 8, 47, 51, 62, 65, 69, 83, 100, 103, 148, 189, 218, 247, 261, 323 and 393.

The first draft of translation was checked and evaluated independently by six bilingual psychologists of the National Institute of Psychology. Later this work was also

discussed with them in a committee approach. Subsequently back translation procedure was adopted to identify point of equivalence or discrepancy between the two texts.

For the purpose of translation of CPI, a sample of under-graduate students of psychology was selected for the task of back translation. 12 pages of CPI, each containing a set of 40 statements, was distributed among the subjects. Initially, two pages were provided to the students to translate during the class hours, if they showed willingness to do so. Five sets of back translations were so obtained by these students.

Conceptual and linguistic equivalence between the back translated (Urdu to English) and the original (English) version were carefully and threadbarely examined independently by Ahmad and others. Further the examiners studied the Urdu script in order to identify ambiguous statements specially those items which were about abstract thoughts and phenomena. Ambiguity was defined by Ahmad (1986) as problem when the statement did not seem to be complete or some word appeared to be missing or not clear in its meanings. In other words a statement was held okay and readable only if it could be read as complete, clearly intelligible and a meaningful sentence likely to be answered categorically in 'yes' or 'no'.

The translated Urdu version was field tested in order to check the conceptual equivalence of the Urdu version with the English version. For this purpose a group of adhoc non-random bilinguals in English and Urdu 76 under-graduate fourth year students who had psychology as one of elective subjects were chosen. Out of them 70 (37 boys, 33 girls) completed this task of assessing the equivalence and the quality of the translation of the Urdu version against the English test. Persons who answered an item

"true" was tabulated for English and Urdu version independently for all the items and the percentage of "true" responses on the two versions were compared and test of significance was applied in order to find the degree of difference between the two percentages. A maximum difference of upto 20 percent was found for 380 out of the 480 items (75 percent) as statistically not significant. This reflects on the quality of the translation for the bulk of the items of the test. The percentage of endorsement in male and female comparison on the Urdu version was also identical. Regarding the discrepant items, specially those which were statistically significant, were re-examined for the possible reasons that would account for the difference. As a result, a set of three adapted items and another set of six idiomatic items were found that might have caused the discrepancy in the item characteristics.

For further analysis, the data obtained on the English and Urdu versions was scored on standard key mainly to make out some psychometric evaluation of the Urdu CPI and to assess the applicability of the test in this culture.

According to Ahmad (1985), in our test alien society, one major concern in the use of the tests would be to see if the test contents are properly understood and responded to write answers in the required style, have proper test taking attitude, and do not bear any 'response set', etc. Data was explored to assess some of these matters. Rate of omission of response was tabulated which indicates that our testes did respond to the test contents and they tend to answer categorically in the test. So the rate of no response was very negligible and the items seemed working in the group of normals. Next, the rate of "true" response given to each of the statements in the test showed that the

response pattern obtained did not smack of any response set operative in the data. Moreover the examiners while observing the subjects taking the test found them with normal/responsible test taking attitude.

Scores of male and female on the Urdu version were also well comparable. On none of the scales were the differences between the mean scores of the sexes statistically significant except on 'Femininity' scale ($P < .01$) as was expected. This also attested to the validity of the said scale as it is purported to differentiate between male and female and define a personological syndrome which can be properly conceptualized as 'feminine' at one pole and 'masculine' at the other. The validity of the 'Fe' scale has been confirmed in this case as in several other cross-cultural investigations also (e.g., Gough 1968; Levin and Karani, 1971; Nishiyama, 1975 and Pitariu and Horia, 1981) (cited in Ahmad, 1985), Estimated from the data, the KR-20 indices of the scales to assess their internal consistency and homogeneity were applied. The results are fairly comparable with the American data. The 18 scales were intercorrelated and it was found that most of the indices are significantly positive and also theoretically meaningful. Also, these indices were heavily overlapping on each other in Pakistani data also as found in many other cross-national studies. This strengthened the observation that CPI scales are interrelated. The Pakistani data was studied in two ways; firstly the Pakistani data on English version was compared to the American data taken from the California Psychological Inventory handbook (1972) to see how close or otherwise they are vis-a-vis the two national samples. The median value of the 153 absolute differences between individual pairs of correlation was computed as .099 as against the same estimates of

.299 between the English and Urdu version of Pakistani data. The smaller difference between the cross-national groups reflects on the applicability of the structure and the constructs of the scales adding to the cross-cultural validity of the "Folk Traits/Constructs" of the test and endorsing the claim that CPI is applicable across borders.

Pakistani data of the Urdu version was compared to the model American profile given in the CPI Manual (1957) for cross-national comparison wherein the former is found to be much lower than the latter in terms of the base rates on most of the scales including two of the three control keys. In the present investigation similar findings were found as reported by Ahmad (1985) as both the average profiles of the subjects, as far as their base rate is concerned and except for the Femininity scale ($T=53$) is much lower than the model American profile even on the validity scales. This is indicative of cultural differences which differentially effected the response rates in the two samples. Obviously, as the test was standardized in America, its contents are more relevant to the Americans than others. Gynther (1972) (cited in Ahmad, 1985) in his review of the literature while comparing the performance of the Whites and the Black on MMPI held similar views. Todd (1983) and Mirza (1983) too found MMPI scores obtained by the Pakistanis as significantly higher than the same of Americans, while studying Pakistani population.

The present work as mentioned previously, deals with the selection of candidates to various, public sector jobs through the selection process of N.W.F.P. Public Service Commission and being the single largest recruiting organization, at the provincial level, the N.W.f.P. Public Service Commission is assigned the following function for carrying out its selection duties;

- To conduct interviews, by the members and Chairman of the Commission;
- To conduct tests and examinations including psychological tests, for initial recruitment to the services and posts in Basic Pay Scale 16 to 20, with exemption of certain departments like Secretary to Governor, Chairman and Members of the Commissions;
- To convey concurrence/advice to the departments of the government on the framing of new service rules and amendment in the existing rules;
- Provide advice to the Governor on matters concerning;
- Qualification and methods of recruitment to services and posts in connection with the affairs of the province;
- Principles on which appointment and promotion to services and posts in connection with the affairs of the province;
- Principles concerning transfers, service and pension proposals.
- Other matters which the Governor may refer to the Commission.

The interview procedure that the Commission follows, calls upon the candidates to appear in person, except in cases where a candidate may be outside the country and may be considered on his paper qualification, provided She/he possesses distinctly higher qualification than the minimum prescribed by the post.

The marking system (Annexure-III) of the Commission during the interview lays emphasis upon the consensus of opinion among the members and the subject specialist, who joins the Commission Members, as an expert during the interview. In case a unanimous decision of the Commission cannot be taken, the majority decision of the members prevails. In the event of a tie the Chairman exercises a casting vote. The

members of the Commission, do not have a well and objectively defined selection criteria; rather have guidelines which lay emphasis upon a candidate's subject and general knowledge, his outlook, expression, confidence and leadership qualities.

The NWFP Public Service Commission, has three main branches which are engaged in the selection process, each having its own set of duties , the Recruitment Wing deals with the scrutiny of the applications made by the candidates, preparing cases for the interview and providing rules/procedures of selection like the zonal quota (Annexure-V) which the Commission has to follow. The Examination Wing screens out applicants who appear for combined competitive examination of the Provincial Civil Service and the subject examination.

The Psychological Wing of the Commission handles all the screening of the Commission and short lists through ability and psychological tests those subjects who may be very high in number, it also briefs the Commission during the competitive examination and other cases about a subject's fitness for a job he is aspiring for, by writing a detailed profile, about a subject's performance on personality tests. For this purpose, psychologists of the wing, make use of various projective and objective tests, but CPI is the main tool of selection. Keeping in mind the guidelines that the Commission follows during the interview as mentioned that, the psychologists have prepared a list of parameters (Annexure-I). The present study, therefore concerns with the use of these guidelines which is the criteria of selection by the Commission, and to investigate the role of variables such as the socio economic status, and the educational background of the father's of the candidates from a selection perspective with cultural beliefs and values in mind.

CHAPTER 2

OBJECTIVE, DESIGN AND METHOD

I. Purpose of the Research

The present research purported to investigate the contribution of socio-economic status and fathers' education of the candidates in the selection process, and the impropotional relationship of these variables in the selection of the candidates to different government jobs according to a laid down criteria at the N.W.F.P. Public Service Commission. As mentioned earlier, the Psychological dimension of the N.W.F.P. Public Service Commission was established to conduct the psychological tests and to brief the Commission, members about a subject's suitability for a job, nevertheless realizing the element of subjectivity prevalent in the selection system that the present researcher chose to undertake the present work, in order to high light the traces of bias in the selection of the candidates vis-a-vis their belongingness to a specific class of socio-economic status and fathers' education. For this purpose, the translated and adapted version of CPI (1957) was used, with 18 bipolar sub-scales and 480 items. As reasoned earlier, it was preferred, because it is designed for use with a general population, its sub-scales measured those qualities which are tapped in the selection criteria followed by the Commission members during the interview, is self administered. Moreover, it is and has been used extensively for cross cultural research and is applicable across borders. (Gough, 1957). Hence, the work under taken comprised of two specific domains i.e, estimation of the reliability of CPI on the present data (Study I) and the study of the contribution of socioeconomic status and fathers' education in the selection process and

improportional association of socioeconomic status and fathers' education with the recruitment of candidates to various public sector jobs by the N.W.F.P. Public Service Commission. (Study-II).

Following hypothesis have been formulated for the study of socio-economic status and fathers' education role in selection of the candidates.

Assumptions:

1. The subjects belonging to lower socio-economic status will have lesser chance of selection than the higher and the middle socio-economic class.
2. The belongingness to the middle socio-economic class would be linked to candidates' selection to various government jobs.
3. The candidates with uneducated father will have a low chance of selection in comparison to BA/B.Sc. and above, middle. Intermediate and primary category of education of subjects' father.
4. The selection of subjects to various government jobs would be irrespective of their suitability on CPI sub-scales of Dominance, Capacity for status, Sociability, Social presence. Self acceptance, Well being, Responsibility Self control, Tolerance, Achievement -via- independence, Intellectual efficiency and flexibility, relevant to the selection criteria of intelligence, achievement, responsibility, flexibility, leadership/confidence, sociability, and freedom from self doubts and impulsivity.
5. A significant difference would be found between the selected and the unselected candidates having same age between 18-26, and 27-35 and

educational level FA/F.Sc, B.A/B.Sc., M.A/M.Sc. and professional on the sub-scales Dominance, Capacity for Status, Sociability, Social presence, Self acceptance, Well being, Responsibility, Self control, Tolerance, Achievement-via-independence, Intellectual efficiency and flexibility of CPI related to the selection criteria of intelligence, achievement, responsibility, flexibility, leadership/confidence, sociability and freedom from self doubts and impulsivity.

II Research Design

Study 1

Study 1 aimed at the establishment of reliability of CPI, for the present data of 695 subjects, who had applied for wide variety of jobs advertised by the N.W.F.P. Public Service Commission. It was carried out in a single phase, with the following four steps:

- Step 1: Determination of inter-scale correlations among the sub-scales of CPI, for (i) 695 subjects (ii) 95 selected candidates.
- Step 2: Computation of scale-total correlation for each of the two groups of subjects as in step 1.
- Step 3: Comparison of the computed scale total correlation as in step 2 between the two groups of subjects mentioned in step 1.
- Step 4: Calculation of KR-20 indices of reliability

Study-2

Study-2 intended to investigate the contribution of socio-economic status and father's education in the selection process and the impropotional relationship of these

variables to the selection of the candidates, according to the criteria of selection followed by the selectors (members) at the N.W.F.P. Public Service Commission. The design was a 2x3 and a 2x4 factorial with two low and high (below/above the cut-off point of CPI i.e., $T = 50$) scoring subjects on the 12 CPI sub-scales and the three classes of the socio-economic status (upper-middle-lower). And the low and high scoring subjects and the four educational categories of subjects' fathers (B.A/B.sc. and above, middle-intermediate, primary and uneducated).

2x3 design

	Upper class	Middle class	Lower class
Low scorers			
High scorers			

2x4 design

	B.A/B.Sc. and above	Middle- Intermediate	Primary	Un-educated
Low scorers				
High scorers				

Chapter-3

Method:

Study-I: The purpose of study 1 was to determine the reliability of the test CPI for the use in the present research.

Sample

Two groups of sample were taken for the study, Entire sample of 695 subjects and from among this entire sample, 95 subjects who were selected by the government to the different departments, of the Government of N.W.F.P.

The sample consisted of 695 males, who were the candidates for selection to government jobs in eleven different cadres at the N.W.F.P. Public Service Commission.

The cadre wise break up of subjects is as follows:

1.	Provincial Civil Service	112
2.	Divisional Forest Officer	12
3.	Economists in the Small Hydel Organization	28
4.	Assistant Sub-Inspector of Police	111
5.	Research Officer in Industries Department	39
6.	Senior Instructor/Instructor in the Telecommunication Dept.	28
7.	Audiometrician in the Health Department	16
8.	Evaluation Officers in the Local Government & Planning and Development Department.	33

9.	Research Officer in the Agriculture Department	69
10.	Inspector of Mines	55
11.	Planning Officer in the Local Government & Planning and Development Department.	192

The 95 subjects, who were selected to the eleven cadres of the N.W.F.P. Government mentioned above, by the N.W.F.P. Public Service Commission are mentioned below, cadre wise:

1.	Provincial Civil Service	27
2.	Divisional Forest Officer	07
3.	Economists in the Small Hydel Organization	02
4.	Assistant Sub-Inspector of Police	37
5.	Research Officer in Industries Department	03
6.	Senior Instructor/Instructor in the Telecommunication Dept.	02
7.	Audiometrician in the Health Department	03
8.	Evaluation Officers in the Local Government & Planning and Development Department.	02
9.	Research Officer in the Agriculture Department	08
10.	Inspector of Mines	01
11.	Planning Officer in the Local Government & Planning and Development Department.	03

The subjects selected for the present investigation were those who had qualified the screening test at the N.W.F.P. Public Service Commission. In order to short list the candidates. The candidates go, through a system of screening which is composed of

subject test to bring them to a manageable size for the psychologists to conduct the personality test and the Commission members the interview, the age bracket of the subject was from 18 to 35 years. 319 subjects were within the age range of 18-26 years while 376 subjects belonged to age group of 27-35 years.

The educational qualification of the subjects ranged from intermediate to professional and M.A/M.Sc. level. Following is the frequency distribution education wise:

FA/F.Sc. Intermediate)	39
B.A/B.Sc.	146
M.A/M.Sc.	428
Professional (medical doctor, Engineers, lawyers etc.	82

Instruments:

The subjects were given the translated and adapted version of the California Psychological Inventory with 18 bipolar scales. It is a self administered test, with 480 items, printed in a booklet form. With answers to be recorded on an answer sheet printed for the purpose. The personal information questionnaire (Annexure VI) was used to collect information about subjects name, roll number, education age, educational institutions attended, fathers' education, family income (annual), fathers' occupation, and residence (present and permanent).

Procedure:

CPI was administered to the subjects in group setting, with 30 subjects tested daily according to fixed schedule and time. The subjects' took 90-110 minutes to finish

the entire inventory. The subjects were instructed as suggested by Gough (1957/1987) and were told that the test contained items in the form of statements, to be answered on the answer sheet provided to them as true and false. The statements in the text, related to the past and present life of an individual and they were to answer the statements honestly by putting down the first thought that came to their mind after reading the statement.

The subjects were encouraged to have their own judgement about a concept if they asked to explain the concept.

The procedure for test administration was adopted from the CPI (1957/1987) administrators' guide. It was observed during the test administration that subjects took more time rather two hours to finish the inventory, which it double the time limit presented in the manual of CPI under standard testing situation for American Samples. This difference in test taking time accounts for the normative and cultural differences between the two cross cultural samples.

When the subjects completed the test, they were given the questionnaire to obtain some personal information. (Annexure-VI).

Scoring

The raw scores for each of the eighteen scales was obtained by means of templates. Each template was placed over the answer sheet, the number of answers were matched with the designed responses on the scoring key, and the obtained raw score was recorded in the space on the answer sheet for every individual scale. The raw score was transferred into t-transformations by using the formula:

$$50 \times 10 \frac{(\text{raw score} - \text{mean score})}{SD}$$

Although the scoring was done for the eighteen scales of CPI, nevertheless, for the present research only 12 scales of CPI were chosen, because of their similarity to the selection criteria of N.W.F.P. Public Service Commission, which focuses on such qualities as intelligence, sociability, flexibility, leadership, confidence, verbal expression, general outlook and clarity of self doubts and anxieties in a potential candidate. The scales are: Dominance (Do), Capacity for Status (Cs), Sociability (Sy), Social presence (Sp), Self acceptance (Sa), Well being (Wb), Responsibility (Re), Self control (Sc), Tolerance (To), Achievement-via-independence (Ai), Intellectual efficiency (Ie), and Flexibility (Fx).

