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DEPARTMENT OF PSYCHOLOGY
UNIVERSITY OF KARACHI
KARACHI-32
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PSYCHOLOGY IN PAKISTAN—AS I SEE IT

Department of Psychology, University of Karachi, Pakistan.

S. M. HAFEEZ ZAIDI

A. INTRODUCTION

Psychology is just coming of age. The World War II and the early post-war years almost completed its adolescence. The period 1950 onwards represents the adulthood of psychology. But these are the developmental phases of psychology in the West. In Pakistan and India Psychology has had a stunted growth. We accorded genuine recognition to Psychology only around 1950. Prior to this, it was only a very slow process of weaning from Philosophy (1939). It has still not completely weaned away. Pakistan psychology started almost without traditions or historical background and we had to adopt, as it were, a grown-up adolescent who was alien to our traditions and cultural values. As psychologists, we can well imagine the adjustment or shall we say the maladjustment of a grown-up boy to an alien climate and environment specially when that environment is not very congenial. This is Pakistan Psychology as I see it. It is in this light that Psychology in Pakistan has to be viewed. The future of psychology in Pakistan is greatly conditioned by its developmental phases.

It was in this light that in a paper to the American Psychologist (1959) about seven years ago I had stated that for the next decade or two psychology in Pakistan should be oriented towards applied research with a social psychological bias. I had assumed, of course, that social psychological research will gain both in quality and magnitude. Today I make no modification in my statement. I still feel that Pakistani psychologists have a vast and fruitful field which is entirely unexplored and is waiting for research. I refer to the areas of prejudice, tensions within various sub-groups, social stresses and consequent maladjustments, the conflict between the rural and the urban ways of life, migration from the village to towns, the impact of industrialization and the basic fundamental attitudes and values of our society. I am,

IMPACT OF PSYCHOANALYSIS ON SOCIAL PSYCHOLOGY

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HASEENUDDIN ZOBERI

A. INTRODUCTION AND PROBLEM

The purpose of this paper is first to give a brief account of psychoanalytic theory and then to survey some of the applications of this theory in the general field of Social Psychology. The main emphasis will be, however, on orthodox, i.e., Freudian Psychoanalysis, and its application, and the mention of some of the major revisionists will only be in passing. This is not to deny the importance of the revisionists but rather because of the fact that their position can best be understood against the background of the theory from which they developed.

The relation between Freudian Psychoanalysis and contemporary psychology in general shows somewhat close resemblance to the great influence that once Darwin's theory of evolution exerted on the development of Psychology. In spite of Freud's preoccupation with behavior disorders and their treatment it would be a great mistake to regard psychoanalysis as merely a psychology of abnormal behavior. Freud (1927) himself made it clear:

Psychoanalysis falls under the head of Psychology, not of medical psychology in the old sense, nor, of the psychology of morbid processes, but simply of psychology.

The evidence for this claim is not only borne out in Freud's writings but also contained in such statement as made by McDougall (1936):

In my opinion Freud has, quite unquestionably, done more for the advancement of our understanding of human nature than any other man since Aristotle.....

As regards social psychology Freud does not seem to have advocated a sharp distinction between it and the individual psychology. Individual psychology, he thought, could not afford to disregard

CULTURAL FACTORS IN BEHAVIOR PATHOLOGY

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HASEENUDDIN ZOBERI

A. INTRODUCTION

We may speak of culture as an organized group of ideas, habits, and conditioned emotional responses shared by the members of a society. Each society has its own culture, which can be defined briefly as its 'way of life'. We should, however, keep in mind the distinction between a society and its culture. Society is composed of people, while culture exists on the psychological and behavioral level.

The content of the culture of any homogenous society may be divided into four categories, on the basis of the extent to which the elements within each category are shared by its members.

1. There are such ideas, habits and conditioned responses which are common to all sane, adult members of the society. These may be called 'universals'—e. g., use of particular language, patterns of costumes, and the ideal pattern of social intercourse.
2. The elements which are shared by the members of a certain socially recognized class—but are not shared by the total population. These are 'specialities'.
3. There are in every culture certain number of traits which are shared by certain individuals but which are not common to all members of the society or even to all members of any one of the socially recognized categories. These are 'alternatives'.
4. Beyond these limits, there is a fourth category of habits, ideas, and conditioned emotional responses. These are called 'peculiarities'.

Since all members of a society are exposed to much the same cultural influences, one might expect to find certain uniformities in the personalities of the members of a particular society. The personality

REINFORCEMENT THEORY OF DOLLARD AND MILLER

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SALMA SARELA*

A. INTRODUCTION

People are not born with a tendency to strive for money, to search simple truth etc. Such motives are learned during socialization. Even the primary drives are modified by learning, for example, a child eats food whenever he feels hungry regardless of any particular time; but an adult learns that there is a particular time, place and a particular way of eating.

Dollard and Miller assigned a great importance to learned drives and learned reinforcements in the higher mental processes, personality and psychotherapy. Learning so pervades human activity that any curiosity about the nature of man and his behavior leads sooner or later to inquiry about how his habits are formed, how his skills are acquired, how his preferences and tastes develop, how his knowledge is obtained and put to use. We are all learners.

Dollard and Miller's theory of personality illustrates a systematic application of the principle of reinforcement to learning processes. Learning in this theory takes place according to definite psychological principles. In a word the learner must be driven to make response and rewarded for having responded in the presence of a cue. Though the theory developed largely out of many systematic attempts to integrate experimentally the Hullian concepts with some of the Psychoanalytic phenomena; its roots go back to the systematic formulations of Thorndike and Pavlov.

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A SOCIAL PSYCHOLOGICAL STUDY OF FATALISM IN TWO VILLAGES OF EAST PAKISTAN*

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S. M. HAFEEZ ZAIDI**

A. INTRODUCTION

Fatalism generally refers to a ready and uncritical explanation of a phenomenon in terms of the doings of unknown agent or agents. It is mostly characterised by a rigid belief in the supernatural and a passive dependence on the Nature taking its own course. Fatalism may be both an individual and a group phenomenon, and more often than not, it has historical and cultural origins. It is generally assumed that groups with a sense of insecurity and helplessness due to the absence of facilities for controlling natural mishaps show fatalistic tendency because it absolves them of any responsibility for their failures and frustrations. It also sustains them against natural calamities and unexpected happenings.

Most of the developing communities of the present world are supposed to have a fatalistic attitude to their development and progress (1955). In the East and particularly in the Pak-Indian sub-continent, this attitude has clearly historical and socio-cultural bases. Primarily it may have developed out of the deep religiosity of the people and also possibly because of the prevailing traditions of pseudo-mystical beliefs reinforced by the influence of a class of mendicants who in order to retain their 'invisible' leadership wish to perpetuate the attitudes of indifference and prejudice against modern technological tools and skills.

Fatalism in a community, therefore, is a function of the socio-economic structure of its group life and may become internalized as a part of the individuals' belief system. Religion may provide the anchor for most of the beliefs and attitudes in the East, but the objects and forces one believes in,

*Gratefull acknowledgement is due to Dr. Edgar A. Schuler, Professor of Sociology, Michigan State University for his association and help in the preparation of the questionnaire, and its administration.

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A STUDY OF OCCUPATIONAL INTERESTS OF PAKISTANI STUDENTS

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AND ZARINA HAKIM*

A. INTRODUCTION

The present study is concerned with the relative likes and dislikes for different occupations, school subjects and activities of Pakistani male and female students. Since men and women are expected to have likes and dislikes for different occupations it was considered important to find out the trend of Pakistani students' interest (sex-wise) in different professions. The present study is the first survey of its kind in Pakistan and it could be regarded as a beginning of research interest in this direction in our country.

B. SUBJECT POPULATION

One male and one female group of subjects were tested in this study. There were 23 male subjects and 23 female subjects. The male subjects were drawn, on voluntary basis, from the twelfth science class of St. Patrick's Collage, Karachi and female subjects were taken, again on voluntary basis, from the twelfth science class of St. Joseph's College for Women, Karachi. The mean age of our male subjects is 18 years and the mean age of our female subjects is 17 years. The mean yearly income of our male sample is Rs. 1600.00 while the mean yearly income of our female sample is Rs. 1300.00.

C. MEASURING INSTRUMENTS

For the purpose of the present study, the Strong Vocational Interest Blanks were employed (1945, 1946). In this test there are two separate blanks - one for men and one for women - each containing 400 test items

*Postgraduate students.

HUMAN AND ANIMAL MOVEMENT RESPONSES IN THE RORSCHACH TEST

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A. INTRODUCTION

The Rorschach test is based upon the assumption that all behavior is meaningful. Perception is a significant dimension of human behavior and may be broadly considered to include not only the way a person sees things, but also the way he verbalizes the associations that occur to him in connection with his perceptions. It is through this dimension of perception that the Rorschach test reveals to us the structure of the personality. Since each person brings to the Rorschach test his own personality, his unique complex of feelings, and his unique history of experiences, therefore each individual structures the Rorschach ink blots in a way that distinguishes him from the next person. Working from these assumptions and a further assumption that perception is selective it becomes important what the individual selects to perceive and also what he selects not to perceive.

Rorschach was interested in the tendency of many individuals to form concepts which projected some kind of action or life into the ink blots. He singled out one particular kind of such kinaesthetic response**, human or human like action. He also introduced some concepts containing animal action, inanimate forces, and abstract movement tendencies. Movement responses are those interpretations which are determined by form perceptions plus kinaesthetic factors. The subject (on whom the Rorschach is administered) imagines the object interpreted to be in motion. A movement response is considered the expression of an emotional experience that has its source in the inner life of the subject. Identification and inner activity are its major components.

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**A response is a separate idea or concept which is given in relation to a specific aspect or area of the ink blot material.

MANIC-DEPRESSIVE PSYCHOSIS

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A. INTRODUCTION

Manic-depressive psychosis constitutes a group of mental disorders characterized by conditions which are the opposite of each other, elation and depression. It falls under the group of affective psychoses which constitute those behavior disturbances characterized principally by increased or decreased activity and thought expressive of a predominating mood of depression or elation.

The clinical picture of manic-depressive psychosis is very variable, its dynamic interpretations to-day remain unconfirmed, and its etiology continues to be controversial. It is categorised as a functional psychosis in which a predominantly emotional transformation takes place and that transformation becomes the patient's way of relating to people and of interpreting the world. The manic-depressive patient does not fight his disorder, as does the psychoneurotic, but lives in it and therefore is psychotic.

B. HISTORY

Recognition of some fundamental relationship between excitements and depressions goes back into antiquity. Hippocrates mentioned mania and melancholia in the fourth century B. C. By the first century A. D. they were already coming to be regarded by many physicians as part of one illness, thus Aretaeus wrote that melancholia is a lowness of the spirits without fever, and it appears to me that melancholy is the commencement and a part of mania. He observed that young people are susceptible to mania and older people to melancholia.

In the sixth century Trallianus introduced the circular conception which appear to-day in the term cycloid personality. He wrote of

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THE HYPOTHETICAL CONSTRUCT OF PSYCHIC ENERGY IN PSYCHOANALYSIS

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A. INTRODUCTION

HASEENUDDIN ZOBERI*

The concept of energy in Psychology is still more difficult than it is in other sciences. Freud and also Breuer, the two pioneer workers in psychoanalysis, did not advance a definition of psychic energy in psychological terms. Freud conceived of psychic energy in terms of unmeasurable electric charges. From 1894 to 1938 he continuously wrestled with the problem of psychic energy though he seems to have receded from his early position in his subsequent reformulations:

In order to get hold of Freud's changing notion of psychic energy let us begin with his first attempt in this direction. Writing under the title 'The defence neuropsychosis' in 1894, he said:

Among the psychic functions there is something which should be differentiated (an amount of affect, a sum of excitation), something having all the attributes of a quantity—although we possess no means of measuring it—a something which is capable of increase, decrease, displacement and discharge, and which extends itself over the memory traces of an idea like an electric charge over the surface of the body. (Freud, 1894).

B. LIBIDO

After this Freud wrote on energy in his 'Three contributions to the theory of sex' (1905), wherein he postulated libido as energy of sexual instinct:

Libido is a quantitative energy directed towards an object.....
This libido we distinguish from the energy which is at the basis of

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THE DEVELOPMENT OF TRIPARTITE MODEL OF PERSONALITY IN PSYCHOANALYSIS

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A. INTRODUCTION

In our study of living organisms, we start with the assumption that a living organism is a unity or entity existing in an environment. Unlike other physical units, it is an open system which expends and imports energy and thus maintains its individuality when processes from within or without threaten it, it regulates its activities in such a way as to insure its integrity and to accomplish its needs in the environment. In order to achieve this end, an organism displays various functions and activities. In a single celled organism these functions are performed without differentiating systems. But in a multicellular organism there are different cell systems to perform these tasks. When we try to understand the complex functioning of a multicellular organism we reduce it theoretically into simpler activities, and assign them to sub-cell systems. After such a theoretical reduction, we reintegrate conceptually the activities at various levels in order to explain total behaviour. One of these sub-cell systems is that which regulates and integrates all other functions of the organism. This system may be described as the central agency. The central agency not only regulates the activities within the organism itself but also controls its activities in the environment. In this way its position may be described as intermediary. Thus it influences and is influenced by both the internal needs and the external stimuli.

A human being as a multicellular organism maintains his integrity in the environment by regulating, within the prescribed range, his activities. Many of the functions of his central agency, otherwise called central nervous system, are studied and explained in physiological

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THE PROBLEM OF GOAL DETERMINATION IN PSYCHOTHERAPY

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SALMA SARELA

A. INTRODUCTION

Treatment of human ailments through the relationship effect which one person has on another seems to be as old as human race. Long before man discovered therapeutic agents in the physical environment, he was aware that the interaction of one individual with another could influence the feeling of well-being and affect the course of ailment. Probably psychotherapy was the first form of treatment.

B. DEFINITIONS

Since psychotherapy has been practised in many different disciplines, including those of the psychologist, the psychiatrist, the social worker, and others definitions often vary, depending upon the point of view of the definer. However, definitions of psychotherapy agree on the point, namely, that psychotherapy constitutes a form of approach to many problems of emotional nature. They do not agree on other aspects, such as the techniques employed, the processes included, and the goals approximated. Typical definitions are :

Psychotherapy is a form of treatment for problems of an emotional nature in which a trained person deliberately establishes a professional relationship with the object of removing, modifying, or retarding existing symptoms, of mediating disturbed patterns of behavior, and of promoting positive personality growth and development. (Wolberg, 1955, P. 3)

By Psychotherapy is meant the use of measures which it is believed will act upon the patient's

AN INVESTIGATION OF THE RELATIONSHIP BETWEEN
AUTHORITARIAN ATTITUDES AND MANIFEST ANXIETY
OF PAKISTANI MALE AND FEMALE STUDENTS

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HASEENUDDIN ZOBERI, SALMA SARELA, AZRA BASHEER,
AND HOMAI SIDHWA

A. INTRODUCTION AND PROBLEM

Since the publication of *The Authoritarian Personality* (Adorno, Frenkel-Brunswik, Levinson, Sanford, 1950), F-scale has been frequently used in the area of personality. On its basis many data have been collected using hundreds of samples. It has been found correlated (significantly) with measures varying from Arab nationalism (Prothro, 1953), to Xenophobia (Campbell & McCandless, 1951). Attempts have also been made to correlate F-scale measures with neurotic tendencies. Jones (1953) in a study of the relationship between Manifest Anxiety and authoritarianism found positive but low correlations. Jones (1953) concluded that if the presence of anxiety may be taken as an index of underlying neurosis, authoritarianism may be regarded as a neurotic form. On the other hand Masling (1954) adopted a point of view which seems to be diametrically opposite to Jones' findings. Masling has referred to a couple of studies which could not support the hypothesis that authoritarian attitudes differ significantly from the equalitarian attitudes in their relationship to neuroticism (Courtner, Greer, & Masling, 1952). Further evidence has been provided by Storsky (1955) in regard to negative relationship between F-scale scores and neuroticism.