Results

The subject's score on CPI, was converted into T-scores, as was mentioned in the previous section and in this study the reliability of the CPI, for its use in the present research was achieved through following analysis, by using the SPSS package and basic language programme:

- Inter-scale correlations were computed among the relevant CPI sub-scales for the total sample (695) and the selected (95) candidates.
- Scale-total correlations, for the total sample (695) and the selected (95) candidates were calculated for the relevant CPI sub-scales in order to examine the relatedness of traits and their theoretical meaning.
- KR-20 indices of reliability were applied to find the internal consistency and homogeneity of the CPI sub-scales

Table 1 Interscale correlations among the twelve CPI sub-scales for the total sample (N=695)

CPI Sub-scale	CPI Sub-Scales										
	Cs	Sy	Sp	Sa	Wb	Re	Sc	To	Ai	Ie	Fx
Dominance (Do)	.4860**	.5433**	.4500**	.4901**	.8418**	.4734**	.3787**	.4085**	.3470**	.8181**	.2869**
Capacity for status (Cs)		.6197**	.6703**	.4471**	.4805**	.4131**	.4773**	.6524**	.5363**	.4671**	.2004**
Sociability (Sy)			.6349**	.6024**	.4333**	.3996**	.3624**	.5155**	.3343**	.5184**	-.0151
Social presence (Sp)				.5195**	.4237**	.3114**	.2758**	.4754**	.4357**	.4281**	.1980**
Self acceptance (Sa)					.3840**	.3321**	.2667**	.3256**	.2320**	.4264**	.0797
Well being (Wb)						.5142**	.5648**	.5279**	.4633**	.8776**	.3659**
Responsibility (Re)							.6617**	.5921**	.5164**	.5251**	.1057*
Self Control (Sc)								.7270**	.5938**	.5048**	.1383**
Tolerance (To)									.6752**	.5127**	.1755**
Achievement via-independence (Ai)										.4590**	.3304**
Intellectual efficiency (Ie)											.3031**
Flexibility (Fx)											

* $P < .01$ ** $P < .001$

Table 1, provides inter-scale correlation matrix for the relevant CPI, sub-scales. The correlation coefficient range from $r = -.015$ to $r = .87$, with a median of $r = .41$. The table shows highly significant ($p < .01$, $p < .001$) positive and non-zero correlations, except for Sy vs. Fx, which shows a negative non-significant correlation between the two; and Sa vs. Fx with a non-significant correlation as well.

Table 2 Interscale correlations among the 12 CPI sub-scales for the selected candidates (N=95)

CPI Sub-scale	CPI Sub-Scales										
	Cs	Sy	Sp	Sa	Wb	Re	Sc	To	Ai	Ie	FX
Dominance (Do)	.5531**	.5896**	.3364**	.5588**	.8912**	.5846**	.3967**	.4167**	.3190**	.8753**	.4648**
Capacity for status (Cs)		.7795**	.6841**	.5235**	.4970**	.4572	.3038**	.6586**	.5171**	.5857**	.3924**
Sociability (Sy)			.6913**	.6891**	.5313**	.4858	.2565**	.5767**	.4574**	.5941**	.2972*
Social presence (Sp)				.5462**	.3104**	.1865	.0910	.4950**	.4633**	.3797**	.3711**
Selfacceptance (Sa)					.5168**	.3531**	.2260	.2872*	.1876	.5000**	.1844
Well being (Wb)						.5801**	.5618**	.4831**	.3002*	.9118**	.5447**
Responsibility (Re)							.5626**	.5909**	.4699**	.6504**	.3278**
Self Control (Sc)								.6210**	.3440**	.4979**	.4251**
Tolerance (To)									.6968**	.5436**	.4932**
Achievement via-independence (Ai)										.4323**	.5019**
Intellectual efficiency (Ie)											.5048**
Flexibility (Fx)											

* P < .01; ** P < .001

Table 2 presents inter scale correlations among the 12 CPI sub-scales . The correlation coefficients range from $r = .09$ to $r = .91$ with a median value of $r = .49$. The table shows highly significant ($p < .01$, $p < .001$) positive and non-zero correlations, except for sp scale which is not significantly correlated with Re and Sc sub-scale. And correlations of Sa scale to Sc, Ai and Fx sub-scales is also not-significant.

Table 3 Comparison of the scale-total correlations for the total sample with the selected candidates computed for the 12 sub-scales of CPI

CPI Sub-scales	Total sample (695)	Selected group (95)
Do	.81**	.85**
Cs	.72**	.75**
Sy	.68**	.76**
Sp	.64**	.57**
Sa	.56**	.62**
Wb	.87**	.88**
Re	.69**	.71**
Sc	.71**	.62**
To	.75**	.74**
Ai	.66**	.58**
Ie	.86**	.90**
Fx	.34**	.60**

** $P < .001$

Table 3 represents a comparison of total scale correlation for the 12 CPI sub-scales for the entire sample of 695 subjects and the selected group of 95 subjects. The correlation coefficient for the selected group is more for all the scales $r = .57$ to $r = .90$, with a median of $r = .71$ in comparison to the total sample $r = .34$ to $r = .87$, with median of $r = .69$. The correlation coefficients obtained are highly significant. ($P < .001$).

Table 4 KR-20 indices of reliability for the sub scales of CPI for the total sample of 695 subjects

CPI sub scales	KR-20 indices
Do	.93
Cs	.80
Sy	.94
Sp	.90
Sa	.81
Wb	.97
Re	.91
So	.93
Sc	.93
To	.94
Gi	.93
Cm	.94
Ac	.92
Ai	.80
Ie	.95
Py	.72
Fx	.86
Fe	.89

Table 4 represents the KR-20 indices of reliability for the sub-scales of CPI for the entire sample of 695 subjects. The obtained indices of reliability range from .72 to .97, with a median value of .89. The values obtained are highly significant.

Discussion

CPI, being an inventory developed primarily to measure traits arising directly and essentially from interpersonal life and which is capable of predicting behaviour in all social situations and cultures, because the items in the test are grouped into 18 scales to measure attributes of personality involved in interpersonal behaviour and social interaction. These scaled variables were chosen by Gough (1957), because he believed that these attributes were meaningful and important to all cultures and were easy to understand and interpret by the test user.

CPI has earned a status of a practically valid and a cross cultural instrument due to its wide applicability in research across cultures. Its translation in several languages including German, Punjabi, Hebrew etc, attests to its achieved status as a major personality assessment device. It is the contention of the author that in a test alien society, a major concern with the researcher is to know whether test contents are properly understood and responded to, specially if the test is developed in a culture where different values and language is being used. For this purpose as already mentioned in the previous sections the present author, made use of the translated and adapted version of CPI in Urdu by Ahmad (1985). But of course, the mere use of translated and adapted version would not have helped in evaluating the robustness of CPI. Therefore, the aim of the study I was to assess the reliability and internal consistency of CPI in order to justify its use in the present work.

A perusal of findings reported of the study-I demonstrate that CPI, largely an

externally criterion test is significantly reliable and internally valid.

The reliability coefficients for the folk concept sub-scales are given in table 1-4. The inter scale correlations were computed for the total sample of 695 subjects among the 12 sub-scales (Do, Cs, Sy, Sp, Sa, Wb, Re, Sc, To, Ai, Ie and Fx), consistent with the criteria of selection (Annexure 1). The correlation coefficient ranges from $r = -.015$ for Sy vs. Fx to $r = .87$ for Wb vs. Ie. The median is $r = .37$. The correlation matrix has highly significant positive manifolds as found for the American sample of 1000 males reported in the CPI manual (1957/1987) and Pakistani data of 70 subjects reported by Ahmad (1985).

The inter scale correlations carried out for the sample of 95 selected candidates to various government jobs among the 12 sub-scales of CPI i.e, Do, Cs, Sy, Sp, Sa, Wb, Re, Sc, To, Ai, Ie and Fx. are also positive and highly significant infact better than for the total sample (695). The coefficient of correlation ranges from $r = .091$ for Sp vs. Sc to $r = .91$ for Wb vs, Ie, with a median value of $r = .49$. The non-zero and positive correlations found among the sub-scales on the whole, for both the samples of 695 and 95 subjects according to the author signify that because all the scales assess facets of inter personal functioning and because their interrelatedness is intended to highlight folk usage of same concepts therefore positive and non-zero correlations are to be expected and are infact desirable.

Non-significant correlations are also reported for the entire sample and the selected candidates. A single negative correlation $r = -.015$ is found for Sy vs. Fx and non-significant positive correlation are reported for Sa vs. Fx ($r = .079$), in the total

sample and Sp vs Re ($r = .18$), Sp vs. Sc ($r = .091$), Sa vs. Sc ($r = .22$), Sa vs. Ai ($r = .18$) and Sa vs. Fx ($r = .18$) in the sample of selected candidates.

The negative correlation between the scales sociability and flexibility may be explained with reference to the Pukhtoon culture to which our sample belongs. Being basically a closed society not encouraging entertainment in social interaction coupled with tolerant attitude towards others and being sociable and flexible at the same time, would be a rare quality for a Pathan according to the existing values of Pukhtoon culture. Moreover, it would be because of the traits that these sub-scales measure viz, emphasis upon restraint from irrational behaviour in general and aggression in particular, social interaction, broadmindedness unstuffiness attitude about social rules and prohibitives etc. Therefore, the non-significant correlation between Sp vs, Re, Sp vs. Sc, Sa vs. Sc, Sa vs Ai and Sa vs. Fx may easily be understood in the cultural purview and the influence of the rigid thoughts and irrational values upon the subjects of the present research, who may carry a pre-determined view working at unconscious level. However, these arguments remain, in the author's opinion, speculative as they need to be further tested for their credence.

The pair of columns represented in table-3, highlight the scale total correlations. The range of scale-total correlations in the first column, concerning the total sample is from $r = .34$ to $r = .87$ with a median value of $r = .69$. Column 2, represents scale-total correlations for 95 subjects ranging from $r = .57$ to $r = .90$ having a median of $.71$. The reported correlations coefficients are positive and highly significant. These positive and highly significant scale total correlations for both the groups, uphold the

previous assertion that the scales assess aspects of interpersonal relationship and their positive correlations are preferred in fact their internal connectedness focuses upon concepts used across cultures around the world.

KR-20 index of reliability was applied on CPI in order to assess the internal consistency, validity and inter relatedness of the scales, to justify its applicability and further use. The reliability indices range from .72 to .97 with a median value of .89. These estimates are not only comparable with the American and Pakistani data, rather are interestingly even better than the reported estimates by Hase and Goldberg (1967) (cited in Megargee 1977, Gough (1957) and Ahmad 1986. It should be borne in mind, while interpreting the reliability estimates, that the scales of CPI do not define factorially homogeneous aspects (Gough, 1957/1969) neither were they intended to do so. The purpose of the scales was to forecast what people will do and say in defined content and to identify people in interpersonally significant ways. Each of these scales has its own quirks and characteristics. Since Gough used both empirical and rational techniques and selected his criterion groups by variety of methods, we could say that CPI is a heterogeneous instrument assessing complex, multi-determined behaviours such as achievement, freedom from impulsivity, sociability and the like. One would expect that scales dealing with the prediction of complex functioning would themselves be complex too (Megargee, 1977), and this indeed is true, as greater the complexity of a scale, less the unidimensionality. But this does not mean that, the CPI scales are not internally connected, rather the highly significant positive inter correlations among the scales and the highly significant KR-20 indices reported in the present work indicate that the scales

are sensitive to the measurement of interpersonal and social behaviours of individuals in specific ways, and further uphold the rationale that the test assesses a set of related vectors, and the dominance of these factors in all the scales strengthen the validity of the contents of the items. Thus it can be maintained that CPI successfully establishes its internal validity and demonstrates the adequacy of its use for the present research.

In study II, the scores on CPI were thus used to study the contribution of the socioeconomic status and father's education in the selection of candidates at the N.W.F.P. Public Service Commission.

Chapter-4

Method

Study II: Contribution of socioeconomic status and fathers' education in the selection process.

The focus of the Study II is to explore the contribution of the socioeconomic status and the fathers' education in the selection of the subjects to Public sector jobs and the association of these variables to the selection of the candidates according to the laid criteria of selection at the N.W.F.P Public Service Commission. Scores on CPI, would be used for the classification of subjects into high and low scorers. This section, therefore describes, the second part of the present work which covers the empirical verification of the role of candidates' socioeconomic status and fathers' education in the selection process.

Sample

The sample of the study II, consisted of the same subjects who were chosen for study I. However, from among the entire sample a matched sample of 95 subjects was chosen who belonged to the same age group i.e. 18-26 years and 27-35 years and educational qualification. FA/F.Sc (intermediate), B.A/B.Sc, MA/M.Sc. and professional categories as the 95 selected candidates. This sample was chosen in three steps; through cross tabulation in the following manner:

- i) The frequencies of the unselected (600) subjects and the selected 95 candidates were traced in the two brackets of age i.e., 18-26 and 27-35 years. The comparative frequencies, of unselected in the total sample and the selected

candidates in the two age groups is as follows:

Age bracket in years	Un-selected subjects (600)	Selected candidates (95)
18 - 26	183	38
27 - 35	417	57

- ii) The frequencies of the unselected (600) subjects and the selected 95 candidates were traced in the four educational categories, which was then compared to get the following breakup:

Educational categories	Unselected subjects (600)	Selected candidates (95)
M.A/M.Sc. and above	380	48
B.A/B.Sc	116	30
Professional	72	10
FA	32	7

- iii) Finally step 3 was aimed at the selection of the sample avoiding the overlap of subjects in both variables ; the age as well as the educational categories. This concept of over-lap is explained through the following design of education by age, which shows the matched sample of non-selected subjects in different educational categories and age brackets.

Educational qualification	18 - 20 Yrs	27 - 35 Yrs	Total
M.A/M.Sc. & above	12 *71	36 *309	48
BA/B.Sc	18 *70	12 *46	30
Professional	1 *15	9 *57	10
FA/F.Sc.	7 *27	-	07
Total	38	57	95

* Signifies the common subjects which fall in both the educational categories as well as the age in years, in the total sample. In other words they are the overlapping subjects.

Instruments:

CPI was used as major instrument, with 18 bipolar scales and 480 items, with answer sheet to record the answers in True and false, In addition, a biodata form was also given to the subjects to record their name, age, education, fathers' education, family income (annual), fathers' occupation and residence (present and permanent).

Procedure:

The obtained raw score for the sub-scales of CPI through the scoring procedure as explained in Study-I, was further transformed on the profile sheet, in order to obtain a profile for the subjects, and for a detailed interpretation. For the profile interpretation the orthogenetic principle of Werner (1948) was followed i.e., moving from general to specific qualities, by referring to the theoretical model of classifying people into ways of living and interpersonal communications according to the levels and quality of functioning. The transference of raw score into T-transformations and their profile generation helped in classifying the subjects into low-scoring and high scoring subjects according to the adjectives characterizing subjects scoring above (high scorers) and below (low scorers) the standard score of $T = 50$ on CPI.

The biodata form with personal information filled in by the subjects enabled the researcher to divide the subjects according to their socio economic class and identify their fathers' educational qualification. Moreover, also helped in knowing the frequencies and in calculation of the percentage of subjects in the total sample of 695 subjects scoring low and high on the relevant CPI scales falling in each category of socioeconomic status and

fathers' education. The socioeconomic status was divided into three classes = upper-middle and lower according to the annual family income in terms of the government pay scales (see Annexure - IV) and fathers' educational qualification into four categories i.e B.A/B.Sc. and above, middle-intermediate, primary and uneducated, as reported by them.

Results

The low and high scoring subjects on CPI, as characterized by the CPI sub-scales were regarded as not fulfilling (i.e., low scorers) and fulfilling (i.e, high scorers) the selection criteria (see Annexure-I). The entire subjects were classified into selected (N=95) and unselected (N=600) categories irrespective of their personality profiles. A group of matched sample of 95 unselected subjects as the selected candidates were also chosen. Following analyses were carried out for the study II.

- Frequencies and percentages of subjects scoring low and on the relevant 12 CPI sub-scales in the total sample and the selected candidates were computed and compared in order to find the extent of weighage given to the psychologists recommendations and the exercise of subjective opinion by the Commission, during the interview.
- Chi-square analysis were performed between the low and high scorers on the relevant sub-scales of CPI for their socio-economic status, to find the highest percentage of subjects in a particular socioeconomic category.
- Chi-square analysis were also performed between the low and high scorers on the

relevant sub-scales of CPI for their fathers' education, to find the highest percentage of subjects in particular level of fathers' education

- Chi-square analyses were computed between the low and high scorers who were selected by the Commission on the relevant sub-scales of CPI for their socio-economic status.
- Chi-square analysis were also computed between the low and high scorers who were selected by the Commission, on the relevant sub-scales of CPI for their fathers' education.