In view of this controversial situation and in order to see whether in Pakistan's cultural setting authoritarian attitudes are related to Manifest Anxiety, the present study was carried out.

Male and female subjects for this study were obtained from the undergraduate Commerce and Arts classes of St. Patrick's College,

A STUDY OF SEX DIFFERENCES IN AUTHORITARIAN TENDENCIES AND MANIFEST ANXIETY OF PAKISTANI STUDENTS

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AND HOMAI SIDHWA

A. INTRODUCTION AND PROBLEM

Interest in the relationship between authoritarian tendencies and anxiety reactions (e.g. Courtney, Greer, & Masling, 1952; Jones, 1953; Masling, 1954, Davids, 1955; Stotsky, 1955) has been so great that the study of sex differences within authoritarian tendencies as well as within anxiety reactions has received but very little attention. It is, therefore, the purpose of the present study to investigate with young adult Pakistani students the problem of sex differences as related to authoritarian tendencies as well as to anxiety reactions.

B. SUBJECTS

The subjects for this study were 19 males and 20 females, all volunteers and undergraduate students of St. Patrick's College, Karachi and St. Joseph's College for Women, Karachi respectively. The male students were studying commerce and the female students were in the liberal arts fields.

C. HYPOTHESES

In our society, certain differences may be observed between the typical personality characteristics of males and females. Since these sex differences in personality are generally believed to result, in part, from differences in the way boys and girls are brought up, it is reasonable to expect differences in their authoritarian tendencies and anxiety reactions. These considerations led the authors to formulate the following general predictions:

AN ASSESSMENT OF MOTIVATION RESEARCH TECHNIQUES

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MATIN A. KHAN

A. INTRODUCTION

In the last twenty years a good number of research studies have been undertaken to uncover the buying motives of consumers. These studies on motivation research may be classified on the basis of the research techniques used: (1) those using psychological techniques only, (2) those using conventional statistical tools, and (3) those using psychological as well as statistical techniques both in the collection and interpretation of data. All the three types of researchers claim to be doing motivation research and that thus they could uncover the motives behind consumers behavior. Most of them also state that their methods are as scientific as of other social scientists. The interesting question about these researchers and the writers on "motivational research" is that some of them totally or partially discard the techniques of their contemporaries. There have been attacks and counter attacks. As a result, there is now a controversy and a wide range of interpretations as to the meaning, scope and the validity of techniques applied in motivation research. However, there are also certain areas of common agreement.

The truth of the matter is that the problem of studying the motives of consumers is more than complex. The search for answers to the "Why" of human behavior in the market involves the study and understanding of many theories of psychology, economics, statistics, marketing and also proper application of the techniques of these social sciences. There has been a haphazard growth of motivational research mainly due to the lack of trained researchers and rivalry between those applying psychological techniques (clinical methods) and those using statistical methods. An objective evaluation of techniques employed

EFFECTIVENESS OF CERTAIN ADVERTISING SYMBOLS

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AND S. M. HAFEEZ ZAIDI

A. INTRODUCTION AND PROBLEM

Studies in the field of advertising have shown that certain symbols are more effective than others in terms of their recognition and recall by the consumers and/or the general public (Henry, 1958). Advertising strategy everywhere makes frequent use of symbols in making various products known to the consumers. Such frequent use of symbols is based on the psychological assumption that symbolic representations are often retained better than bare statements about products. In view of this general assumption, an attempt was made to test the relative effectiveness of certain gasoline and Airline symbols in terms of their recall, recognition and qualitative impact on the respondents.

B. SUBJECTS

Thirty five persons, consisting of 25 adult male and 10 female respondents were interviewed for the study. All the respondents lived in an upper-middle class residential area of Karachi with an income ranging from Rs. 425/- to Rs. 4,500/- per month. They were all drivers with an average of about $7\frac{1}{2}$ years of driving experience. Most of them had also travelled widely. The average age of the male respondents was 31 years and that of the female respondents, 27 years. The selection of these respondents was based on their availability and willingness to cooperate.

C. PROCEDURE

Four Gasoline companies (Esso, Burmah Shell, Caltex and Pakistan National Oils) and four Airlines (PIA, Swissair, BOAC

SUPERVISORY TRAINING : ITS THEORETICAL BASES

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A. GENERAL INTRODUCTION

Learning forms the most important part of the study of human behavior. It is the central core of psychological research since the greater part of the behavior of living organisms is learnt. In this process, the higher the organism in the scale of evolution, the more varied pattern of responses he has to learn. Furthermore, in order to understand almost any human problem we need to know what effect learning has on the problem. For example, to understand why one is dominating in his relationship with subordinates, we must know how this individual learnt to live with his peers at home, in the school and in the community; what learning experiences he had to undergo in his relationship with his superiors both in his social and official life. Or, if we wish to understand what effects early frustrations and failures of the child have on the later development of his personality, we must know the principles of learning concerning the significance of rewards and punishments on learning, and the importance of need satisfaction and tensions resulting from deprivation. Examples of learning situations can be multiplied to bring out the importance of learning in understanding human adjustments to life and living.

However, since our knowledge of learning principles is still sketchy and inadequate, we cannot discuss any universal explanatory principles that can be applied to all problems of learning. Attempt will be made, therefore to present only a cautiously generalized application of learning principles to training in industry.

B. NATURE OF LEARNING

Learning may provisionally be defined as "the process by which an activity originates through reacting to an encountered

ACQUISITION OF PARTIAL REINFORCEMENT (GRADUAL OR ABRUPT) AS AN ARTIFACT: AN EXPERIMENTAL NOTE

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MOHAMMAD AKHTAR

A. BACKGROUND

Partial reinforcement is a well established fact in as much as it results in an increased resistance to extinction. But its effects on the acquisition are not clear. An overwhelming number of studies report a retardation in acquisition, not reaching significance (Jenkins & Stanley, 1950); exceptionally few of them have shown a significant increase only during the later phase of a prolonged training in the acquisition (Spence, 1960). Akhtar (1962) found an increased rate of bar pressing in an intermittent reward group during the last two days of a 7-day acquisition training when 20 presses were allowed daily. It was thought that the increased acquisition level was perhaps due to one artifact: the higher the frequency of nonrewards, more is the time saved from eating; consequently, pressing time would be the shortest during the last two days of acquisition. The frequency of nonrewards started with a 10% ratio of the total 20 trials, and was gradually increased to a ratio of 40% and 45% respectively on the day before and the final day of acquisition. In order to test this assumption, the present experiment was conducted in which an attempt was made to separate the time spent in eating from the total time taken in completing the trials. There are studies which have evaluated the effects of the same number of nonrewards on fixed or variable trials (Tyler et al., 1953); but hardly any study has contrasted the effects of a gradually progressing ratio of nonrewards with the same number of nonrewards given every day, as the present investigation proposed to study.

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FACTORS DETERMINING RELAPSE OF MENTAL ILLNESS *

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FARRUKH Z. AHMAD

A. HISTORICAL BACKGROUND

Many researches have shown that about one third of the mental patients suffer a relapse of their condition, out of which quite a few come back to the mental hospital for readmission. The relapse may occur after a few months or the patient may remain healthy for a few years before a readmission to the mental hospital.

There are various factors which are responsible for a relapse of the condition. These relapses may take place due to environmental stresses after treatment or may be attributed to some inherent factors in the patient himself, the type of treatment he received, and his attitude towards the treatment process. Cartwright et al (1957) found that success and satisfaction of psychotherapy was dependent upon (a) client satisfaction (b) therapist's view of success, and (c) client response to others. Cowden et al (1956) found that in the treatment of psychiatric patients, chlorpromazine is most effective with group therapy; but not as effective with individual patients. Its effect may, however, vary with the types of patients. Eisenberg et al (1961) after experimentally treating neurotic and hyperkinetic children with four kinds of therapy found that children with neurotic symptomatology show a prompt and enduring response to a brief programme of psychotherapy at a level of improvement (60-70%) that is significantly greater than that attained by children with hyperkinetic syndromes (15-40%). No evidence was obtained for any enhancement of the response to brief psychotherapy from the addition of placebo. They were unable to demonstrate any significant difference between response to placebo and to pefphenazine when administered concomitantly with psychotherapy.

* I am indebted to Dr. S. M. AFZAL HABIB, Psychiatrist, for making available his case records for the purpose of this study.

CONFLICT IN A STUDENTS CAMP: A STUDY IN GROUP DYNAMICS

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and
Department of Sociology, Michigan State University, U. S. A.

S. M. HAFEEZ ZAIDI

AND

EDGAR A. SCHULER

A. INTRODUCTION

The present study is an attempt to present a socio-psychological analysis of a conflict that developed in a students' camp comprising of 36 participants from six Pakistani academic institutions. The delegations from four institutions had one teacher each as leader. The other two had students as leaders of the delegation. One of the teacher leaders was also the local Secretary of the camp organization. In addition, there were representatives from the national organization consisting of Secretary General (a former student leader), Executive Secretary incharge of running the secretariate of the organization (a paid employee and a former student leader) and an Assistant Project Advisor (a former student leader) nominated by the National Committee. The main actors in the conflict were the Local Secretary, Executive Secretary, Secretary General and Assistant Project Advisor.

The analysis is based on intensive interviews of eleven persons involved either in the conflict or in its resolution. These interviews covered about 25000 words written verbatim. We shall begin with a brief description of the various phases of the conflict based on our own observation and on the interview records. The analysis of the conflict will be presented in terms of role conflict and clash of personalities. A few hypotheses emerging from the analysis will be formulated in conclusion.

AFFECT AND MEMORY : AN EXPERIMENTAL NOTE

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MOHAMMAD AKHTAR

A. HISTORICAL BACKGROUND

With the development of psychoanalytic and Gestalt thinking, the question of the relationship between affect and memory attained significance. The concept of repression, in particular, implies; what is liked, is remembered; and what is disliked is forgotten (Osgood, 1953). An experimental study of the relationship began during early quarter of the present century; but the findings, as reviewed by Meltzer (1930), were inconclusive. Later studies (Keppel, 1963) done in more controlled manner and in the situation of paired associate learning, could not produce significant results either. Some studies with free-recall, however, have shown that recall for pleasant material is better than that for neutral or unpleasant; while other studies were inconclusive (Amster, 1964). The present study assumes that if the material used is meaningful and consists of complete sentences—more like life situations, it might evoke an affect of some strength to determine its free-recall, effectively. Two similar studies were done respectively with English axioms and Urdu verses as class projects; only one is outlined here merely as a preliminary evidence.

B. METHOD AND PROCEDURE

Nine English axioms of comparable length and familiarity were selected. For example: "Those who know do not talk, those who talk do not know" and "The mind has thousand eyes, and the heart but one." These were presented three times to 21 psychology students and the length of exposure, to each one was comparable. Five days after the last exposure subjects were

REWARD AND PUNISHMENT — A CRITICAL EVALUATION OF DEVELOPMENT IN CURRENT THEORY

Department of Psychology, University of Karachi, Pakistan

MOHAMMAD AKHTAR

A. HULL AND HIS SUCCESSORS

Perhaps, no single psychologist has tried to formulate a system of behaviour as completely and as rigorously as Hull; and, also perhaps, no other psychologist has been shown to be more faulty and more incomplete than Hull. Yet, it is likely that Hull's endeavours should be considered as making a high development in the history of psychological theory. Hull formulated a cardinal principle of reinforcement, the essential nature of which was isolated as drive reduction. Hardly any one subscribes to it now in the same manner as it was conceptualized by Hull. Leaving aside the question of the essence of reinforcement and just taking established rewards and punishments such as food and electric shock, still leaves many problems to be resolved for any theory. Hull was strained in this treatment of effects of simple punishment and partial reinforcement. Now, paradoxical instances of facilitative effects of punishment and partial reinforcement have multiplied and gained many dimensions to grow as full-fledged areas.

Over the last decade, some important books by influential systematists (Mowrer 1960, Spence 1960, Logan 1960, Logan 1965) have appeared, in which these people have tried to meet the facts of reward and punishment more squarely and presumably, more maturely. A brief evaluation of these attempts constitutes the purpose for the present writing. The scheme followed would be: first to delineate the two systematic approaches respectively

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RHYTHMIC PERCEPTION AND HUMAN BEHAVIOUR

I. A HISTORICAL SURVEY

Establishment Division, Government of Pakistan

M. A. RASHID*

A. INTRODUCTION

Psychologists have generally regarded rhythm as essentially a temporal phenomenon. It is generally agreed that the essence of rhythmic experience is the perception of a series of discrete stimuli as a unit. It involves the simultaneous apprehension of several successive stimuli spreading over a period of time, which may be referred to as the 'psychological present'. All psychologists recognise the existence of this present, although they have called it by different names (Fraisse, 1964).

A survey of the literature suggests that there are three principal kinds of studies: first, investigations regarding the subjective nature and the principles of rhythmic perception and its psychological basis, second, measurements of rhythmic perception ability, and construction of some tests for this purpose, and the investigations regarding the relationships of rhythmic perception ability with the variables, like age, intelligence etc, and thirdly, investigations regarding the practical application of rhythm in industrial work and therapy. The present paper outlines the relevant researches in the first two fields as the third does not directly relate to the present research.

B. RHYTHMIC PERCEPTION AND ITS PHYSIOLOGICAL BASIS

One major interest among the earlier psychologists was the perception of rhythm by the musician playing an instrument. Wallin

*Dr. Rashid is a member of the Civil Service of Pakistan. With this paper we begin a series of five papers based on his doctoral research at the University of Liverpool. Dr. Rashid was awarded his Ph.D. in Psychology in 1965. (Editor)

FACTOR THEORIES AND THE CONCEPT OF COMMUNALITY

Department of Psychology, University of Rajshahi, Pakistan

AMZAD HUSAIN SHAH

A. INTRODUCTION

The framework of factor theories rests on the eagerness of psychologists to analyse the structural order of the mind. In order to accomplish this purpose, they usually employ what is technically called 'Factor Analysis'. Factor analysis is essentially a multivariate analysis which was initially developed by psychologists like Spearman, Thurstone, Burt and Thompson who proceeded to work out hypotheses about the internal order and organization of mental ability gleaned from a mathematical examination of matrices of correlation between intelligence (and other qualities) test variates. While factorizing the mental ability, psychologists proceed with the assumption that the mind is structured somehow and that mind is not a patternless mosaic of an infinite number of elements without functional groupings. So, in the interpretation of mind, it is assumed that the mental phenomena can be identified in terms of distinguishable functions, which do not all take part equally in all that the mind does.