Both the analysis were carried to find out the tilt of the Commission, towards a specific socioeconomic class and fathers' educational category.

- Chi-square analysis was computed for the total sample and the selected sample and their socio-economic status to find out, whether the proportion of persons belonging to different socio-economic classes are different in the total sample and the selected sample.
- Chi-square analysis was calculated for the total sample and the selected candidates for their fathers' education, in order to know whether the proportion of subjects falling in each category of fathers' education differ in the total sample and the selected sample.
- One way Analysis of variance was performed to know the difference in scores on CPI sub-scales for the selected and the matched unselected subjects on the relevant CPI sub-scales. It afforded with an understanding of the reasons for the rejection of the subjects fulfilling the selection criteria with same age and

educational qualification.

Table 5 Frequency and percentage of low high scoring subjects on the CPI subjects in the total sample and the selected candidates

CPI scales	Total sample				Selected candidates			
	Low scorers		High scorers		Low scorers		High scorers	
	f	%	f	%	f	%	f	%
Do	479	68.9	121	17.4	67	9.6	28	4
Cs	411	59.1	189	27.2	51	7.3	44	6.3
Sy	415	69.2	185	30.8	55	57.4	40	42.1
Sp	408	68	192	32	49	51.6	46	40.4
Sa	285	47.5	315	52.5	32	33.7	63	66.3
Wb	468	78	132	22	64	67.4	31	32.6
Re	272	45.3	328	54.7	45	47.4	50	52.6
Sc	339	56.5	261	43.5	56	58.9	39	41.1
To	397	66.2	203	33.8	56	58.9	39	41.1
Ai	409	68.2	191	31.8	59	62.1	36	37.9
Ie	471	78.5	129	21.5	65	68.4	30	31.5
Fx	447	74.5	153	25.5	71	74.7	24	25.3
Total	4801		2399		670		470	
Mean	400		200		56		39	
Total Percentage	66.6%		33.3%		59%		41%	

Table 5 represents a the number and percentage of subjects falling in each category of low and high scorers in the total sample and the selected candidates for the 12 sub-scales of CPI. The table shows that except for the scales Sa and Re, the percentage of subjects scoring low on the sub-scales is more than the high scorers both in the total as well as the selected sample.

Table 6. A 2x3 Chi-square analysis between the low-high scorer categories on 'Dominance' (Do) sub-scale of CPI for the socio-economic status of the subjects

Groups	Upper		Middle		Lower	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Low	42	70%	150	74.6%	390	89.8%
High	18	30%	51	25.3%	44	10.1%

$$X^2 = 32.52 \quad df = 2; \quad p < .00001$$

Table 6 shows a highly significant difference between the low and high scorers on dominance sub-scale of CPI for the socio-economic status of the subjects. $X^2 (2) = 32.52$; $p < .00001$. The percentage of subjects scoring high on this sub-scale of CPI is highest for upper class 30% followed by the middle 25.3% and the lower class 10.1%. The percentage of low scorers is just the reverse of above percentage for three different socio-economic classes.

Table 7 A 2x3 Chi-square analysis between the low-high scorer categories on 'Capacity for status (Cs) sub-scale of CPI for the socio-economic status of the subjects

Groups	Upper		Middle		Lower	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Low	29	48.3	111	52.2	322	74.2
High	11	51.7	90	44.8	112	25.8

$$X^2 = 31.88 \quad df = 2; \quad p < .00001$$

Table 7 shows a highly significant difference between the low and high scorers on the sub-scale of CPI for the socio-economic status of the subjects. $X^2 (2) = 31.88$; $p < .00001$. The percentage of the high scoring subjects on this sub-scale of CPI is highest for the upper class 51.7% followed by middle class 44.8% and the lower class 25.8%. The number and percentage of low scorers for the lower class is just the reverse of the above percentage followed by middle and the upper class of the three socio-economic classes.

Table 8 A 2x3 Chi-square analysis between the low-high scorer categories on 'Sociability' (Sy) sub-scale of CPI for the socio-economic status of the subjects

Groups	Upper		Middle		Lower	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Low	45	75	130	64.7	348	80.2
High	15	25	71	35.3	86	19.8

$$X^2 = 17.74 \quad df = 2; \quad p < .0001$$

Table 8 shows a highly significant difference between the low and high scorers on the sub-scale of sociability of CPI for the socio-economic status of the subjects. $X^2(2) = 17.74; p < .0001$. The percentage of the high scoring subjects on this sub-scale of CPI is highest for the middle class 35.3% followed by upper class 25% and the lower class 19.8%. The percentage of low scorers is just the reverse of the above percentage on the three socioeconomic classes.

Table 9 A 2x3 Chi-square analysis between the low-high scorer categories on 'Social presence' (Sp) sub scale of CPI for the socio-economic status of the subjects

Groups	Upper		Middle		Lower	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Low	32	53.3	127	63.2	351	80.9
High	28	46.7	74	36.8	83	19.1

$$X^2 = 35.52 \quad df = 2; \quad p < .00001$$

Table 9 reflects a highly significant difference between the low and high scorers on the sub-scale of social presence of CPI for the socio-economic status of the subjects $X^2(2) = 35.52; p < .00001$. The percentage of the high scoring subjects on this sub scale of CPI is highest for the upper classes 46.7% followed by middle class 36.8% and the lower class 19.1%. The percentage of the low scorers is just the reverse of the above percentage on the three classes of socio-economic status.

Table 10 A 2x3 Chi-square analysis between the low-high scorer categories on 'Self acceptance' (Sa) sub scale of CPI for the socio-economic status of the subjects

Groups	Upper		Middle		Lower	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Low	22	36.7	68	33.8	227	52.3
High	38	63.3	133	66.2	207	47.7

$$X^2 = 21.1 \quad df = 2; \quad p < .00001$$

Table 10 shows a highly significant difference between the low and high scorers on the sub-scale of self acceptance of CPI for the socio-economic status of the subjects. $X^2(2)=21.1$; $p < .00001$. The percentage of the middle class is highest 66.2% on this sub-scale of CPI followed by upper class 63.3% and the lower class 47.7%. The percentage of the low scorers on this scale is reverse of the above for the middle class followed by upper class and the lower class on the three different socio-economic classes.

Table 11 A 2x3 Chi-square analysis between the low-high scorer categories on 'Well being' (Wb) sub scale of CPI for the socio-economic status of the subjects

Groups	Upper		Middle		Lower	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Low	36	60	138	68.7	358	82.5
High	24	40	63	31.3	76	17.5

$$X^2 = 24.65 \quad df = 2; \quad p < .00001$$

Table 11, highlights a highly significant difference between the low and high scorers on the sub-scale of well being of CPI for the socio-economic status of the subjects. $X^2(2)=24.65$; $p < .00001$. The number and percentage of the high scorers on this sub-scale of CPI is highest for the upper class 40% followed by middle class 31.3% and the lower class 17.5%. The percentage of the low scoring subjects is just the opposite of the above percentage on the three socio-economic status.

Table 12 A 2x3 Chi-square analysis between the low-high scorer categories on 'Responsibility' (Re) sub-scale of CPI for the socio-economic status of the subjects

Groups	Upper		Middle		Lower	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Low	29	48.3	85	42.3	203	46.8
High	31	51.7	116	57.7	231	53.2

$$X^2 = 1.31; \quad df = 2; \quad p = n.s.$$

Table 12 represents a non-significant difference between the low and high scorers on the sub-scale of responsibility of CPI for the socio-economic status of the subjects. $X^2(2)=1.31$, $p=n.s.$ The percentage of the high scoring subjects on this sub-scale of CPI is highest for middle class 57.7% followed by lower class 53.2% and the upper class 51.7%. The percentage of the low scoring subjects is just the reverse of the above percentage of the three different socio-economic classes.

Table 13: A 2x3 Chi-square analysis between the low-high scorer categories on 'Self control (Sc) sub-scale of CPI for the socio-economic status of the subjects

Groups	Upper		Middle		Lower	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Low	28	46.7	109	54.2	258	59.4
High	32	53.3	92	45.8	176	40.6

$$X^2 = 4.29; \quad df = 2; \quad p = n.s$$

Table 13 shows a non-significant difference between the low and the high scorers on the sub-scale of self control of CPI for the socio-economic status of the subjects. $X^2(2)=4.29$, $p=n.s.$ The percentage of the high scoring subjects on this sub-scale of CPI is highest for the upper class 53.3% followed by middle class 45.8% and the lower class 40.6%. Once again, the percentage of the low scoring subjects is just the opposite of the above percentage on the three classes of the socio-economic status.

Table 14 A 2x3 Chi-square analysis between the low-high scorer categories on 'Tolerance' (To) sub-scale of CPI for the socio-economic status of the subjects.

Groups	Upper		Middle		Lower	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Low	25	41.7	105	52.2	271	62.4
High	35	58.3	96	47.8	163	37.6

$$X^2 = 12.77 \quad df = 2; \quad p < .001.$$

Table 14 represents a highly significant difference between the low and high scorers on the sub-scale of tolerance of CPI for the socio-economic status of the subjects. $X^2(2) = 12.77; p < .001$. The highest percentage on this sub-scale of CPI for the high scoring subjects is for the upper class 58.3% followed by middle class 47.8% and lower class 37.6%. The percentage of low scorers is in reverse order to the high scorers on the three socioeconomic classes.

Table 15 A 2x3 Chi-square analysis between the low-high scorer categories on 'Achievement via independence' (Ai) sub-scale of CPI for the socio-economic status of the subjects.

Groups	Upper		Middle		Lower	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Low	34	56.7	128	63.7	306	70.5
High	26	43.3	73	36.3	128	29.5

$$X^2 = 6.30; \quad df = 2; \quad p < .05.$$

Table 15 highlights a significant difference between the low and high scorers on the sub-scale of achievement via independence of CPI for the socio-economic status of the subjects $X^2(2) = 6.30; p < .05$. Upper class has secured the highest percentage 43.3% followed by middle class 36.3% and the lower class 29.5% on this sub-scale of CPI. The percentage of the low scoring subjects is just the opposite of the above on the three classes of socio-economic classes.

Table 16. A 2x3 Chi-square analysis between the low-high scorer categories on 'Intellectual efficiency' (Ie) sub-scale of CPI for the socio-economic status of the subjects.

Groups	Upper		Middle		Lower	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Low	35	58.3	137	68.2	364	83.9
High	25	41.7	64	31.8	70	16.1

$$X^2 = 32.36; \text{ df} = 2; \quad p < .00001$$

Table 16 displays a highly significant difference between the low and high scorers on the sub-scale of intellectual efficiency of CPI for the socio-economic status of the subjects. $X^2(2)=32.36; p < .00001$. The highest percentage of the high scoring subjects on this sub-scale of CPI is for the upper class 41.7% followed by middle class 31.8% and the lower class 16.1%. The percentage of the low scoring subjects is just the reverse of the above on the three socio-economic classes.

Table 17 A 2x3 Chi-square analysis between the low-high scorer categories on 'Flexibility' (fx) sub-scale of CPI for the socio-economic status of the subjects.

Groups	Upper		Middle		Lower	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Low	38	63.3	145	72.1	335	77.2
High	22	36.7	56	27.9	99	22.8

$$X^2 = 6.18; \text{ df} = 2; \quad p < .05.$$

Table 17 depicts a significant difference between the low and the high scorers on the sub-scale of flexibility of CPI for the socio-economic status of the subjects. $X^2(2)=6.18 p < .05$. The percentage of the high scoring subjects for this sub-scale of CPI is highest for the upper class 36.7% followed by middle class 27.9% and the lower class 22.8% while the percentage of the low scoring subjects is opposite to the above on the three classes of the socio-economic status.

Table 18 A 2x3 Chi-square analysis of the selected low-high scorers on 'Dominance' (Do) sub-scale of CPI for their socio-economic status.

Groups	Upper		Middle		Lower	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Low (68)	10	58.8	27	65.9	31	83.8
High (27)	7	41.2	14	34.1	6	16.2
95	17		41		37	

$$X^2 = 4.72; \quad df = 2; \quad p < .09.$$

Table 18 represents a marginally significant difference between the low and high selected scorers on the sub-scale of dominance of CPI for the socio-economic status of the subjects. $X^2(2) = 4.72$; $p < .09$. The highest percentage for the high scoring candidates for this sub-scale of CPI is for the upper class 41.2% followed by middle class 34.1% and the lower class 16.2%. The percentage of the low scoring subject is just the reverse of the above on the three socio-economic classes.

Table 19 A 2x3 Chi-square analysis of the selected low-high scorers categories on 'Capacity for status (Cs) sub-scale of CPI for their socio-economic status.

Groups	Upper		Middle		Lower	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Low (68)	7	41.2	20	48.8	24	83.8
High (27)	10	58.8	21	51.2	13	16.2
95	17		41		37	

$$X^2 = 3.32; \quad df = 2; \quad p = n.s$$

Table 19 shows a non-significant difference between the selected low and the high scorers on the sub-scale of capacity for status of CPI for the socio-economic status of the subjects. $X^2(2) = 3.32$; $p = n.s$. The percentage of the high scoring subjects on this sub-scale of CPI, is highest for the upper class 58.8% followed by middle class 51.2% and the lower class 16.2%. The percentage of low scoring subjects is opposite to the above on the three different socio-economic classes.

Table 20 A 2x3 Chi-square analysis of the selected low-high scorers on 'Sociability'(Sy) sub-scale of CPI for the socio-economic status.

Groups	Upper		Middle		Lower	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Low (62)	11	64.7	22	53.7	29	78.4
High (33)	6	35.3	19	46.3	8	21.6
95	17		41		37	

$$X^2 = 5.24; \quad df = 2; \quad p < .07$$

Table 20 reflects a marginally significant difference between the selected low and the high scorers on the sub-scale of sociability of CPI for the socio-economic status of the subjects. $X^2(2)=5.24$; $p < .07$. The percentage of the high scoring subjects on this sub-scale of CPI is highest for the middle class 46.3% followed by upper class 35.3% and the lower class 21.6%. The percentage of the low scorers is just the reverse of the above on the three classes of the socio-economic status.

Table 21 A 2x3 Chi-square analysis of the selected low-high scorers on 'Social presence' (Sp) sub-scale of CPI for their socio-economic status.

Groups	Upper		Middle		Lower	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Low (57)	8	47.1	24	58.3	25	67.6
High (38)	9	52.9	17	41.5	12	32.4
95	17		41		37	

$$X^2 = 2.10; \quad df = 2; \quad p = n.s.$$

Table 21 represents a non-significant difference between the selected low and the high scorers on the sub-scale social presence of CPI for the socio-economic status of the subjects. $X^2(2)=2.10$, $p = n.s.$ The percentage of the high scoring subjects on this sub-scale of CPI is highest for the upper class 52.9% followed by middle class 41.5% and the lower class 32.4%. The percentage of the low scoring subjects is opposite to the above on the three socio-economic classes.

Table 22 A 2x3 Chi-square analysis of the selected low-high scorers on 'Self acceptance' (Sa) sub-scale of CPI for their socio-economic status.

Groups	Upper		Middle		Lower	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Low (32)	6	35.3	13	31.7	13	35.1
High (63)	11	64.7	28	68.3	24	64.9
95	17		41		37	

$$X^2 = .126; \quad df = 2; \quad p = n.s.$$

Table 22 shows a non-significant difference between the selected low and high scorers on the sub-scale of self-acceptance of CPI for the socio-economic status of the subjects. $X^2(2) = .126$; $p = n.s.$ The percentage of the high scoring subjects on this sub-scale is highest for middle class 68.3% followed by lower class 64.9% and upper class 64.7% with almost the same percentage. The percentage of the low scoring subjects is just the reverse of the above on the three different socio-economic classes.

Table 23 A 2x3 Chi-square analysis of the selected low-high scorers on the 'Well being' (Wb) sub-scale of CPI for their socio-economic status.

Groups	Upper		Middle		Lower	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Low (64)	9	52.9	26	63.4	29	78.4
High (31)	8	47.1	15	36.6	8	21.6
95	17		41		37	

$$X^2 = 3.94; \quad df = 2; \quad p = n.s.$$

Table 23 represents a non-significant difference between the selected low and high scorers on the sub-scale of well being of CPI for the socio-economic status of the subjects. $X^2(2) = 3.94$; $p = n.s.$ The percentage of the high scorers on this sub-scale of CPI is highest for upper class 47.1% followed by middle class 36.6% and the lower class 21.6%; The percentage of the subjects scoring low is opposite to the above on the three different classes of socio-economic status.

Table 24 A 2x3 Chi-square analysis of the selected low-high scorers on the sub-scale 'Responsibility' (Re) of CPI for their socio-economic status.