B. SPEARMAN'S TWO FACTOR THEORY

For Spearman, (1927) all intellectual activities primarily depend on and are expressions of a general factor common to all mental operations. This general factor he designates by 'g' which is also named by him "general mental energy". This g-factor operates in all mental functions, though in varying quantities, and helps individuals in gaining insight into what he calls "education of relations and correlates".

Spearman discovered that the coefficients of correlation between tests tend to fall into an hierarchical order. The tendency on the part of correlation coefficients to maintain an hierarchical order was explained by him on the assumption that all correlations were due to

WOMEN'S ACCOMPLISHMENTS IN AMERICAN PSYCHOLOGY: A BRIEF SURVEY*

Department of Psychology, City University of New York, U. S. A.

VIRGINIA STANDT SEXTON

During the early days of American psychology psychologists were mainly college and university teachers. Opportunities for women in higher education were limited, and appointments of women to psychology faculties were rare. Despite these conditions three pioneer women psychologists won distinction: Mary Whiton Calkins, Christine Ladd-Franklin, and Margaret Floy Washburn. As early as 1903 all three were cited among the fifty most famous psychologists by James McKeen Cattell, founder of American Men of Science and himself a pioneer of scientific psychology in America.

The first American woman psychologist was Mary Calkins (1863-1930), a graduate of Smith College. She was introduced to psychology by William James in 1890 at Harvard. While there she studied laboratory procedures with Edmund Sanford and did advanced research under the direction of Hugo Munsterberg. Although the incursion of a woman into the Harvard laboratory was unprecedented, Munsterberg received Calkins cordially. In her autobiography she recounts an amusing incident which occurred when she was an APA committee member. Munsterberg called the committee to a luncheon meeting in Harvard's main dining hall. It took all of Munsterberg's diplomacy to convince the waiter that a woman could be served on these premises — previously an exclusive preserve for males.

After her Harvard study Calkins established the psychological laboratory at Wellesley College and remained its active director for a decade. She introduced the use of simple experiments in the general psychology course as supplements to the lectures. She published *An Introduction to Psychology* (1901) and wrote a psychology text in

*Presented at a symposium on "Personal Attributes and Roles of Women Psychologists," American Psychological Association Convention, 1967.

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RHYTHMIC PERCEPTION AND HUMAN BEHAVIOUR

II. THE EFFECTS OF DURATION OF SOUNDS ON TEMPORAL STRUCTURATION

Establishment Division, Government of Pakistan.

M. A. RASHID

A. PROBLEM

In the previous paper the investigations of the early workers on rhythmic perception were reviewed (1969). The aims of the present research were indicated to be the study of the temporal structuration in rhythmic perception and thus to examine the relationship of rhythmic perception ability with age, intelligence and musical perception and the relationship between rhythmic perception ability and age taking into consideration the rates of presentation of rhythm and the number of stimuli in it.

It may be recalled that Fraisse et al (1964, 1956) established three principles of intensive and tonal structuration which may briefly be stated as follows: (a) The rhythmic forms in which sounds of the same intensity or frequency were contiguous were more often correctly reproduced, but where these sounds alternated, a restructuring took place by a regrouping of identical sounds, (b) The less frequent kind of sound was generally accented, (c) The intervals following accentuation and those between rhythms were lengthened; (this however, is really a principle regarding temporal structure of a rhythm). The present experiment was designed to investigate if similar principles operated in temporal structuration as well.

The following hypotheses were formulated for examination: (i) that the rhythmic forms in which the sounds of the same duration are contiguous are more often correctly reproduced, but where these sounds alternate a restructuring takes place by a regrouping of the identical sounds; (ii) that the intervals following accentuation and those between rhythms are lengthened.

NATIONAL STEREOTYPES OF COLLEGE STUDENTS
IN HYDERABAD (PAKISTAN)
DURING THE INDO—PAKISTAN WAR*

Department of Psychology, University of Sind, Pakistan

ABDUL HAQUE

A. INTRODUCTION

Modelled on the classical pattern of Katz and Braly (1947) numerous studies on nationality stereotypes have been carried out around the world but few studies have been reported under war conditions. Some important studies of stereotypes in America after the start of the World War II are those of Schoenfeld (1942), Child and Doob (1943), Meenes (1943), Gundlach (1944), and Seago (1947). In Pakistan, press accounts of the characteristics of some national groups during the Indo-Pakistan War by Zaidi (1967), and in India study through check-list technique by Sinha and Upadhyaya (1960) during Sino-Indian border dispute are significant. The development of negative, as well as, positive stereotypes as a result of group interaction has also been demonstrated experimentally by Sherif and his co-workers (1956) and by Avigdor (1956).

Studies of stereotypes and attitudes conducted in America during the World War II show no radical deterioration in attitude towards Germans despite America's declaration of war on Germany. For such an "indifferent rather than unfavorable" attitude Seago (1947) offers the explanation that : "the American college women seem to

*The author is grateful for helpful comments to Professors S. M. Hafeez Zaidi of Karachi University, Daniel Katz of The University of Michigan, and Allen L. Edwards of the University of Washington; and for statistical help to Mr. Shaukat Abbas and Mr. Ali Ahmad both of the University of Sind. Special thanks go to Mrs. Sajida Ahmad and Mrs. Aquila Yousuf, former post-graduate students of the Department of Psychology for the administration of the questionnaire and Mr. S. M. Qasim (Karachi) and Mr. Raisul Hassan (Hyderabad) for typing the manuscript.

AN ESTIMATE OF THE VOCATIONAL PREFERENCES OF UNIVERSITY FRESMEN IN AFGHANISTAN

Bureau of Testing and Research

DePauw University, Indiana, U. S. A.

JOHN C. WRIGHT

The literature regarding occupational preferences indicates that professional managerial activities tend to be more preferred than skilled or unskilled activities and "white collar" more preferred than "blue collar." Typical examples are included in Alzobaie & El-Ghannam (1968), Klingelhofer (1967), Kunde & Dawis (1959), and Lipset & Bendix (1959). Herein, data from Afghanistan are reported as they relate to this topic.

Enrollment quotas in the several faculties of Kabul University are determined through joint consideration by officials of Kabul University and the Ministry of Education in an attempt to balance the number of candidates, educational facilities, and national manpower needs.

Graduates of the faculties are introduced by Kabul University officials to specific national ministries for initial occupational opportunities. The majority of graduates are then employed in areas within the hierarchy of a particular ministry. For example, graduates of the faculties of Education, Science, and Letters supply the bulk of the new teachers in the educational system each year. Graduates of the faculties of Law (Gochenour, 1965) and Economics tend to be employed in governmental offices or related agencies. The graduates of the faculties of Medicine and Engineering move more specifically into areas of those fields.

The regulations of Kabul University make transfer from one faculty to another very difficult. Therefore, most students who complete Kabul University do so in the faculty in which they

VOCATIONAL PREFERENCES OF THE YOUTH:

A Study of High School Students in Karachi

Department of Psychology, University of Karachi, Pakistan

S. M. HAFEEZ ZAIDI

A. INTRODUCTION

Developing societies all over the world are passing through a transitional phase in their socio-cultural life. The intensity of transition and its impact on the various socio-economic institutions in different societies may vary depending upon the stage of development of a given society as well as on the stability of its social structure and institutions. Assuming, therefore, that social structure and institutions suffer disorganisation under the impact of social change and industrialization the social scientists in Pakistan face a challenge—the challenge to study the process of transition and the techniques of adjustment both at individual and social levels of our behaviour. It is a formidable task and requires resources both in men and money. However, it is possible to initiate studies in a modest way with individual efforts. There is no time to lose and we will never begin if we wait for adequate resources to come by.

With this urgency in view, we have initiated a series of studies in which the students act as research associates and field workers. They work because they are goaded by that inherent asset of every genuine student of social sciences viz, the curiosity and interest to understand one's surrounding environment. This is fortunate because no amount of material reward can buy an inherent interest which is so essential for research of any consequence.

Grateful acknowledgement is due to all M.A./M.Sc. (Previous) students (1967-68) in Psychology who collected the data for the present survey. Special thanks are due to Mr. S. M. Iqbal who did the entire tabulation of the data. His contribution to the completion of the present study is gratefully acknowledged.

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RHYTHMIC PERCEPTION AND HUMAN BEHAVIOUR*

III. RHYTHMIC PERCEPTION, AGE, INTELLIGENCE, AND MUSICAL PERCEPTION

Establishment Division, Government of Pakistan

M. A. RASHID

In the previous papers by the present author, it was indicated that one of the aims of the present series of experiments was to examine the relationship of rhythmic perception ability with age, intelligence, and musical perception (1969, 1,2). This relationship has been examined in young and old subjects in the following two experiments. Experiment III is concerned with the development of rhythmic perception ability in children; and Experiment IV makes comparative investigations of rhythmic perception ability in young and older subjects.

EXPERIMENT III

THE DEVELOPMENT OF RHYTHMIC PERCEPTION ABILITY IN CHILDREN

A. INTRODUCTION

The aim of the present experiment was to study the development of rhythmic perception ability among children of three age groups, namely, 8.5-9.50 years, 11.5-12.5 years, and 14.5-15.5 years in relation to their age, intelligence, and musical perception. The following hypotheses were made:

a) that rhythmic perception ability increases with chronological age of the subject;

*This is the concluding article based on the author's doctoral thesis. The author is very grateful to Prof. L. S. Hearnshaw and Dr. D.B. Bromley of Liverpool University for the kind guidance in the whole series of experiments. He is also very grateful to Professor S. M. Hafeez Zaidi of Karachi University for his kind help in publishing the findings of the research.

RATS RUT PAKISTANI PSYCHOLOGY

Department of Psychology, Slippery Rock State College, U.S.A.

M. AKHTAR

A. INTRODUCTION

When a layman learns that rats have a psychology, it comes to him as blasphemy or a heresy. Some people shudder at the idea while others feel only a whizzling prick in the back of their mind. One may wonder if all this discomfort felt is more for giving away a soul (psyche) to rat or for taking away soul from man. To many people, it is perhaps, both. The idea that men are like rats comes as a severe blow to the ego of man and poses a serious threat to those philosophies which draw upon differences between the two species. The purpose of the present writing is not primarily philosophical nor it is to present a thorough defence for the soundness of one viewpoint over any other. Instead, if the writer may be permitted a certain degree of self-indulgence, he would like to give an inkling into his thinking and show how he developed his interest in animal work.

During his early days of study, the writer, like most young students was intrigued by the mysteries of psychological aberration. But in the course of understanding these mental disorders, he was confronted with numerous questions and almost as many theories about every single question. He felt that the task of settling issues and of untangling determiners from one another was almost a hopeless task in abnormal psychology. He saw some hope, however, in the experimental method and was indelibly impressed by it when he went to the University of Illinois for doctoral studies. During his studies there, when he took a course on animal learning he felt a fascination for it, a certain kind of joy that springs from precision. Here you could single out, manipulate variables and observe their tangible effects right in front of your eyes. The writer got an

**STEREOTYPES OF COLLEGE STUDENTS IN HYDERABAD
(PAKISTAN) TOWARD THE INDIANS AND SIX
MUSLIM NATIONALITIES DURING THE
INDO-PAKISTAN WAR***

Department of Psychology, University of Sind, Pakistan¹

ABDUL HAQUE, SAJIDA AHMAD, AND AQUILA YOUSUF²

A. INTRODUCTION

Since Walter Lippman's (1922) introduction of the word stereotypes or "pictures in our heads" into social sciences, a number of definitions of the concept, have been given by several investigators. The main features of these definitions are that stereotypes are widely held beliefs by members of a given group; they may have either favourable or unfavourable connotation; they are relatively simple cognitions; they are fixed impressions; and they are 'false' concepts unsupported by objective facts. The term stereotype with its usual connotation of 'fixity' and 'falsity' has been subjected to severe criticism by Sherif (1966). He holds that the problem of group stereotypes is the problem of shared beliefs and not a problem of idiosyncratic hates and unfounded beliefs of a few frustrated individuals. Further, as opposed to 'rigidity' Sherif particularly emphasises 'change' in stereotyped images of other groups, following

*Acknowledgement for useful suggestions is due to Dr. S. M. Hafeez Zaidi (University of Karachi), Miss Razin F. Karim and Mr. Mirza Mahmud (Department of Psychology), and Dr. Rashidullah Khan (Department of Urdu) of University of Sind. The writers express their deep gratitude to Mr. Ali Ahmad (Department of Psychology, University of Sind) for his encouragement and help and to Mr. Abdul Hakim for typing the questionnaire and the manuscript.

1. The paper was read at the First Annual Session of the Pakistan Psychological Association, Dacca, March, 1968.

2. Mrs. Sajida Ahmad and Mrs. Aquila Yousuf were postgraduate students of the Department in 1965.

IBN-SINA (AVICINNA)*—PHYSICIAN-PSYCHOLOGIST

Department of Philosophy, University of Karachi, Pakistan

KAZI A. KADIR

(For a long time now it has been felt that the contributions of Muslim scientists to modern academic disciplines has been either ignored or overlooked. One of the many reasons for this indifference is the inability of many of our scholars to profit from original sources primarily for lack of proficiency in Arabic language. To date, however, many of the Arabic scholarly treatises have been translated either in English or Urdu. It is, now, therefore, possible to evaluate the contributions of Arab scholars and scientists in the context of modern scientific and scholarly reseraches.

It is in this frame of reference that we are presenting in this issue one of the most profound scholar-scientists in the Arab world. Ibn-Sina is well-known for his medical scholarship and as a medical man, it is expected that he would have thought of the body-mind relationships. Mr. Kadir's paper has attempted to outline the main features of Ibn-Sina's thinking on psychological problems. To a student of contemporary psychology his descriptions look both familiar and confusing. But in order to evaluate his contributions to psychology we have to keep in mind the times (about a thousand years ago) and the state of our knowledge of human behaviour at that period. However, in order to assess Ibn-Sina's contributions and determine his place in the history of psychology we have to have more thorough research not only about his works but also those of his contemporaries both in the Arab world and the world outside the Muslim empire.

We hope to have many more analyses and discussions about contributions of Muslim scientists and scholars and only then we can hope to correctly assess their contributions to psychology.—(Editor.)

A. INTRODUCTION

Scholars have usually treated Ibn-Sina's psychology as a part of his philosophy and thus have disregarded the scientific significance

*Abu Ali-al-Husain Ibn Abd'ullah Ibn-Sina (980-1037 A.D.)

**THE INFLUENCE OF THE AMERICAN SYSTEM OF EDUCATION
ON PAKISTANI STUDENTS' ATTITUDES TOWARD
EDUCATION: AN EXPLORATORY STUDY***

Institute of Education, University of Sind, Pakistan

RASHID A. SHAH

A. INTRODUCTION

People form attitudes and opinions toward a cognitive object, depending upon the way they perceive, think, and feel toward the object. The attitudes and opinions of an individual are a function of his interaction with his internal and external environment. An attitude is usually oriented toward a cognitive object of social importance.