Groups	Upper		Middle		Lower	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Low (45)	9	52.9	19	46.3	17	45.9
High (50)	8	47.1	22	53.7	20	54.1
95	17		41		37	

$$X^2 = .259; \quad df = 2; \quad p = n.s.$$

Table 24 highlights a non-significant difference between the selected low and high scorers on the sub-scale of responsibility of CPI for the socio-economic status of the subject: $X^2(2) = .259$, $p = n.s.$ The percentage of the high scoring subjects on this sub-scale of CPI is highest for the lower class 54.1% followed by middle class 53.7% and the upper class 47.1%. The low scorers' percentage is just the reverse of above; for the three socio-economic classes.

Table 25 A 2x3 Chi-square analysis of the selected low-high scorers on the 'Self control'(Sc) sub-scale of CPI for the socio-economic status.

Groups	Upper		Middle		Lower	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Low (56)	10	58.8	25	61	21	56.8
High (39)	7	41.2	16	39	16	43.2
95	17		41		37	

$$X^2 = .143; \quad df = 2; \quad p = n.s.$$

Table 25 shows a non-significant difference between the selected low and high scorers on the sub-scale of self control of CPI for the socio-economic status of the subjects $X^2(2) = .143$; $p = n.s.$ The percentage of the high scorers on this sub-scale of CPI is highest for the lower class 43.2% secondly for upper class 41.2% followed by the middle class 39%. The percentage of the low scoring subjects is opposite to the above on the three classes of the socio-economic status.

Table 26 A 2x3 Chi-square analysis of the selected low-high scorers on the ‘Tolerance’ (To) sub-scale of CPI for their socio-economic status.

Groups	Upper		Middle		Lower	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Low (53)	8	47.1	22	53.7	23	62.2
High (42)	9	52.9	19	46.3	14	37.8
95	17		41		37	

$$X^2 = 1.21; \quad df = 2; \quad p = n.s.$$

Table 26 highlights a non-significant difference between the selected low and high scorers on the sub-scale of tolerance of CPI for the socio-economic status of the subjects. $X^2(2)=1.21$; $p=n.s.$ The percentage of the high scoring subjects on this sub-scale of CPI is highest for the upper class 52.9% followed by middle class 46.3% and the lower class 37.8%. The low scorers have just an opposite percentage to the above on the three categories of socio-economic status.

Table 27 A 2x3 Chi-square of the selected low-high scorer on the ‘Achievement via independence’ (Ai) sub-scale of CPI for their socioeconomic status.

Groups	Upper		Middle		Lower	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Low (59)	9	52.9	28	68.3	22	59.5
High (36)	8	47.1	13	31.7	15	40.5
95	17		41		37	

$$X^2 = 1.38 \quad d=2; \quad p = n.s.$$

Table 27 represents a non-significant differences between the selected low and high scorers on the sub scale of achievement via independence for the socioeconomic status of the subjects. $X^2(2)=1.38$; $p=n.s.$ The highest percentage earned by the high scoring subjects on this sub-scale of CPI is for the upper class 47.1% followed by lower class 40.5% and the middle class 31.7%. The percentage of the low scoring subjects is just the reverse of the above on the three socio-economic classes.

Table 28 A 2x3 Chi-square analysis of the selected low-high scorer on the 'Intellectual efficiency' (Ie) sub-scale of CPI for their socioeconomic status.

Groups	Upper		Middle		Lower	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Low (65)	9	52.9	27	65.9	29	78.4
High (30)	8	47.1	14	34.1	8	21.6
95	17		41		37	

$$X^2 = 3.70 \quad df = 2; \quad p = n.s.$$

Table 28 depicts a non-significant difference between the selected low and high scorers on the sub-scale of intellectual efficiency for the socio-economic status of the subjects. $X^2 (2)=3.70$; $p=n.s.$ The highest percentage for the high scoring subjects on this sub-scale of CPI is for the upper class 47.1% followed by middle class 34.1% and the lower class 21.61%. The percentage of the low scorers is opposite to the above for the three different categories of the socio-economic status.

Table 29 A 2x3 Chi-square analysis of the selected low-high scorer on the 'Flexibility (Fx) sub-scale of CPI for their socioeconomic status.

Groups	Upper		Middle		Lower	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Low (71)	9	52.9	32	78	30	81.1
High (24)	8	47.1	9	22	7	18.9
95	17		41		37	

$$X^2 = 5.30 \quad d=2; \quad p < .07$$

Table 29 shows a marginally significant difference between the selected low and the high scorers on the sub-scale of flexibility for the socio-economic status of the subject $X^2 (2)=5.30$; $p < .07$. The highest percentage for the high scoring subjects on this sub-scale of CPI is for the upper class 47.1% followed by middle class 22% and the lower class 18.9%. The percentage of the low scoring subjects is just the reverse of the above on the three classes of the socio-economic status.

Table 30 Chi-square analysis and comparison of distribution of socio-economic class in the total sample with the selected sample and their relative percentages.

Total population		=	695
Selected candidates		=	95
Probability of upper class in the total sample	=	$\frac{60}{695}$	= .086
Expected frequency of upper class in selected candidates	=	0.086×95	= 8.2
Observed frequency of upper class in selected candidates	=	17	
Probability of middle class in the total sample	=	$\frac{201}{695}$	= 0.289
Expected frequency of middle class in the selected candidates	=	0.289×95	= 27.47
Observed frequency of middle class in the selected candidates	=	41	
Probability of lower class in the total sample	=	$\frac{434}{695}$	= 0.624
Expected frequency of lower class in the selected candidates	=	0.624×95	= 59.32
Observed frequency of lower class in the selected candidates	=	37	
Percentage of the upper class in the total sample	=	$.086 \times 100$	= 8.6%
Percentage of Upper class in the selected candidates	=	$17/95 \times 100$	= 17.9%
Percentage of middle class in the total sample	=	$.289 \times 100$	= 28.9%
Percentage of the middle class in the selected candidates	=	$41/95 \times 100$	= 43.15%
Percentage of lower class in the total sample	=	$.624 \times 100$	= 62.4%
Percentage of lower class in the selected candidates	=	$37/95 \times 100$	= 38.94%
X ²	=	24.50	
df	=	2	
P < .00001			

Table 30 represents a comparison of total sample with the selected candidates on the three socio-economic classes and the chi-square analysis $X^2(2) = 24.50$; $P < .00001$ and the percentages of subjects falling in the total sample and the selected candidates. The expected frequency (fe) 27.47 and the observed frequency (fo) 41 of the middle class is the highest followed by upper class (fe) 8.2; (fo) = 17 and lower class (fe) = 59.32; (fo) = 37, which shows that the expected frequency (fe) of the lower class is more than the observed frequency (fo). The table shows bias in selection by the Commission, towards middle class, followed by upper and then the lower class.

Table 31 A 2x3 Chi-square analysis between the low-high scorer categories on the 'Dominance' (Do) sub-scale of CPI for the subjects father education.

Group	BA/B.Sc and above		Middle Intermediate		Primary		Uneducated	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Low	78	73.8	247	83.4	49	83	207	88.8
High	28	26.1	49	16.5	10	16.9	26	11.1

$$X^2 = 12.20 \quad df = 3; \quad p < .001$$

Table 31 shows a highly significant difference between the low and high scorers on the sub-scale of dominance for different level of educational qualification of subjects' father $X^2(3) = 12.20; p < .001$. The data indicates that the percentage of persons among the high scorers is highest for the graduate category 26.1% of fathers' education, this is followed by primary 16.9% and intermediate 16.5% and least for the uneducated fathers 11.1%.

Table 32 A 2x4 Chi-square analysis between the low-high scorer categories on the 'Capacity for status'(Cs) sub-scale of CPI for the subjects' father education.

Group	BA/B.Sc and above		Middle Intermediate		Primary		Uneducated	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Low	60	56.1	197	66.6	38	64.4	167	71.7
High	47	43.9	99	33.4	21	35.6	66	28.3

$$X^2 = 8.13 \quad df = 3; \quad p < .05$$

Table 32 shows a significant difference between the low and high scorers on the sub-scale of capacity for status for different levels of educational qualification of subjects' fathers. $X^2(3)=8.13;p < .05$. It is indicated by the data that the percentage of persons among the high scorers is the highest for the graduate category 43.9% followed by the primary 35.6%, this is followed by intermediate 33.4% and least for the uneducated fathers 28.3%.

Table 33 A 2x4 Chi-square analysis between the low-high scorer categories on the 'Sociability' (Sy) sub-scale of CPI for the subjects' father education.

Group	BA/B.Sc and above		Middle Intermediate		Primary		Uneducated	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Low	69	64.5	218	73.6	47	79.7	189	81.1
High	38	35.5	78	26.4	12	20.3	44	18.9

$$X^2 = 11.98; \text{ df} = 3; \quad p < .001$$

Table 33 represents a highly significant difference between the low and high scorers on the sub-scale of sociability for different educational levels of the subjects' fathers. $X^2(3) = 11.98; p < .001$. It is revealed by the data that the highest percentage of persons among the high scorers is for the graduate category 35.5% followed by intermediate 26.4%, primary 20.3% and least for the uneducated fathers 18.9%.

Table 34 A 2x4 Chi-square analysis between the low-high scorer categories on the 'Social presence (Sp) sub-scale of CPI for the subjects' father education.

Group	BA/B.Sc and above		Middle Intermediate		Primary		Uneducated	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Low	65	60.7	207	69.9	48	81.4	190	81.5
High	42	39.3	89	30.1	11	18.6	43	18.5

$$X^2 = 20.4; \text{ df} = 3; \quad p < .0001$$

Table 34 highlights a highly significant difference between the low and high scorers on the sub-scale of social presence for different levels of educational qualification of subjects' fathers $X^2(3) = 20.4; p < .0001$. The data indicates that the highest percentage of persons among the high scores is for the graduate category 39.3% followed by intermediate 30.1% and least for both primary 18.6% level and uneducated fathers 18.5%.

Table 35 A 2x4 Chi-square analysis between the low-high scorer categories on the 'Self acceptance' (Sa) sub-scale of CPI for the subjects' father education.

Group	BA/B.Sc and above		Middle Intermediate		Primary		Uneducated	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Low	38	35.5	126	42.6	31	52.5	122	52.4
High	69	64.5	170	57.4	28	47.5	111	47.6

$$X^2 = 10.92; df = 3; p < .02.$$

Table 35 reveals a significant difference between the low and high scorers on the sub-scale of self acceptance for different levels of educational qualification of subjects' fathers. $X^2(3) = 10.92; p < .02$. It is indicated by the data that the highest percentage of persons among the high scorers is for the graduate category 64.5% followed by intermediate 57.4% and once again least for both uneducated fathers' category 47.6% and primary level 47.5%.

Table 36 A 2x4 Chi-square analysis between the low-high scorer categories on the 'Well being (Wb) sub-scale of CPI for the subjects' father education.

Group	BA/B.Sc and above		Middle Intermediate		Primary		Uneducated	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Low	71	66.4	220	74.3	42	71.2	199	85.4
High	36	33.6	76	25.7	17	28.8	34	14.6

$$X^2 = 18.13; df = 3; p < .0004.$$

Table 36 shows a highly significant difference between the low and the high scorers on the sub-scale of well being for the different levels of subjects' father educational qualification $X^2(3) = 18.13, p < .0004$. The data highlights that the highest percentage of persons among the high scores is for the graduate category 33.6% followed by primary 28.8% and intermediate and 25.7% least for the uneducated fathers 14.6%.

Table 37 A 2x4 Chi-square analysis between the low-high scorer categories on the 'Responsibility (Re) sub-scale of CPI for the subjects' father education.

Group	BA/B.Sc and above		Middle Intermediate		Primary		Uneducated	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Low	43	40.2	139	47	21	35.6	114	48.9
High	64	59.8	157	53	38	64.4	119	51.1

$$X^2 = 4.90; \quad df = 3; \quad p = n.s.$$

Table 37 highlights a non-significant difference between the low and high scorers on the sub-scale of responsibility for the different levels of educational qualification of subjects' fathers. $X^2(3) = 4.90$; $p = n.s.$ The data reveals that the highest percentage of persons among the high scorers is for the primary category 64.4% followed by graduate 59.8%, and intermediate 53% and least for uneducated fathers 51.1%.

Table 38 A 2x4 Chi-square analysis between the low-high scorer categories on the 'Self control'(Sc) sub-scale of CPI for the subjects' father education.

Group	BA/B.Sc and above		Middle Intermediate		Primary		Uneducated	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Low	55	51.4	169	57.1	35	59.3	136	58.4
High	52	48.6	127	42.9	24	40.7	97	41.6

$$X^2 = 1.66; \quad df = 3; \quad p = n.s.$$

Table 38 shows a non-significant difference between the low and high scorers on the sub-scale of self control for the different educational qualification levels of subjects' fathers. $X^2(3) = 1.66$; $p = n.s.$ The data indicates that among the high scores the highest percentage of persons is for the graduate category followed 48.6% by intermediate 42.9% and uneducated and 41.6% least for primary level 40.7%.

Table 39 A 2x4 Chi-square analysis between the low-high scorer categories on the 'Tolerance (To) sub-scale of CPI for the subjects' father education.

Group	BA/B.Sc and above		Middle Intermediate		Primary		Uneducated	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Low	50	46.7	176	59.5	28	47.5	147	63.1
High	57	53.3	120	40.5	31	52.5	86	36.9

$$X^2 = 10.96; \text{ df}=3; p < .02.$$

Table 39 shows a significant difference between the low and high scorers on the sub-scale of tolerance for the different levels of educational qualification of subjects' fathers. $X^2 (3) = 10.96, p < .02$. The data shows that the highest percentage of persons among the high scorers is for the graduate category 53.3% followed by primary 52.5% and intermediate 40.5%, and the least for uneducated fathers 36.9%.

Table 40 A 2x4 Chi-square analysis between the low-high scorer categories on the 'Achievement via independence' (Ai) sub-scale of CPI for the subjects' father education.

Group	BA/B.Sc and above		Middle Intermediate		Primary		Uneducated	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Low	64	59.8	198	66.9	41	69.5	165	70.8
High	43	40.2	98	33.1	18	30.5	68	29.2

$$X^2 = 4.18; \text{ df} = 3; \text{ p} = \text{n.s}$$

Table 40 indicates a non-significant difference between the low and high scorers on the sub-scale achievement via independence for the different educational qualification levels of the subjects' father. $X^2 (3) = 4.18; p = \text{n.s}$. The data reveals that the highest percentage of persons among the high scorers is for the graduate category 40.2% followed by intermediate 33.1% and 30.5% primary and least for the uneducated fathers 29.2%.

Table 41 A 2x4 Chi-square analysis between the low-high scorer categories on the 'Intellectual efficiency (Ie) sub-scale of CPI for the subjects' father education.

Group	BA/B.Sc and above		Middle Intermediate		Primary		Uneducated	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Low	65	60.7	231	78	46	78	194	83.3
High	42	39.3	65	22	13	22	39	16.7

$$X^2 = 21.40; \text{ df} = 3; \quad p < .0001.$$

Table 41 shows a highly significant difference between the low and high scorers on the sub-scale of intellectual efficiency for the different qualification levels of the subjects' fathers $X^2 (3) = 21.40; p < .0001$. The data indicates that the highest percentage of persons among the high scorers is for the graduate category 39.3% followed by both intermediate and primary 22%, with equal percentage and least for the uneducated fathers 16.7%.

Table 42 A 2x4 Chi-square analysis between the low-high scorer categories on the 'Flexibility, (Fx) Sub-scale of CPI for the subjects' father education.

Group	BA/B.Sc and above		Middle Intermediate		Primary		Uneducated	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Low	75	70.1	219	74	42	71.2	182	78.1
High	32	29.9	77	26	17	28.8	51	21.9

$$X^2 = 3.07; \text{ df} = 3; \quad p = \text{n.s}$$

Table 42 represents a non-significant difference between the low and high scorers on the sub-scale of flexibility for the different levels of educational qualification of subjects' father $X^2 (3) = 3.07; p = \text{n.s}$. The data shows that the highest percentage of persons among the high scoring subjects is for the graduate category 29.9% followed by primary 28.8% and intermediate 26% and least for the uneducated fathers 21.9%.

Table 43 A 2x4 Chi-square analysis of selected low-high scorer on the 'Dominance, (Do) sub-scale of CPI for their father's education.

Group	BA/B.Sc and above		Middle Intermediate		Primary		Uneducated	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Low (28)	8	42.1	39	49.6	2	50	19	82.6
High(27)	11	57.9	10	20.4	2	50	4	17.4
95	19		49		4		23	

$$X^2 = 11.95; \text{ df} = 3; \quad p = < .007$$

Table 43 reflects a significant difference between the selected low and high scorers on the dominance sub-scale of CPI for the different levels of educational qualification of subjects' fathers. $X^2(3) = 11.95; p < .007$. The data indicates that the highest percentage of persons among the high scorers is for the graduate category 57.9% followed by primary 50% and intermediate 20.4% and least for the uneducated fathers 17.4%.