For the purpose of the present study, attention was focussed on the changes in attitudes of Pakistani students toward education due to their exposure to the American system of education. An attempt will be made to discuss the nature of the Pakistani students' attitudes toward education.

When Pakistani students arrive in the United States of America, they bring with themselves certain pre-formulated and set attitudes and opinions toward education as a result of their schooling from elementary through, at least, college level in Pakistan. According to Kerlinger (1958), "there exists a basic dichotomy in the educational values of people, corresponding generally to 'restrictive' and 'permissive', or 'traditional' and 'progressive', modes of looking at education." The psychological world of the Pakistani student, being exposed constantly to an educational system which can be pedagogically called traditional in nature, leads him to develop pro-traditional attitude toward education, particularly toward issues relating to matters such as : the curricula, classroom discipline, the aims and goals

*The data for the present study were collected during the author's stay in U.S.A. in connection with his doctoral studies at the New York University during 1964-69.

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TRANSCULTURAL PSYCHIATRY AND ITS SIGNIFICANCE

*Department of Psychiatry, McGill University and Department of
Anthropology, Université de Montréal, Canada*

E. D. WITTKOWER AND GUY DUBREUIL

Recent interest in the field of cultural and transcultural psychiatry may give the impression that this is a new field. This is not so. It can be traced back to the beginning of the century when Kraepelin (1904) left for Java with the explicit purpose of finding out whether in this country, as compared with Germany, mental disorders differed in frequency and nature. Roughly about the same time, other psychiatrists as well as social scientists, largely anecdotally, reported on such culture-bound syndromes as Amok, the Windogo psychosis, Latah, and Arctic hysteria.

Freud early in his career took an interest in cultural phenomena. He and some of his early followers scanned ethnological literature for confirmation of psychoanalytic theory. In 1918 Freud published *Totem and Taboo* which aroused a good deal of indignation in anthropological circles. Nonetheless, in the twenties, leading anthropologists began to recognise the significance of psychological issues in anthropology. In this way the culture and personality movement came into being. Early eminent representatives of this movement who applied psychoanalytic theory to their studies are Edward Sapir (1932, 1934, 1937, 1938), Ruth Benedict (1934a, 1934b, 1938), and Margaret Mead (1928, 1934, 1940).

Interest in psychiatry by anthropologists was reciprocated by psychiatrists. Consequently previous to the Second World War research teams composed of psychiatrists and anthropologists were formed in increasing numbers. Well-known are the researches and publications by Mekeel (1943), Kardiner, Linton, DuBois and West (1945), and Leighton and Kluckhohn (1947).

SOME ATTEMPTS TO EXPERIMENTALLY INDUCED COGNITIVE DISSONANCE IN PAKISTANI CHILDREN

Department of Psychology, University of Karachi, Pakistan

ZARINA ZOBERI

INTRODUCTION

Festinger's theory of cognitive dissonance (1957) is quite simple yet its impact has been great. As McGuire has observed in his recent survey (1966), "Over the past three years dissonance theory continued to generate more research and hostility than any other approach". The basic idea of the theory is extremely simple. Dissonance is a negative drive state which occurs whenever an individual simultaneously holds two cognitions (ideas, beliefs, opinions) which are psychologically inconsistent. Since the occurrence of dissonance is presumed to be unpleasant, individuals strive to reduce it by adding consonant or by changing one or both cognitions to make them fit better.

In Aronson-Mills study (1959) college women underwent an initiation in order to become a member of a group discussion on the psychology of sex. For some the initiation was very embarrassing, for others it was mild and for still others there was no initiation at all. All the girls then listened to the same tape recording of a dull and banal discussion. As predicted the girls in the severe initiation condition rated the discussion much more favourable than in the other two conditions.

In another study conducted by Brehm and Cohen (1959) children were asked to rate their liking for different toys. One week later choice was offered of one of the toys as a gift for participating. As predicted it was found that the liking for the chosen toy *increased* and for the rejected toy *decreased* after the choice.

A STUDY OF THE RELATIONSHIP BETWEEN MENTAL ILLNESS AND SOME SOCIO-DEMOGRAPHIC CHARACTERISTICS

Department of Psychology, University of Karachi, Pakistan

RAHAT AMIN

A. HISTORICAL BACKGROUND

The relationship between mental disorders and variables such as age, marital status, economic status and others have been the focus of attention for a long time now. Beginning with the classical study of Faris and Dunham (1939) through the vast and comprehensive treatment of the relationship between social class and mental illness by Hollingshead and Redlich (1958) and the numerous other contributions, we are still at a stage where only tentative conclusions can be drawn.

The most consistent relationship between economic status and mental illness was established by Faris and Dunham. They found an inverse relationship between social status and the rates of schizophrenia, especially in larger cities. They focused their interpretative hypotheses upon the conditions of social interaction and especially upon social isolation, in the areas with the highest rates of schizophrenia.

Hollingshead and Redlich in their New Haven study demonstrated that a definite association exists between class position and being a psychiatric patient i.e. the lower the class, the greater the proportion of patients in the population. They further demonstrated a significant association between class status and the extent of treated neurosis in the population. Examination of psychiatric disorders also showed a linkage between class position and the rate of treated cases in the population i.e. the lower the class, the higher was the rate. These results were further corroborated in Pakistan by Ahmed (1970).

Studies of Bradley Buell and his associates give eloquent proof on economic factors causing family breakdown. Rates of non-support,

**IS THE SUBJECTMATTER OF PSYCHOLOGY BEST TREATED
NOMOTHETICALLY PROBABILISTICALLY
OF IDIOGRAPHICALLY**

Department of Psychology, University of Sind, Pakistan

ALI AHMAD

A. INTRODUCTION

Sooner or later there comes a time for every scientific discipline when the question of method and technique assumes a great significance. When problems begin to get complicated it is economical to find a good method with which to attack them. It is interesting to note how often, the concepts and subject-matter of science are determined by its methods. It is not too long ago when Watson changed the whole trend of psychology by discarding the then prevalent method of introspection and insisting on objective observation of behaviour. Today psychologists are again asking questions of a methodological nature. It is in this context that we propose to examine the different view points regarding NOMOTHESIS, PROBABILITY, and IDIOGRAPHY. Of these three, the nomothetic and idiographic approaches are not as radically different as is the probabilistic approach.

B. NOMOTHETIC AND IDIOGRAPHIC APPROACHES

The classification of sciences into NOMOTHETIC and IDIOGRAPHIC was first proposed by the German philosopher Windelband and introduced in psychology by Allport. Nomothetic approach is characterized by procedures & methods and designed to understand a particular event or individual. Nomothetic method is the accepted method of all the physical sciences. And psychology has followed in the footsteps of these older, more established sciences. Idiographic approach in psychology is advocated mainly for the study of personality which presents special problems peculiar to this branch of psychology.

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SITUATIONAL SAMPLING AND CONTRIVED SITUATIONS IN ASSESSMENT OF BEHAVIOR

Department of Psychology, Northwestern University (U. S. A.)

LEE B SECHREST

The journals and text books in many scientific fields may give a very misleading impression of the nature of research in the field and of the resources which are necessary in order to accomplish that research. Typically, text books are replete with examples of research involving obviously expensive, intricate, complicated pieces of apparatus or of large and complex institutional arrangements. It is scarcely any wonder then that students are often discouraged about the prospects of doing research in a scientific discipline, and it is even less wonder that such a small proportion of research is accomplished by scientists and scholars in the less developed countries. In fact, of course, even in the wealthy countries such as the United States the vast proportion of the research is still done in the few institutions most fortunate in their finances.