Table 44 A 2x4 Chi-square analysis of the selected low-high scorers on the 'Capacity for status' sub-scale of CPI for their fathers' education

Group	BA/B.Sc and above		Middle Intermediate		Primary		Uneducated	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Low (51)	5	26.3	30	61.2	2	50	19	60.9
High(44)	14	73.7	19	38.8	2	50	9	39.1
95	19		49		4		23	

$$X^2 = 7.34; \text{ df} = 3; \quad p = .06$$

Table 45 shows a significant difference between the selected low and high scorers on the sub-scale of capacity for status for the different educational qualification levels of the subjects fathers. $X^2(3) = 7.34; p < .06$. The data reveals that the highest percentage of persons among the high scorers is for the graduate category 73.7% followed by primary 50% and uneducated 39.1% and least for intermediate level 38.8%.

Table 46 A 2x4 Chi-square analysis of the selected low high scorers on the 'Sociability' sub-scale of CPI for their fathers' education

Group	BA/B.Sc and above		Middle Intermediate		Primary		Uneducated	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Low(62)	7	36.8	34	69.4	3	75	18	78.3
High(33)	12	63.2	15	30.6	1	25	5	21.7
95	19		49		2		23	

$$X^2 = 9.02; \quad df = 3; \quad p < .03$$

Table 46 highlights a significant difference between the selected low and high scorers on the sub-scale of sociability for the different educational qualification levels of the subjects' fathers. $X^2(3)=9.02$; $p < .03$. The data indicates that the highest percentage of persons for the high scoring subjects is for the graduate category 63.2% followed by intermediate 30.6% and primary 25% and the least for uneducated fathers 21.7%.

Table 47 A 2x4 Chi-square analysis of the selected low-high scorers on the 'Social presence' sub-scale of CPI for their fathers' education

Group	BA/B.Sc and above		Middle Intermediate		Primary		Uneducated	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Low(57)	8	42.1	30	61.2	3	75	17	69.6
High(38)	11	57.9	19	38.8	1	25	7	30.4
95	19		49		4		23	

$$X^2 = 3.81; \quad df = 3; \quad p = \text{n.s.}$$

Table 47 shows a non-significant difference between the selected low and high scorers on the sub-scale of social presence for the different educational qualification of subjects' fathers. $X^2(3)=3.81$; $p = \text{n.s.}$ The data highlights that the highest percentage of persons among the high scorers is for the graduate category 57.9% followed by intermediate 38.8% and uneducated 30.4% and least for the primary level 25%.

Table 48 A 2x4 Chi-square analysis of the selected low-high scorers on the 'Self acceptance' sub-scale of CPI for their fathers' education

Group	BA/B.Sc and above		Middle Intermediate		Primary		Uneducated	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Low (32)	3	15.8	16	32.7	1	25	12	52.2
High(63)	16	84.2	33	67.3	3	75	11	47.8
95	19		49		3		23	

$$X^2 = 6.40; \quad df=3; \quad p = < .09$$

Table 48 reveals a marginally significant difference between the selected low and high scorers on the sub-scales of self-acceptance for the different levels of subjects' father educational qualification. $X^2 (3)=6.40; p < .09$. The data indicates that the highest percentage of persons among the high scorers is for the graduate category 84.2% followed by primary 75% and intermediate 67.3% and least for the uneducated fathers 47.8%

Table 49 A 2x4 Chi-square analysis of the selected low-high scorers on the 'Well being' sub-scale of CPI for their fathers' education

Group	BA/B.Sc and above		Middle Intermediate		Primary		Uneducated	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Low (64)	9	47.4	37	75.5	2	50	16	63.6
High(31)	10	52.6	12	24.5	2	50	7	30.4
95	19		49		4		23	

$$X^2 = 5.53; \quad df = 3; \quad p = n.s$$

Table 49 highlights a non-significant difference between the selected low and high scorers on the sub-scale of well being for the different levels of educational qualification of subjects' father $X^2 (3)=5.53; p = n.s$. The data shows that the highest percentage of persons among high scorers is for graduate category 52.6% followed by primary 50% and uneducated 30.4% and least for the intermediate level 24.5%.

Table 50 A 2x4 Chi-square analysis of the selected low-high scorers on the 'Responsibility' sub-scale of CPI for their fathers' education

Group	BA/B.Sc and above		Middle Intermediate		Primary		Uneducated	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Low (45)	8	42.1	24	49	1	25	12	52.2
High(50)	11	57.9	25	51	3	75	11	47.8
95	19		49		4		29	

$$X^2 = 1.27; \quad df=3; \quad p = n.s$$

Table 50 shows a non-significant difference between the selected low and high scorers on the sub-scales of responsibility for the different levels of educational qualification of subjects' fathers. $X^2 (3)=1.27$; $p = n.s$. The data indicates that the highest percentage of persons among the high scores is for the primary category 75% followed by graduate 57.9% and intermediate 51% and least for the uneducated fathers 47.8%.

Table 51 A 2x4 Chi-square analysis of the selected low and high scorers on the 'Self control-sub-scale of CPI for their fathers' education

Group	BA/B.Sc and above		Middle Intermediate		Primary		Uneducated	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Low (56)	11	57.9	32	65.3	1	25	12	52.2
High(39)	8	42.1	17	34.7	3	75	11	47.8
95	19		49		4		23	

$$X^2 = 3.16; \quad df=3; \quad p = n.s$$

Table 51 depicts a non-significant difference between selected low and high scorers on the sub-scale of self-control for the different educational qualification level of subjects' father. $X^2 = 3.16$; $p=n.s$ The data shows that among the high scorers the highest percentage of persons is for the primary category 75% followed by un-educated 47.8% and graduate 42.1% and least for the intermediate level 34.7%.

Table 52 A 2x4 Chi-square analysis of the selected low and high scorers on the 'Tolerance' sub-scale of CPI for their fathers' education

Group	BA/B.Sc and above		Middle Intermediate		Primary		Uneducated	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Low (53)	9	47.4	29	59.2	0	0	15	65.2
High(42)	10	52.6	20	40.8	4	100	8	34.8
95	19		49		4		23	

$$X^2 = 6.65; \quad df=3; \quad p < .08.$$

Table 52 shows a significant difference between the selected low and high scorers on the sub-scale of tolerance for the different levels of educational qualification of subjects' fathers. $X^2(3)=6.65$; $P < .08$. The data indicates that percentage of persons among the high scoring subjects is for the category primary 100% followed by graduate 52.6% and intermediate 40.8% and least for the uneducated fathers 34.8%.

Table 53 A 2x4 Chi-square analysis of the selected low and high scorers on the 'Achievement-via-independence' sub-scale of CPI for their fathers' education

Group	BA/B.Sc and above		Middle Intermediate		Primary		Uneducated	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Low (59)	11	57.9	32	65.3	3	75	13	56.5
High(36)	8	42.1	17	34.7	1	25	10	43.5
95	19		49		4		23	

$$X^2 = .943 \quad df=3; \quad p = n.s$$

Table 53 highlights a non-significance between the selected low and high scorers on the sub-scale of achievement-via-independence for the different levels of educational qualification of subjects' fathers $X^2 = .943$; $p = n.s$. The data shows that the highest percentage of persons among high scorers is for uneducated category 43.5% followed by graduate 42.1% and intermediate 34.7% and least for the primary 25% level.

Table 54 A 2x4 Chi-square analysis of the selected low and high scorers on the 'Intellectual efficiency' sub-scale of CPI for their fathers' education

Group	BA/B.Sc and above		Middle Intermediate		Primary		Uneducated	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Low (65)	8	42.1	37	75.5	3	75	17	73.9
High(30)	11	59.9	12	24.5	1	25	25	26.1
95	19		49		4		23	

$$X^2 = 7.63; \quad df=3; \quad p < .06$$

Table 54 shows a significant difference between the selected low and high scorers on the sub-scale of intellectual efficiency for the different levels of educational qualification of subjects' father : $X^2(3)=7.63$ $p < .06$. The data indicates that the highest percentage of persons for the high scorers is for graduate category 59.9% followed by uneducated 26.1% and primary 25% and least for intermediate level 24.5%.

Table 55 A 2x4 Chi-square analysis of the selected low and high scorers on the 'Flexibility sub-scale of CPI for their fathers' education

Group	BA/B.Sc and above		Middle Intermediate		Primary		Uneducated	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Low (71)	13	68.4	41	83.7	1	25	16	69.6
High(24)	6	31.6	8	16.3	3	75	7	30.4
95	19		49		4		25	

$$X^2 = 8.04; \quad df=3; \quad p < .05$$

Table 55 reveals a significant difference between the selected low and high scorers on the sub-scale of flexibility for the different educational qualification levels of subjects' fathers $X^2(3) = 8.04$; $p < .05$. The data shows that the highest percentage of persons among the high scorers is for the primary category 75% followed by graduate 31.6% and uneducated 30.4% and least for intermediate level 16.3%.

Table 56. Chi-square analysis and comparison of distribution of fathers' educational categories in the total sample with the selected candidates and their relative percentage.

Total population	=	695
Selected candidates	=	95
Probability of graduate and above category in the total sample	=	$107/695 = 0.153$
Expected frequency of the graduate and above category in the selected candidates	=	$0.153 \times 95 = 14.53$
Observed frequency of graduate and above category in the selected candidates	=	19
Probability of middle - intermediate category in the total sample	=	$296/695 = 0.426$
Expected frequency of middle - undergraduate category in the selected candidates.	=	$0.426 \times 95 = 40.38$
Observed frequency of middle-intermediate category in the selected candidates.	=	49
Probability of primary category in the total sample	=	$59/695 = 0.089$
Expected frequency of primary category in the selected candidates	=	$0.089 \times 95 = 8.45$
Observed frequency of primary category in the selected candidates	=	4
Probability of uneducated category in the total sample	=	$233/695 = 0.335$
Expected frequency of uneducated category in the selected candidates	=	$0.335 \times 95 = 31.82$
Percentage of middle class in the total sample	=	$.289 \times 100 = 28.9\%$
Observed frequency of uneducated category in the selected candidates	=	23

Percentage of the graduate & above category in the total sample	=	0.153×100	=	15.3%
Percentage of the graduate & above category in the selected candidates	=	$19/95 \times 100$	=	20%
Percentage of the middle intermediate category in the total sample	=	$.0.426 \times 100$	=	42.6%
Percentage of the middle-intermediate category in the selected candidates	=	$49/95 \times 100$	=	51.57%
Percentage of the primary category in the total sample	=	0.089×100	=	8.9%
Percentage of the primary category in the selected candidates	=	$4/95 \times 100$	=	4.21%
Percentage of the uneducated category in the total sample	=	0.335×100	=	33.5%
Percentage of the uneducated category in the selected sample	=	$23/95 \times 100$	=	24.21%
X^2	=	7.99		
df	=	3		
P < .01				

Table 56 represents a comparison of total sample with the selected candidates on the four categories of subjects' father education $X^2(3) = 7.99$; $P < .01$. The expected frequency (fe) 40.38 and observed frequency (fo) 49 is highest for middle-intermediate category followed by graduate fe = 14.53; fo = 19 and uneducated fathers' category with fe = 31.82 and fo = 23 and finally the primary category with fe = 8.45 and fo = 4. The table shows bias in selection by the Commission, towards and middle-intermediate category of subjects' fathers' education followed by graduate and above, category and then uneducated and the primary educational level, is preferred.

Table 57 One way analysis of variance on the scores of selected and unselected subjects on the 'Dominance' sub-scale of CPI.

Source of Variation	SS	df	MS	F	P
Groups	161.18	1	161.8	2.18	n.s
Residual	13876.21	188	73.81		
Total	14037.39	189	74.27		

Table 57 depicts the difference between the scorers of selected and unselected subjects on the capacity for status sub-scale of CPI is significant $F = (1, 188) = 8.82$; $p < .003$. This shows that this sub-scale of CPI is significant in differentiating between the selected and the unselected subjects.

Table 58 One way analysis of variance on the scores of selected and unselected subjects on the 'Capacity for status (Cs) sub-scale of CPI.

Source of Variation	SS	df	MS	F	P
Groups	148.54	1	148.54	8.82	$p < .003$
Residual	3164.31	188	16.83		
Total	3312.869	189	17.52		

Table 58 depicts that the difference between the scores of selected and unselected subjects on the capacity for status sub-scale of CPI is significant $F = (1, 188) = 8.82$; $P < .003$. This shows that this sub-scale of CPI is significant in differentiating between the selected and the unselected subjects.

Table 59 One way analysis of variance on the scores of selected and unselected subjects on the 'Sociability' (Sy) sub-scale of CPI.

Source of Variation	SS	df	MS	F	P
Groups	202.18	1	202.18	7.24	$p < .008$
Residual	5246.67	188	27.90		
Total	5448.86	189	74.27		

Table 59 shows that the difference between the scores of selected and the unselected subjects on the sociability sub-scale of CPI is significant $F = (1, 188) = 7.24$; $p < .008$. This shows that this sub-scale of CPI is significant in differentiating between the selected and the unselected subjects.

Table 60 One way analysis of variance on the scores of selected and unselected subjects on the 'Social presence (Sp) sub-scale of CPI.

Source of Variation	SS	df	MS	F	P
Groups	126.44	1	126.44	3.68	$p < .06$
Residual	6449.26	188	34.30		
Total	6575.71	189	34.79		

Table 61 reveals that the difference between the scores of selected and the unselected subjects on the social presence sub-scale of CPI is significant $F = (1,188) = 3.68$; $p < .06$. This shows that this scale of CPI is somewhat significant in differentiating between selected and unselected subjects.

Table 61 One way analysis of variance on the scores of selected and unselected subjects on the 'Self acceptance (Sa) sub-scale of CPI.

Source of Variation	SS	df	MS	F	P
Groups	53.68	1	53.68	4.06	$p < .05$
Residual	2481.41	188	13.19		
Total	2535.10	189	13.41		

Total 61 reveals that the difference between the scores of selected and the unselected subjects on the self acceptance sub-scale of CPI is significant $F (1,88) = 4.06$; $P < .05$. This shows that this sub-scale of CPI is significant in differentiating between selected and the unselected subjects.

Table 62 One way analysis of variance on the scores of selected and unselected subjects on the 'Well being' (Wb) sub-scale of CPI.

Source of Variation	SS	df	MS	F	P
Groups	451.83	1	451.83	3.45	$p < .06$
Residual	24555.32	188	34.30		
Total	25007.16	189	34.79		

Table 62 shows that the different between the scores of selected and the unselected subjects on the well being sub-scale of CPI is significant $F = (1,188) = 3.45$; $p < .06$. This shows that this sub-scale of CPI is somewhat significant in differentiating between the selected and the unselected subjects.

Table 63 One way analysis of variance on the scores of selected and unselected subjects on the 'Responsibility' (Re) sub-scale of CPI.

Source of Variation	SS	df	MS	F	P
Groups	30.400	1	30.400	.967	n.s
Residual	5909.89	188	31.43		
Total	5940.29	189	31.430		

Table 63 represents that the difference between the scores of selected and the selected subjects on the responsibility sub-scale of CPI is not significant $F = (1,188) = .967$; $p = n.s.$ This shows that this sub-scale of CPI is not significant in differentiating between selected and the unselected subjects.

Table 64 One way analysis of variance on the scores of selected and unselected subjects on the 'Self Control' (Sc) sub-scale of CPI.

Source of Variation	SS	df	MS	F	P
Groups	69.605	1	69.60	1.19	n.s
Residual	10925.07	188	58.112		
Total	10994.67	189	58.173		

Table 64 depicts that the difference between the scores of selected and the unselected subjects on self control sub-scale of CPI is not significant $F = (1, 188) = 1.19$; $p = n.s.$ This shows that this sub-scale of CPI is not significant in differentiating between selected and the unselected subjects.

Table 65 One way analysis of variance on the scores of selected and unselected subjects on the 'Tolerance' (To) sub-scale of CPI.

Source of Variation	SS	df	MS	F	P
Groups	24.337	1	24.337	.850	n.s
Residual	5385.57	188	28.647		
Total	5409.916	189	28.624		

Table 65 reveals that the difference between scores of selected and the unselected subjects on the sub-scale of tolerance of CPI is not significant $F = 1 (1,188) = .850$; $p = n.s.$ This shows that this sub-scale of CPI is not significant in differentiating between selected and the unselected subjects.

Table 66 One way analysis of variance on the scores of selected and unselected subjects on the 'Achievement-via-independence (Ai) sub-scale of CPI.

Source of Variation	SS	df	MS	F	P
Groups	59.137	1	59.137	4.65	p < .04
Residual	2387.83	188	12.701		
Total	2446.96	189	12.94		

Table 66 shows that the difference between the scores of selected and the unselected subjects on the achievement-via-independence sub-scale is significant $F=(1,188)=4.65$; $p < .04$. This shows that this sub-scale of CPI is significant in differentiating between selected and the unselected subjects.

Table 67 One way analysis of variance on the scores of selected and unselected subjects on the 'Intellectual efficiency (Ie) sub-scale of CPI

Source of Variation	SS	df	MS	F	P
Groups	238.78	1	238.78	2.59	n.s.
Residual	17304.589	188	92.04		
Total	17543.374	189	92.82		

Table 67 shows that the difference between the scores of selected and the unselected subjects on the intellectual efficiency sub-scale is not significant, $F= (1,188)= 2.59$; $p= n.s.$ This shows that this sub-scale of CPI is not significant in differentiating between selected and the unselected subjects.

Table 68 One way analysis of variance on the scores of selected and unselected subjects on the 'Flexibility' (Fx) sub-scale of CPI

Source of Variation	SS	df	MS	F	P
Groups	.426	1	.426	.041	n.s.
Residual	1950.737	188	10.376		
Total	1951.163	189	34.79		

Table 68 shows that the difference between the scores of selected and the unselected subjects on the flexibility sub-scale of CPI is not significant $F=(1, 188)= .426$. $p = n.s.$ This states that this sub-scale of CPI is not significant in differentiating between selected and the unselected subjects.

DISCUSSION

In Pakistan, various selection agencies are engaged in the selection of personnel for the Government related jobs, but none of them except for the Armed Forces selection centers where an objectively defined criteria of selection is followed. Some of the agencies are using various batteries, including objective and projective psychological tests and interview, while others use either one or both of them. The interview procedure being followed at these agencies is not based on scientifically or empirically defined procedures, rather it is a hiring decision based on a joint settlement taken through a formal agreement among the interviewers, because the members in the interviewing panel, at the government selection agencies are basically bureaucrats who come to the Selection Commissions either when they are about to retire from their service or are already re-employed by the Government. Therefore, as such they are not trained interviewers neither do they go through a formal interview training, rather are trained legislators issuing orders related to law and order. Discussions about selecting and hiring employees are just as important as any other major decision in a business ever to be made (Arthur 1986), yet all too often the hiring process is handled carelessly with results that are disappointing and expensive. It is the contention of the author that the selection agencies like Public Service Commission owe a great deal to their masses because it is the gateway for the youth of our country to start their careers related to public sector jobs and those already in government service to enhance their career, and therefore the recruiters employed in this office have a great responsibility on their shoulders.

The institution of Public Service Commission was first conceived and created under the Government of India. Act, 1935. The functions of the Public Service

Commission included recruitment through conduct of examination for fresh appointments and to determine the suitability or otherwise of those already in the service of the Province for promotion, or transfer to other services.

There occurred no change in the functions of the Public Service Commission during the One-Unit Set-up, when Pakistan had two wings the East and West Pakistan with powers vested in the centre, and decision made through central government at the capital, but on the re-emergence of Provinces of the break-up of One-Unit, in 1970, the NWFP Public Service Commission, created as an autonomous entity through the very first legislative Act of the NWFP Government, it was previously working jointly with the Panjab province Public Service Commission, was relieved of the functions concerning transfer or promotions of those in the Province. The Commission was made solely responsible for the recruitment to the fresh appointments and had thus only two sections: the Examination Wing and the Recruitment Wing.

It was as recent as 1987 that the Psychological Testing Wing was established at the NWFP Public Service Commission to conduct the personality and ability, testing of the candidates aspiring for public sector jobs. Ability tests are primarily, meant for shortlisting purpose. The task of the psychologists at the testing Wing is to assess the personality and ability of the candidates with the help of suitable diagnostic tools and to prepare the personality profiles of the candidates to be interviewed by the Commission later. These personality profiles are based on scientifically collected and professionally appraised and measured evidence and logically drawn inferences and conclusions, by consulting the manual and literature available on the selection tools.

The interviews on the other hand, are conducted by the members of the Commission according to the following guidelines, which because of lack of well defined objective indicator, allows for subjective application and interpretation of the criteria.

The decision of the Commission during the interview is based upon consensus among the members and the emphasis is basically on:

- i) The subject's knowledge (intelligence, capacity to learn);
- ii) The general knowledge;
- iii) Expression, confidence, persuasion (is able to put his ideas across);
- iv) Leadership qualities
- v) General outlook (appearance, is free from self doubts and is tolerant)

This arbitrary setting of standards in the hope of filling a position can back fire, (Arthur, 1986) because an interview is and should be a blend of carefully selected concrete and intangible requirements. These include concrete requirements such as experience, in depth knowledge of subject required, academic degree which is desirable, or in other words a combination of education and experience, with degree preferred. During the course of the interview, intangible requirements such as management style, ability to mix sociability, initiative, confidence, personality, temperament, maturity, creativity and imagination can help balance the lack of specific educational or experiential requirements. Keeping this ideal employee profile in mind while considering the candidates can be very helpful in being objective. As a matter of course in the author's opinion, the personality test profiles prepared by the Psychological Wing at the Public Service Commission, should be used as a guideline at the interview,

and there should be as such no room for the subjectivity in the assessment of suitability of the candidates. Testing is an additional category (Arthur, 1986) and it must be considered before proceeding with the interview, because tests are appropriate measures of job performance and job relatedness and these tests include all procedures from paper and pencil to ability and personality tests.

Unlike interviews the study of personality, through the personality tests or self report inventories provides at least a pen-picture of a candidates from which prediction about the future performance of a subject can be made. It also equips the interviewer with subject matter provided by the psychologist at any selection agency, to refer, to make inferences and further enhance his knowledge about the employee after interviewing him. Because personality traits have varied effects on the job experiences and there exists an integrated relationship between personality traits and job characteristics (van Denbeg and Feij, 1993).

As already mentioned, that a candidate goes through a psychological test as well as the interview by the Commission members, at the N.W.F.P. Public Service Commission. From the author's point of view, the interview plays a major role in the scheme of selection because notwithstanding the report of the psychologist, about the candidates not fulfilling the selection criteria, 60% of them are selected for various department sponsored posts. The reason being that the Commission relies heavily on its own subjective appraisal at the interview. The interview should only be a confirmatory exercise and not a conflict contributing one. Subjectivity at the interview is, as such a proven significant factor governing the process of selection in the Public Service

Commission. And this subjectivity, in itself, is influenced albeit unconsciously or subconsciously against those who do not fulfill the selection criteria.

To eliminate the element of subjectivity at the interview therefore, the only practical course is to allow due weightage to the findings of the Psychological Wing as per personality profiles of the candidates. It should not be treated as an exercise for form's sake only, allowed to gather dust in the corner, but made a positive contributory factor in the final decision.

The interview procedure, at the Commission, as mentioned earlier in this section, follows a consensus of opinion among the members who mark a candidate "pass" or "fail" through a ten point scale (Annexure-III) after the interview session ceases. This consensus factor is no doubt quite impressive in itself, and lends some respectability to the exercise, but again it should not be a consensus of like-minded persons based on extraneous considerations or their personal whims but a straight forward and transparent cumulative and result founded on some credible and positive basic formula. It is the contention of the author that this point system or assigning numerical value to the factors assessed have problem. Use of subjective terms such as outstanding or poor, (Annexure-III) which in our case, the Commission make use of when they judge a potential candidate on a ten point scale, to judge some one in this way is meaningless, because unless specific time which should at least be 30 to 45 minutes and written details are transferred upon a paper with a proper format encompassing important ingredients of an interview it becomes extremely difficult to distinguish one person from another at a later date, time or stage, this system may contain factors that are subjective and are not job

related these may include appearance, personality, subjects' economic status, his parents occupation and the like.

The present study as deals with the selection of candidates, hence it concerns to analyze the association of variables of socio-economic status and fathers' education of subjects with the selection of the candidates to the various government jobs. As it is generally considered that the social status plays a vital role in the development of personality, and this in turn shapes the relationships of people with one another and to the community on the whole. This social status seems to be cuboid, for it shadows a relation with personality, the occupational and educational system, the income and the social expectancies. In other words, people are judged by their social status and are also expected to be have in a particular manner. Socio-economic status and father's education are considered to be the two pillars for the healthy, growth and enhancement of a family structure from a total perspective. Economic upheaval or status is a factor which is overt and can be seen directly whereas parental education is covert and latent and indirectly affects the personality of an individual, or one could say that social status is consequential upon fathers' education (Marjoribanks; 1983/1988); as, by and large it stems from it. It is infact the by-product of education.

Results of the study show that the number of low and high scorers belonging to different socio-economic classes are significantly different on some of the sub-scales of CPI, whereas on others the differences are not significant. The sub scales which significantly differentiate between the low and high scorers for the socio-economic status are dominance, capacity for status, sociability, social presence, self acceptance, well

being, tolerance, achievement via independence, intellectual efficiency and flexibility, while the sub-scales which do not differentiate between low and high scorers are responsibility and self control.

According to Megargee (1972) the significantly differentiating sub scales of CPI, mentioned above are meant to identify strong, dominant, influential individuals who are able to take initiative and exercise leadership, have qualities that lead to ambition, self assurance, underlying the need for status, are outgoing, sociable, self confident having verve and poise comfortable and an undisturbed sense of personal worth, possessing secure and balanced self concept. In contrast to those who are devoid of the above qualities.

This means that some of these attributes are inculcated differentially in the personalities of individual belonging to different socio-economic classes. Because of the availability of the resources and money in the upper class, the attributes such as self confidence and assurance, spontaneity in social interaction, and viability are important for an ability to meet the every day demands posed by life, because it is generally understood that inter personal effectiveness derives in part from feelings of physical and psychological well being. Good and stable socio-economic background provides an easy stairway to the acquisition of higher social status. With money and resources available to them they are in a happy position to find or open new vistas to fulfill their ambition. Quite naturally the well-placed environments lend the candidates a high sense of importance, self confidence, (Lal, 1987; Whitley. Dougherty, Dreher, 1991); and availability to lead the others and to steer their way to a successful career. The argument

follows that character is a product of experience; the super ego; and the individual's conscience is molded by social taboos, commands and obligations (Frank, 1936). The delinquent is the plausible outcome of social conflicts and frustrations, meaning that an individual human personality is a product of learning sequence. Driven by inner tensions and guided by external valences. While recognizing the importance of the environmental issues in an individual biography, one is compelled to think that personality is in the main a mirror of society and society a mirror of personality.

The structure of a society all over the world in terms of economics is not only divided horizontally into occupations, but vertically in terms of status. Since occupations differ as regards various reward - income, security, prestige - individuals will achieve need satisfaction and pleasurable consequences, or frustration and discomfort, according to the vocation they enter. (Brenner, 1991). Further within each occupation there are vertical distinctions in terms of relative status, income and power. Thus observations of personality - occupation-economic relations are likely to reflect both horizontal and vertical influences.

In the author's view not only is the economic satisfaction in terms of occupation important for modifying personalities of adults, but it has far-reaching implications for the behaviour of parents towards their children. The literature on the effect on children of living in economically under privileged homes is extensive, this economic dissatisfaction becomes severe if the earning father is illiterate and uneducated, who shows a lower morale and greater dissatisfaction in comparison to those in higher status and middle brackets. Several investigations in the literature have been designated to find

substantial differences among the children of one social-class from another. These investigation as reported by Stagner (1961) have found different (i) child-rearing practices; (ii) that the actual experiences of the individual, as a result of economic frustrations, housing conditions, excess to recreational facilities and educational opportunities, shape his personality traits and these in turn shape the child's later environment.

The family dynamics in different socio-economic status and the degree of interaction and position of individuals belonging to different socio-economic status demand from them specific type of behaviours. It is an observation in the daily life that "high social status or middle class groups are characterized by positive literary and aesthetic attitudes; social poise and self confidence, denial of fears and anxieties; and some excess of dogmatic, self-righteous opinion. Lower class youngsters probably are not exposed to literary and aesthetic stimuli, they have been hampered as regards development of poise and self confidence, and they have been subjected to more threats, more insecurities. It is further reported by many studies, that low-status subjects in general reveal more complaints of bodily symptoms, which may be due to poor medical care coupled with rebellious attitude, depression and proven to emotional disturbance in comparison to higher-status subjects (Gough, 1946).

The comparison is quite true. The difference in the socio-economic status as influenced by family dynamics does generate deeply ingrained specific type behaviours. (Bloom, 1964; Saegart, 1985). Family morale, the harmonious functioning of parent-child roles are important for the child's personality development. How children grow up

as adults, depends, besides their own capabilities on the parental interactions (Riaz 1993); and the competence, self-reliance and self-control that children have in their personality depicts the secure, consistent and firmness in their parent's nature. The family as a unit, in the form of total configuration, having inter-personal interaction, is needed for the child to develop a nurturant, predictable, healthy and status giving interactions (Sullivan, 1953). Bad parenting and unhealthy parent-child relationship whether punitive or over indulgent, negligent or over protected develop mental problems (Horney, 1945). While children in psychologically organized families with warmth and love, are more securely attached (Ainsworth, Blehar, Waters, & Wall, 1978); have higher self-esteem (Coppersmith, 1967); are more responsive to other's problems and altruistic (Zahn-Waxler, Radke-Yarrow, & King, 1979; Riaz, 1993).

The research of Davis and Havigurst (1946), is perhaps the first one on the class differences in rearing children. Using White and Negro middle-class and lower-class mothers found decided class differences in breast feeding, severity of toilet training etc. These differences according to them might be expected to induce class differences in later personality traits.

The above studies reveal that there are certain predetermined stereotyped roles that are expected out of each person belonging to a particular class (Luft, 1957); the "rich man" is seen as being more self-reliant, perceiving himself as more valuable, having somewhat more personal freedom and feeling of belonging, he is rated higher on social standards, and social skills, on family occupational and community relations. The concepts do not seem to be an unrealistic aspect infact a sidelight of this concept is that;

the rich man is upgraded more than the others.

As already argued, in the preceding paragraph, that income level does reflect upon the social status and the differences therein quite natural affect social behaviour of the groups involved. It is the contention of the author that the more higher an income the more self-confident and self assured as person is, (Stott, 1945); with higher ratings on sociability and family/community relations and a higher sense of his own worth. This argument is further supported by Sacchi and Minzi (1984), who studied relationship between socio-economic status and personality variables and found that high socioeconomic students were more creative, able to express aggression in controlled manner and more adapted to normal thinking than the lower socio-economic subjects lower socio-economic subjects' showed more stereotyped thinking and inhibition of affection.

Those in the upper class enjoy physical and temporal facilities which not only inculcate positive literary and aesthetic attitudes but also physical well-being through prompt and good health which is not available to the lower class, whose faculties resultantly get rusty, instead of being sharpened, leaving them in the lurch. There is close relationship between socio-economic status and IQ level or intelligence (Yando, Seitz, & Zigler, 1979, Blue, 1981) and that children from lower socio-economic class perform generally in a poor way in comparison to the upper class on measures of intellectual and academic achievement. (Golden, Birns, Bridger, & Moss, 1973; Jones, Garrison & Morgan 1985) and the percentage of the attrition among the subjects belonging to the lower socio-economic status is greater in number (Biggs, Najam, Schulz, & Williams,

1991). It is the contention of the author that a person with superior potential has a great chance to utilize, his capabilities in an enriched environment but would lose his capacities in an unprivileged condition. It is therefore assumed that environmentally disadvantaged child fails to achieve the maximum intellectual development (Scarr-Salapatek, 1971 Rani, & Basavana, 1987).

Economics, in the author's opinion, is a strong factor determining relationship in a culture and society, the system of a family is based on expectations, which is shaped when children come out of their dependency age to independent thinking and decision making, children have to live upto the expectations of their parents by providing them housing, shelter, comfort, love and respect in return to the sacrifices that they had been making all along and this is consistent with the prevalent values in our society, because parents become old and are unable to earn their living, hence they become economically dependent upon their children and these economic satisfaction or frustrations thus form our relationship and attach meaning to them (Stagner, 1961). The economic system of a society, can generate healthy and unhealthy competition system among its inhabitants, this system becomes a source of aggression, hostile attitudes and prejudice if not implemented with proper plan and care, and these economic insecurities would give rise to racial groups, scape goat reactions (Hovland and Sears, 1940), and never ending conflicts among he groups and nations.

While studying the concept of economics from an Islamic perspective, Islam brought a new era of exploitation free economic activities. The prohibition of Riba and the introduction of Adl-wal-Ihsan emancipated to Muslims from capitalist oriented finance

market. Interest based lending, agriculture and domestic consumption was replaced by a system of mutual welfare and a sense of cooperation among Muslims. Islam rejected the lending because of interest, instead it introduced Mudarba based on justice and equity. It believed in a welfare state, a state which was during the regime of Hazrat Umer (A.S) and Mamoon-ur-Rashid. It gave the lesson of caring for the needy through Qarz-Hasna and Bait-ul-Maal. Islam believed in equality and did not want anyone to be materially superior to other. It completely negated the practice of feudalism, capitalism and slavery. This kind of economic system prevalent in a society creates classes and the rich get richer while poor more poor. The caste or class system has no place in an Islamic society as Islam is against all sorts of discrimination already discussed as on the basis of caste, creed, birth or colour. It is all for equality and justice. The Holy Prophet (S.A.W) had proclaimed that "an Arab has no superiority over a non-Arab, nor has a white over a black" Our Pakistani society though may not claim to encourage the class system it is the opinion of the author that still as a nation, though we are called the inhabitants of Islamic Republic of Pakistan, there exists a system which endorses Capitalism and Feudalism. Whether this is intentional or unintentional, we have a division of wealth and economy in terms of status just like other societies of the world. There exists a stratified classification of power and wealth into upper middle and lower sections, with particular behavioural expectations and attached to the people belonging to these classes.

The caste or class system has sneaked into Pakistani society under the Hinduized influences of mixed livings over so many centuries. And now when this system has found

a deep rooted place in our society, and has been further accentuated by the economic disparities, the division of society into different classes and their particular behavioural stance is but natural. Majority of our population is living below the "Poverty line". Instances exist where people go to bed without having even two solid meals. The economic chasm dividing the "haves" and "have nots" is widening day by day, at a staggering speed. The feeling of deprivation are sinking deep into the psyche of an individual in the latter group causing him to feel rebellious and frustrated. The situation is being accentuated further by free market economy and its inflationary impact. Those left behind or elbowed out in this maddening race feel frustrated, which causes various types of personality problems, which affect not only them alone but their families and children as well.

Perusal of the results of the present study reveal that the subjects belonging to the higher socioeconomic status are scoring high on most of the sub-classes of CPI, followed by middle class and the lower class respectively. suggesting as argued earlier that it is a general assumption that economic soundness leads to mental and physical satisfaction as majority of our desires could be gratified, and this economic satisfaction leads to personal worth, health, confidence, tolerance, intellectual and social awareness, sense of achievement motivation for occupational preference and many such qualities, (Idown, & Dere, 1983) that higher the socio-economic status, the higher the aspiration level of subjects, and more motivated the subjects are for the higher level occupations (Schultz, 1993). In higher class external influences, parental influence, extrinsic reward and intrinsic reward are the motivation to the occupational aspirations. Therefore, its is

of no surprise that subjects scoring high on CPI sub-scales have the qualities by virtue of their status. That higher socio-economic status provides every facilities and confers all sort of privileges to nurture egoistic gratifications, in the individuals concerned no longer a moot point but a real ground situation. The satisfaction and gratification born of this social elevation an economic emancipation serves as a fertile breeding ground for the growth and uplift of personality and hence their success in life.

Middle class in the context of the present day socio-economic conditions, is infact a misnomer, there is no middle class, as such. Neither the upper class accepts them, nor do they come down to the lower class. Their number is dwindling and they are just struggling to maintain the status quo and help keep their separate identity. Quite naturally this state of affairs detracts from their self confidence and affects their performance.

Hence subjects belonging to the middle socioeconomic status reveal less confidence, intellectual efficiency, venue and vigour, social tolerance and health in comparison to the upper class perhaps due to the fact that normally middle class people are striving to reach the upper strata through hard work and there are immense worries attached to their pursuits. Middle class people, of our society normally prefer to be job oriented and thus this working attitude brings expectation from their ownselves to strive with a comparatively low income level, and which results in a relatively lesser confidence, health, energy, vigour and social tolerance level.

While talking of the performance of subjects of lower class in relation to the present study we expect income differences to be associated with some greater biological and social frustrations i.e. less food, less palatable food, less comforts, less adequate

housing. This phenomenon could be explained in reference to Maslow's (1968, 1971) theory, Maslow arranges motives in hierarchy ascending from such basic physiological needs as hunger and thirst through safety and love needs to needs for esteem, (e.g feeling competent), and finally, self actualization the full realization of one's human potential, as in creativity. The lower needs are more powerful and demand satisfaction first. The higher needs according to him have less influence on behaviour but are most distinctly human. Generally, higher needs do not become a focus unless the lower physiological ones are satisfied; if not fully at least partly. So in the authors view, impact of lay-offs that economic frustration brings has effects on a person's perception of the world he lives in (Drucker & Remmers, 1952; Atherley, 1990). Further one could also, refer to the McClelland *et al* (1972) view point, regarding the behaviour and expression of power motivation in relation to person's socioeconomic status. Impulsive and aggressive expressions and action are especially revealed by men in lower socio-economic brackets. (Hoffeditz, 1934); Patterson 1943; Hoyenga & Hoyenga, 1984), and that the low class status people are associated with more worries less sufficiency, more introversion and less dominance. In the author's view point, lower class men are more "authoritarian" in comparison to middle class men, because it is true of course as a matter of economic and social fact that this authoritarian attitude has to be displayed by this class in the struggle against the increasing concentration of economic power (Adorno, Frenkel-Brunswick, Daniel & Sanford, 1950). Sub-standard living and sub-standard food, inadequate health care and unhealthy environments where even potable water is not easily available give rise to frustrations and disappointments and disenchantments, and these in turn, do affect

performance. And when father's poor education and his now on, now off, employment opportunities are also there, the things are further aggravated, which affect the psyche badly. The lower class thus sinks deeply into itself, and gets incapable of shedding its lurking fears, worries and apprehensions.

This contention of the present author is supported by the result of the present investigation, where the subjects belonging to the lower class are exhibiting authoritarian attitude and social intolerance by scoring the lowest on all the sub-scales and including the 'Tolerance' sub-scale, which was developed as a result of great attention to social intolerance in general and anti-Semitism after the World War-II. It is designed to measure social beliefs, accepting and permissive attitudes. Their low or rather lowest scoring on the CPI sub-scale is, as such, not surprising. Infact if they were on the level in such scoring that would have been more surprising and thought provoking. Therefore, it is of no surprise that the subjects belonging to the lower class strata, in our study are by virtue of their social and economic frustrations unable to attain a balance between their pursuits, overt behaviour and the underlying anxieties and worries, and thus are scoring the lowest on all the CPI sub-scales except for responsibility and self control sub-scales, in the present research.

The sub-scales on which the low-high scoring subjects do not significantly differentiate on their socio-economic status are the responsibility and self control. This means that our subjects who are the candidates appearing before the Public Service Commission, and who by virtue of their application to an institution where certain standards such as the selection criteria are prevalent and realizing its importance and also

being aspirants for various government jobs the subjects exhibit a sense of responsibility and a concern for intellectual pursuits. It could further be justified in regard to their similarity on such qualities as freedom from impulsivity and self centeredness, because they try their utmost to emphasize the importance of moral issues, the rules and values of our society and how they should be obeyed. In other words, they try to answer in a more socially desirable manner, because they carry a pre-determined view that a mature attitude is expected out of the candidates applying for the public sector jobs at a stage in life where they are they ought to display certain responsible attitudes regarding social issues.

Hence, one could say that irrespective of the socio-economic differences the subjects are exhibiting similar qualities on sub scales of responsibility and self control, may be because of the fact that they are candidates for selection to various openings advertised by the Public Service Commission for the Government of NWFP and therefore, are trying to present a good picture of their personality upon the selectors.

It could also be the fact that the two sub-scales i.e, responsibility and self control measures relatively the same characteristics and these sub scales of CPI were designed to identify people who had concern for social, civic and moral obligations emphasizing duty and discipline and restraining from irrational behavioural output (Gough, 1968). The two scales differ only in their understanding and following of checks and balances that society imposes in the shape of values, mores and beliefs. Therefore, it becomes evident from the scalar properties and definitions of the two sub-scales that perhaps the subjects are not differentiating due to the common characteristics of the two or perhaps one could

go for further analysis, in order to see whether the sub-scales of responsibility and self control need analyses on a larger scale from a selection perspective.

For the second variable; father's education, the study reveals that the low and high scoring subjects are significantly different from each other on the sub scales dominance, capacity for status, sociability, social presence, self acceptance, well being, tolerance, and intellectual efficiency. As already contended, father's educational background reflects economic freedom (Khan, Anila & Pervez, 1991); which allows an overall satisfaction. (Marjoribanks, 1983), there exists a significant relationship between learning environmental and parent's occupational status, and education which enables individual to attach meaning to their activity in daily life. The economic satisfaction as a result of these factors is conducive to the promotion of personal worth, health, confidence, tolerance, intellectual and social awareness and sense of achievement. This concept could be analysed in the context of Murray's (1938) need achievement, and the concept by McClelland (1951) Atkinson and Birch (1978). According to them education and its vigorous pursue may indicate a achievement goal, but it may also indicate economic motivation i.e. expectancy that more will be earned. This educational status, in the author's opinion sometimes brings with it a sense of high achievement and even places a person in a high social status in comparison to a person with enormous wealth, for example comparing a scientist, who spends his entire life trying to find out an answer to his problems in his laboratory instead of hounding after money and wealth like business tycoons (who cannot read or write). This is true especially in a society like ours where parents want their children to go for Central Superior Services or become a medical doctor or a professional, simply because of the reason that a social status be

enjoyed by them both through power, wealth and education. Because according to the existing notion in our society an individual belonging to the low income group could also enjoy same facilities as the one in upper or middle class, if his educational background is sound and he is able to succeed through professional and competitive examinations.

If the father is more educated, the more elevated is the socio-economic status and the more satisfaction stems from it, alongwith the concomitant privileges, facilities and behavioural stances (Khan, Anila & Pervez, 1991). The mechanism of identification, to which psychologists frequently refer, implies that the child will accept one parent as a model and imitate his or her behaviour. We assume that this begins with wishful thinking "I wish I were big and strong and athletic like Daddy" (Bugin, 1983), as it has been stressed through empirical importance, the role of father from the historical, cultural and anthropological aspects. One could study and define the terms authority and authoritarian in terms of process of education between the father-child relationship and the psychic development of the child and the relationship of father and authority from socio-cultural and psychoanalytic view. Further, in the present author's view behaviour of father will determine whether a child becomes a behaviour problem and it is the fathers' personality who influences a child's personality than the mother. This concept finds its basis in our Pakistani society and specifically the NWFP which is a male dominant society and the father or the male figure plays a significant role both as a bread winner as well as a decision-maker, mother or a woman is dependent upon him for her as well as her children's needs and her future also rests in the hands of the male, who is responsible to take decisions on her part because in majority of the cases the mothers, wives and daughters are uneducated and confined to the house for raising children and carrying out

household chores. Therefore, in the present study, it is not strange to find subjects with highly educated fathers to possess the qualities of confidence, social tolerance and intellect. Hence the level of performance by these subjects is relatively upish and high. It is the contention of the author that education inculcates rational thinking in forming opinions and relationships in social dealings and that education and class status are highly correlated (Stagner, 1961). As previously argued, Father's and mother's education and father's occupational status is an index of class status and personality characteristics in the shape of satisfactions and problem, associated with it, and children of less educated parents or totally uneducated parents have low emotional stability and are more anxious and prone to problem (Drucker & Remmers, 1952; and Sims, 1954; Sudhir & Lalhrimi, 1989). Hence, it is not hard to imagine the role of wealth in maintaining a person's status in general in a society. We can hardly criticise anyone who is of the view that lack of financial resources results in denial of proper facilities and absence thereof does affect the growth of intelligence and other faculties. So it can be said that the income and education are negatively correlated to the authoritarian and fascism attitude, because upper-income, better educated appear to be less prejudiced less anarchistic and less authoritarian (Roberts, & Rokeach, 1956). Because a person from a lower class encounters several failures to get ahead and who must habitually be submissive in his responses vis-a-vis the others he comes in contact with because of the lack of complexes developed by him.

The results of the present study, further reveal that on fathers' education the low and high scoring subjects are not differentiated on the sub-scales of responsibility, self control, achievement-via-independence and flexibility. This once again confirms the

previous contention that, as the subjects are coming for selection before the selection committee of the Public Service Commission, hence, the subjects want to appear and reveal responsible, achievement oriented, capable and expressive outlook. In other words exhibiting those qualities which are felt socially approved and part and parcel of a status conscious society such as ours, where there are certain expected and stereotyped roles designated to the social statuses in terms of economics and prestige associated with them. Secondly, Public Service Commission has some standard criterion and rules which must be fulfilled by the candidates before appearing for the tests and interview. So the candidates must show a responsible attitude for fulfilling the selection criteria for this he must have set up a goal to achieve and impose certain control over himself for the attainment of the goal. So these qualities can be expected out of each candidates appearing before the Public Service Commission, if not to a larger extent at least to some extent.

Their similarity on these scales could also be explained in the light of our Pukhtoon culture and society, where male is encouraged to have an independent thinking, and prefer situations involving decision making. They are expected to be authoritative and commanding and stern in their attitude and this trait of sternness is in turn the legacy of their long-standing independence, love for freedom and openness.

Their similarity on the scales of responsibility, self control, achievement-via-independence and flexibility could also be discussed in relation to the similar properties of scales of responsibility and self control as was contended earlier, as these two scales differ only in terms of their understanding and following of rules, values and their approval as a part of a society. In other words there is great similarity in terms of

measurement of properties which seems to be overlapping among the two scales of responsibility and self control. Further, their similarity on Achievement-via-independence and flexibility supports and strengthens already existing notions about Pukhtoon, as a nation being aggressive, impulsive, volatile and emotional. They have been made to think from generations to have an air of authority and be forceful in their way of life which is otherwise also evident in their life pattern in order to be called as a strong, dominant and independent nation.

Upon analysis of the recruitment pattern of the Commission, it is evident that the Commission is making selection of the subjects belonging to the middle socio-economic status followed by upper class and lower class, and subjects with fathers from middle-intermediate educational level followed by graduate category and primary level and lastly from the uneducated fathers. This pattern of selection confirms and endorses our first, second, and third assumptions. This can be reasoned in the light of the performance of the candidate belonging to the middle class in general, perhaps due to the existing notion about our middle class preferring to be job oriented either in the Government or public sector. The middle class parents usually want their children to be in service as it seems to be the only ways of achieving success, prestige and status involving lesser risk in comparison to business and other investment related project or perhaps the candidates from this strata are trying to put in extra efforts and are thus performing in a better way during the interview in comparison to the upper and the lower class subjects, and are more eager to be selected, if contrasted with the candidates of the upper and lower class. In upper class, individuals show less eagerness rather may be forced by their parents to go for government jobs as they have other alternatives and opportunities to spend their

life, like business of their fathers and forefathers or managing lands as part of family inheritance while lower class due to their constraints both material as well educational, are practically shorn of these trappings or with little hope of finding other alternatives and avenues go for the job with all their efforts to accomplish their targets but of course, revealing the underlying effects that the economic frustrations cause, and thus may be exhibiting the latent anxieties and lack of confidence as a result. Although the selection is being done from the middle socio-economic status, as explained earlier in this section, the performance of the candidates belonging to middle class, however, has not been high on majority of the CPI sub-scales instead it is the candidates from the upper class scoring the highest on almost all the relevant CPI scales except for the three sub-scales: Sociability, Self acceptance and responsibility. This means that subjects belonging to middle class prefer to have personal worth, regard for the social and normal values, reasoning and involvement in social and outgoing activities. Hence it would be appropriate to refer to the discussion contended in the above paragraph of about the fact that majority of the subjects from the middle class is being selected by the Commission; and since the Commission approves such qualities as an integral part of the selection process, therefore the candidates could be trying to support the general assumption about the middle class being confident, sociable, having personal worth. And perhaps because of these mentioned preferences for common and moral standards of society that the subjects belonging to this class are being chosen for various departments in the Government by the Commission. As far as the selection of the subjects with fathers of middle-intermediate educational level is concerned, the author is of the opinion that it is due to the fact that the number of applicants for the various jobs at the Commission is

highest for this category (42.59%) and may be due to highest percentage, the subject from this educational background of fathers is being selected. Secondly, it could be argued in the light of the literacy rate of Pakistan, which according to official sources is only 35% in the present times, when we are entering the twenty first century and are in a modern scientific era it must have been and of course, very low at the time of independence, when Pakistan was created. The pre-partition concept of education was, that the Farangi (Westerner) is thrusting his educational system upon Muslims to drive them away from Islamic practices and system of education. People would look down upon their fellows who would go for school education, let alone entering a professional college or higher degree. The elders of the communities would disband those going to Madrassas to study English and science, so the young generation of 40s, fifty years before are today's fathers and hence their educational level is liable to be low. Or, most probably the Commission is selecting the subjects from this category of father education due to the available talent within this bracket due to its high percentage in comparison to other categories. The data however, suggests that on many of the sub-scales the subjects belonging to this category are scoring even lower than the subjects with father's of primary educational level besides the graduate category subjects.

Coming back to the selection pattern of the N.W.F.P Public Service Commission, an example would help in understanding the association of the economic, social educational and occupational status of the candidates and their fathers' with their selection to the wide openings in the government. In a study of Provincial Civil Service competitive examination, 1991. It was found that out of the 108 subjects 56 were selected and out of these selected candidates 30 (28%) belonged to middle class with their fathers

mostly in the government service. This form of selection by the Commission, follows the pattern of the present investigation where too the major selection is being done from the middle class.

Another instance of the importance attached to the socio-economic level and fathers' present status by the selection agencies, and especially the Public Service Commissions in Pakistan is the application form that the candidate is required to fill in order to be a potential candidate for a said opening advertised by the Commission. The application form asks from the candidate his fathers' name and occupation besides his own academic/co-curricular achievement/name/age/place of birth. In the author's view-point, the father's occupational status, gives way to an unintentional bias during he interview process to the selectors at the Commission. The father could be their colleague employed in the government service, or someone from working class or employees in a low paid job or a high class businessman. As mentioned earlier, economic and social status of an individual creates a specific perceptual outlook, which indirectly affects him in his daily interactions and dealings thereby putting him in a position with certain pertinent and precise expectations, linked to it.

Pertinent and significant finding as regards our fourth assumption is that the major selection of the subject is from the low-scoring subjects on majority of the CPI sub-scales for both the variable i.e the socioeconomic status and father's education. Which confirms our assumption that subjects would be selected irrespective of their suitability on the CPI sub-scales. The sub-scales are: Dominance, Capacity for status, Sociability, Social presence, Well being, Self control, Tolerance, Achievement-via-independence, intellectual efficiency and Flexibility. The reasons could be the zonal allocation

(Annexure-IV), and the lack of choice with the Commission, where they are compelled to select subjects, not fulfilling the selection criteria. Although the Commission had a choice of selection from among those who score high on a CPI sub-scale and thus fulfill the selection criteria. Secondly, the result of analysis of variance, between the selected and unselected subjects also reveals the fact that great many candidates are available in the entire sample which fulfill the selection criteria who have the same qualification and even age bracket, then one is compelled to find the reason concerning the selection of the candidates and wonder whether those who were selected perform better than others, during the interview or was it a selection based on the quota system or the zonal allocation. Although, our result shows that the two groups of selected and un-selected significantly differentiate from each other only on qualities leading to status, personal worthiness and spontaneity in social interactions, while they do not differentiate from each other on qualities that are important and given preference at the N.W.F.P. Public Service Commission in the form of its selection criteria. These qualities being confidence, intelligence, responsibility social tolerance, control over anxieties and self doubts. Therefore it does not confirm our fifth assumption which states, that there would be significant difference between the unselected and the selected subjects' on the CPI sub-scales, relevant to the selection criteria. In case of zonal allocation, the Commission following a well defined strategy, chooses candidates from five zones of the province out of a block of 24 vacancies of zonal allocation (Annexure-V) e.g. Zone 1 (agencies of Bajaur, Mohammad, Khyber, Kurram, Orakzai North/South Waziristan), Zone 2 (Peshawar, Swabi, Mardan); Zone 3 (Swat, Buner, Dir, Chitral, Kohistan, Malakand and

backward areas of Hazara Division); Zone 4 (Kohat and its related areas); Zone 5 Hazara Division). In the cycle of rotation of vacancies as stipulated in a block, the seats, reserved for the zone which has already availed more seats than its due share (over subscribed) given to zones which are under subscribed. The cycle thus would start with a zone which is most under subscribed to the zone least under subscribed. While reviewing the zonal allocation formula, it seems that following the course of filling the seats in selection process where there is no available talent, chances are that some body with lesser qualities than that the Commission is looking for, gets selected and the reason why those who score low on the CPI sub-scales and do not fulfill the selection criteria, still get selected instead of the available lot of those candidates who fulfill the requisite standards is most probably due to the zonal allocation which places premium on place of birth rather than merit. Zonal allocation is a political decision designed to give the backward areas as well a share proportion to their population in the scheme of employment in the public sector or services to modify them and help them attain a sense of participation in the public affairs. The scheme however, runs counter to the concept of merit. Even the constitutional provision concerning it has lapsed because of the expiry of the period prescribed therein.

Further analysis of the data suggests that, the Commission, is selecting high scorers only in case of two sub-scales i.e. responsibility and self-acceptance for both the variables i.e. socioeconomic status and father's education. This once again describes a consistent pattern on behalf of the subjects as candidates, who may be exhibiting during the interview those characteristics which seem a general quality of the candidates, to be

responsible, comfortable, secure along with socially and normally upright thinking and therefore, the Commission could find and tap these qualities on larger scale, among the candidates during the interview process.

In fact the present study was an exploratory study designed to analyze the contribution of socio economic status and father's education in the selection process. This main objective of the study was achieved through analysis of the data which reveals a bias of commission towards middle class, as bulk of the selection is being done from this class and from the intermediate educational level of the candidate's father.

In the author's opinion, this pattern of selection suggests a trend of stratification of the entire society; the norms that may be said to characterize society as a whole are those that the middle class uphold and because generally it is seen that the percentage of middle class is greater in number in all societies of the world, and that people from this strata are believed to be energetic, more ambitious, social, due to the fact that if they do not strive for a balanced living sandwiched as they are between upper and lower classes, chances are that they would fall into the lower class - but hard work and struggle would elevate them into upper class. Further an unintentional or forced distribution of wealth, economic and education is made and there exists a middle class bias in all societies of the world (Stagner 1961), it is built in, so much so that at times researchers are also blamed to carry this middle class bias. So the members of Commission are no exception, who may also be influenced by this existent bias, due to the reason that majority of them hail perhaps, from middle class themselves, and have a similar educational background themselves or of their fathers'.

GENERAL DISCUSSION, CONCLUSION AND SUGGESTIONS.

The fact that our study was concerned with the use of test for predicting the performance of subjects as potential candidates for different public sector jobs, and our findings supporting the fact that the reports of the psychologist is not given due importance lends us to think about the general and existent status of psychological measurement techniques. It is easy for a layman to use a scale or a measuring tape when measuring weight or height in physical sciences, where everything is explained in quantitative terms and seems overt and obvious, and are perceived through their properties or attributes, whereas in social and behavioural sciences measurement, faces difficulties-there lies a controversy not only over the measurement and precision of constructs, but the construct in itself is under severe criticism as regards its abstract nature and dependency over inferences, and because of the inability of construct which cannot be overtly seen and easily understood or measured quantitatively by a layman. Although, generally speaking a psychological tool, for example a standardized test earns a respectable place at the face value and realizing deep down the non-psychologist agree that a psychological test is designed to assess a person's knowledge, skill or personality and is a scale of measurement for consistent individual differences in a nearly as possible objective manner. However, this concept changes when the assessment is made in employees selection at the selection agencies, especially in a set up like ours where scientific statements or activities are not tried or even encouraged.

Personality testing is in its primary stages at the N.W.F.P. Public Service Commission and the present research understands that it would take many more years for

it to gain its firm footing, for reasons best known to the Commission. It is perhaps, in the author's view due to the reason that Psychology is a new field and being in its embryonic stage, especially in Pakistan, it would require, hence a lot of spade work by the psychologists active in the field of research to come up with best possible answer and to discover and probe those areas which need more attention in order to enable it to be understood by the non psychologist. And to define its paradigm and theoretical concepts according to our own cultural and societal set up and particularly the cultural free personality testing. Hence it is high time that need of the validity and objectivity of the psychological tests; is made to be realized, in especially the selection of employees for the public sector jobs, in order to maximize objectivity for providing equal employment opportunity in the selection process, irrespective of caste, creed, economic level social status, and gender.

The interview is probably the most widely used selection procedure but there is one published validation study as reported by Tenopyr and Oeltjen (1978) between 1978 to 1980. During the same time, however, there were approximately 50 published studies indicating how vulnerable interviews and typical resume reviews are to biases or irrelevancies of various sorts. The interviews, despite various innovations over the years have never been consistently shown to improve selection. At best it introduces randomness to selection decisions and conscious and unconscious bias. As such the, interview represents a poor alternative to testing although it may be viewed favourably by groups who stand to profit from its potential bias (Schuler, 1993). The argument follows that as evident from the discussion contended previously by that relying heavily

on alternatives of tests would not prove more useful than a lottery for jobs; clearly valid tests such as CPI and other objectively scored inventories for general personality assessment would contribute to making objective decisions about hiring, not hiring, a particular applicant in employment testing. Even if it were demonstrable that the time and effort of testing are prohibitive, or that tests too often lead to incorrect decisions, it would still be a moot point that there is a good ground for researchers to learn and use the psychological tests about the structure and functioning of humans for research, personality study, or to sharpen the understanding of psychologists. The tests help the researcher in creating appropriate conditions, controlling variables, choosing measures, making observations, recording and evaluating responses and above all analyzing and synthesizing disparate findings into logical and theory-relevant picture of a person from which further predictions and decisions could be made.

It was the contention of the author that the present research being first of its kind in Pakistan could be used to convince the non-psychologists such as the members of the Commission at the N.W.F.P. Public Service Commission in particular and other selection agencies in general, about the role of personality testing and its effectiveness in making predictions for the future vis-a-vis the placement and job selection as it was precisely because of the absence of a scientific research in the field of selection, similar to the present one, that it had become pertinent for the researcher to pick up the present work in order to be more scientific and valid in arguments in favour of the personality testing future. Another very important aspect that the present author would like to attend to in the context of the present investigation and its findings is that due weightage should be

given to the psychological testing; and the status respect & credibility that an interview by the Commission members enjoy, should also be given to the psychologists knowledge and his ability to interpret the factual knowledge about a candidate. It is the contention of the author that if psychologists are consulted and trusted for their ability to counsel the disturbed and maladjusted why cannot they be trusted to predict through their psychological tools about selectees and applicants for particular jobs in the public sector. The selection process at the N.W.F.P. Public Service Commission should be a blend of interview plus the psychologists report, instead of the two exercises taking place on their own. This is a controversy which needs and should be given a serious thought.

Since the investigation was carried out with the central aim to study the contribution of socio-economic status and fathers' education in the selection of the candidates for various government jobs and to see the suitability of the candidates according to a set criteria of selection in relation to their socioeconomic status and fathers' education, at the NWFP Public Service Commission, it is found that there exists a definite role of demographic variables such as socioeconomic status and fathers' education in the selection process, because analyses positively reveal a bias of the Commission towards a particular class and educational category of fathers education, i.e, the middle class a father's with intermediate level of education.

However,, the study has certain limitations the study is restricted to male candidates who have qualified the screening tests. Hence the results may not be descriptive of the sample outside this circle. The findings of the study cannot be generalized to the female population and other groups. And secondly an objection might

be raised that CPI has been made the sole tool for the purpose of detecting the selection bias in the present research , but the fact of the matter is that this objection gets redundant in the face of the overwhelming evidence to offset it; as shown by the "reliability estimates" which manifestly favour and demonstrate its strength as a reliable and internally valid measure. And, the consistent pattern of scoring the highest by the subject from upper class and the graduate category of fathers' education for the three class of socio-economic status and father's education on the relevant sub-scales of CPI. And secondly, it is the only test concerning the normal people, and dealing with day to day life that has been translated into Urdu, & the translated version adapted for use as well. Not only this, CPI is being further improved through consistent efforts at variations, innovations & modifications even as recently as the year, 1995. Moreover, the CPI test was formulated for the sole purpose of predicting the future and life interest and style of normal persons in other words what the future holds for them, and how their lives will be moulded. Further, the present work being the first of its kind and nature and there is room for improvement which could perhaps be ensured by comprising the various batteries and tests with CPI, and examining the result/findings.

It was realized by the researcher during the course of the investigation, that not much would be drawn out from the study of personality characteristics of candidates aspiring for selection into government related jobs, if the basic tool for classifying the subjects with regard to their scores on personality test remains dependent upon the western culture and norms. The researcher who ever uses it would always be hesitant and somewhat shy of drawing conclusions in a culture where totally different values and

practices exist. Therefore it was necessary for the present author to use the adapted and translated version of the CPI in order to minimize the cultural and the normative differences. Though the translation and adaptation of CPI still needs further validation studies in order to establish its robustness in our culture it still seems to stand sensitive to the cultural peculiarities of Pakistan and similarly being the best available literature with so much work done on it in the recent years to take lead for a further research on CPI in Pakistan.

Practical Implications of the study

The findings of the investigation has led to many thought provoking related issues. For example a similar study could be extended to between the Public Service Commissions in the four provinces and the capital for an inter-province investigation from a selection perspective, in order to find out whether bias in selection towards middle socio economic status and intermediate level or other levels exists in other Commission of the country as well, or it is the only N.W.F.P. Public Service Commission, which is effected by such biases in selecting candidates for the public sector jobs by renorming the cut-off scores. However, the similarity of the base rates between the sample used by Ahmad (1985) and the present research speak for cultural similarity among the two national samples of N.W.F.P. and Sindh provinces. Nonetheless it needs to be further probed by various researchers in Pakistan, and especially the Fe scale, requires special attention and analysis. Further, the two sub-scales of CPI i.e. the responsibility and self control could be revalidated from a selection point of view and

then compared with the performance of general public. This would lead to a finding of basic characteristics prevalent in our society, Pakistan or only N.W.F.P. on the whole whether we as a nation endorse rules or regulations and uphold values responsible or it is just a socially desirable response when the subjects appear for selection, at the selection agencies.

A comparative study also be carried out between subjects who appear for selection at the Public Service Commissions and the general population who are still studying at college and university level and may have similar educational and age level. This study would enable us to arrive at the normative difference if any that may exist between the two samples.

Male & Female differences from a selection perspective could also be studied, as to their Socio economic status and fathers education or even other demographic variables.

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ANNEXURES

**PARAMETERS DEVELOPED BY PSYCHOLOGISTS, BASED ON THE
GUIDELINES OF INTERVIEW (Selection Criteria).**

1. Capacity to learn/Intelligence.
2. Responsibility/Initiative (tries to take new assignments).
3. Achievement (Works hard).
4. Flexibility: (is tolerant and helpful towards his colleagues, friends, and subordinates).
5. Dynamism (leadership/dominance). (is able to communicate his ideas).
6. Sociability: (is able to mix, and be friendly with his superiors and subordinates).
7. Confidence: (expressive, is able to put his ideas across and has the capacity to have discussions).
8. Freedom from self doubts and anxieties. Integrity: (is honest and dedicated).

MARKING SYSTEM OF THE N.W.F.P. PUBLIC SERVICE COMMISSION

Marking System

The marking in the cases of Competitive Examination shall be in accordance with the provisions of the relevant Service Rules. Marking in other cases shall be out of one hundred marks to be distributed evenly in between the academic achievements of the candidates. The distribution of 100 marks shall be as follow:-

i)	Academic record	=	30 marks
ii)	Experience or Screening Test.	=	10 marks
iii)	Distinction	=	05 marks
iv)	Addl. Qualifications	=	05 marks
v)	Performance in the interview.	=	50 marks.

Note:

In case where experience or Screening Test is not involved then the interview marks shall be raised to 60.

The procedure for making the interview shall be as under:-

Members and Advisors shall record their marking independently. When all the candidates called for a particular date have been interviewed, the Commission

shall determine the final grades of the candidates based on the assessment of the Advisors and the Members of the Commission. In case a unanimous decision cannot be taken, the majority decision of the Members will prevail. In the event of a tie, the Chairman will exercise a casting vote.

The candidate is to be marked on a scale of Ten stages as indicated below. The grade point (1 to 10) that in (your) a particular members' opinion represents the overall performance of the candidate in the interview may be recorded against his name on the descriptive sheets provided to you (the member or a subject specialist). If the assessment lies in between the two grade points, the lower grade may be marked plus (+). For example, a candidate falling in between grade 6 & 7 will be marked as 6+.

<u>Grade Point</u>	<u>Assessment</u>
10	Exceptional
9	Distinctive
8	Very Good
7	Good
6	Satisfactory
5	Not Satisfactory
4	Poor
3	Very Poor
2	Unsuitable
1	Moron

Grade point 6 is the minimum qualifying grade

Government Pay scale existing in the year 1991-92

BPS No.	Basic Pay scale* 1.6.1991	Stages
B-1	920-26-1310	(15)
B-2	945-32-1425	(15)
B-3	975-37-1530	(15)
B-4	1005-43-1650	(15)
B-5	1035-49-1770	(15)
B-6	1065-54-1875	(15)
B-7	1095-60-1995	(15)
B-8	1140-65-2115	(15)
B-9	1185-72-2265	(15)
B-10	1230-79-2415	(15)
B-11	1275-86-2565	(15)
B-12	1355-96-2795	(15)
B-13	1440-107-3045	(15)
B-14	1530-119-3315	(15)
B-15	1620-131-3585	(15)
B-16	1875-146-4065	(15)
B-17	2870-215-5450	(12)
B-18	3765-271-6475	(10)
B-19	5740-285-8590	(10)
B-20	6810-325-10060	(10)
B-21	7535-405-11185	(10)
B-22	8075-450-12575	(10)

* Basic pay of the scales mentioned on the left hand column, the pay is without allowances, and other benefits.