In fact, however, at least in the social sciences, there are many questions of great interest which can be answered by researchers working with no substantial outlays for equipment and outside institutional settings. Some of the research may involve issues of considerable theoretical importance while other research might be more in the nature of illustrating a point. Certainly there are a great many possibilities for research by students for purposes of instructing them in research methodology and technology. Much good data collecting can be done by individuals with a keen eye or ear for observation, with little more in the way of equipment than a pencil and some paper, or with very inexpensive items of the sort that can be found in many common shops. What is mainly needed is the ingenuity of students and their instructors in planning the research and the little bit of audacity that may be required in order to carry some of it out.

THEATRE OF THE MIND: AN EXPERIENTIAL APPROACH TO LEARNING

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FRANK M. CALABRIA

Colleges and Universities today might be compared to Adam and Eve in the Christian myth of the Fall, if one were to characterize the expulsion from Paradise, as "the fortunate happy fall," a reading given this myth by the theologian, Paul Tillich. Having been expelled for eating of the fruit of the tree of knowledge, temptingly offered by many of today's students, under the guise of meaningfulness and relevancy, education is no longer innocent and naive, having been rudely thrust into the market place of ideas. Though some have characterized such students as messengers of Satan, they may turn out to be Angels in disguise.

To pursue this analogy further (granting it being somewhat farfetched), education's innocence and naivette before the fall was reflected in unilaterally accepting a number of assumptions about the process it was engaged in; that the aim of education was to accumulate brick upon brick of factual knowledge; that presentation equalled learning; that constructive and creative citizens developed from passive learners. The "fortunate happy fall," however painful to accept initially, has brought with it a number of insights: that human beings have a natural propensity for learning; that subject matter must be perceived by the student as having relevance for his own purposes; that much significant learning is acquired by doing, and that students should participate actively in the learning process; that self-initiated learning, involving the whole person-feelings as well as intellect - is the most pervasive and lasting. This depiction of the fall of education, from innocence and naivette, would reflect Rogers' view in his differentiation between the assumptions underlying cognitive and experiential learning (1967). While the questions which Rogers raises concerning

THE EFFECTS OF EXTRAVERSION-INTROVERSION ON LEARNING A LIST OF NONSENSE SYLLABLES

Department of Psychology, University of Sind¹

SURRIYA JABIN²

A. HISTORICAL BACKGROUND

Psychological abnormalities have been considered to be the result of faulty learning. Dollard and Miller (1950), for example, hold that neurosis is taught by parents and learned by children. A number of psychotherapies, e.g., Salter (1949), Wolpe (1958) are based on learning theories. It is, therefore, necessary that the relation between different personality factors and learning be experimentally studied as extensively as possible. The present study is an effort to find out the relation between learning and Extraversion-Introversion.

The terms Extraversion and Introversion have been made popular by Jung (1923). According to him there are two large groups of functional nervous disorder—hysteria and psychasthenia. The hysterics belong to the type of Extraversion, and the psychasthenic, to the type of Introversion. Bernreuter (1934), however, has pointed out the difficulty in identifying hysteric tendency among extraverts and psychasthenia (dysthymia) among introverts. This difficulty lies in the fact that most investigators using a variety of questionnaires find that questionnaires of "Introversion" measure essentially the same personality qualities as questionnaires of "Neuroticism" (Bernreuter 1934). Factorial studies of these questionnaires usually reveal a general factor which, as Vernon points out, "does in part correspond to a genuine maladjusted-psychoneurotic-introverted tendency," (1938).

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1. Research report submitted to the University of Sind in partial fulfilment of the requirements for M. A. degree in Psychology.
 2. Editorial suggestions have been made by Dr. Eugene Hartley, a member of our Editorial Board.

CHANGING ROLE AND STATUS OF PROFESSIONAL WOMEN IN PAKISTAN,

Department of Psychology, University of Karachi, Pakistan

S. M. HAFEEZ ZAIDI

A. THE PROBLEM

Developing societies in general are expanding in terms of job opportunities and vocational choices for women. This is undoubtedly due to the changing socio-economic structure of these societies as an inevitable consequence of industrial development and urban orientation; thereby affecting the established pattern of relationships and interactions between the sexes. In traditional societies, of which Pakistan is one, there is a clearly defined pattern of role-relationship between the sexes, be it between the man and his wife, father and daughter, brother and sister, mother and son or just man and woman. The lines of sex-role identity are well-demarcated and there is seldom, if ever, a deviation from the accepted norms of behaviour.

As a direct consequence of the differentiation in the socio-economic structure of Pakistan society the women have now available, a greater variety of jobs which were not traditionally meant for them even a few decades ago. For example, prior to the World War II, the typically feminine jobs, in addition to their housewifely duties were: teaching in schools, nursing, midwifery, medical practice and working as maids particularly to nurse babies (Ayah). Sewing and embroidery were generally done at home, either for the family members or for the neighbours on payment. However, since most of these jobs required some degree of education or literacy, very few women were serving in any of these capacities.

Furthermore, there were deep-seated prejudices against women taking up paid jobs in most of the 'conventional' families. In-welloff families and even in middle-class families which considered themselves

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SOCIAL CLASS AND MENTAL DISORDERS IN PAKISTAN

Department of Psychology, University of Karachi

FARRUKH Z. AHMAD

The purpose of this study is to investigate the relationship between mental disorders and socio-economic factors, i.e., age, income level, neighborhood, education and occupation in the city of Karachi, West Pakistan.

The care of the mentally ill in the United States historically has been largely in hospitals supported by public funds and concerned with severely disturbed patients. However, since World War II, the private sector of psychiatry devoted to out-patient treatment has greatly expanded as have public facilities. There has been a corresponding increase in interest in the social factors which influence both the incidence and prevalence of various categories of mental illness and the mode of treatment afforded patients.

The classic study of Dunham (1959) on the demography of mental illness was enhanced by that of Hollingshead and Redlich (1958), who demonstrated that a definite association exists between class position and being a psychiatric patient; the lower the class, the greater the proportion of patients in the population. They further demonstrated that there exists a significant association between class status and the proportion of patients who suffer from different types of psychiatric disorders. Hollingshead and Redlich found that a direct relationship appears between class status and the extent of treated neuroses in the population. Examination of psychotic disorders also showed a linkage between class position and the rate of treated cases in the population: the lower the class, the higher was the rate.

The author is grateful to Dr. S. M. Afzal Habib, Psychiatrist for making available his clinical records for this study.

MOTIVATIONAL EFFECTS OF MUSIC STIMULATION ON ART EXPRESSION IN PAINTING

Sacramento State College, California, U. S. A.

DONALD M. GRIFFITHS AND WILLIAM F. BROOKS, JR.

Music like art has been part of man's culture and history throughout the ages. As in the past, music and art today continue to be a means of self-expression.

Non-literate man used art and music as a vehicle for communication and expression of ideas and thoughts. In our modern day civilizations, art and music are an integral part of our everyday existence. This is evident throughout the fields of business and industry. One only has to visit the local neighbourhood supermarket, retail chain store, or manufacturer, as examples of providing impetus for greater productivity.

Studies have been conducted in the field which have determined the positive affect music has upon the worker and customer as well. There are indications that soothing background music provides a harmonious atmosphere and environment in which the customer feels relaxed and is motivated to greater participant shopping. A more relaxed environment also provides better working conditions in which the employee may be motivated into functioning at a greater productive level.

It is interesting to note that in our educational system, studies are being conducted to ascertain the effect of various background noises on the productivity of young schoolchildren. Such a study was recently reported by McLean (1969).

According to Dr. McLean, long term memory is enhanced when students have to concentrate over considerable background noise. Dr. McLean made a study of a group of one hundred-sixty students. He raised the classroom noise level to eighty-five decibels and had them concentrate. He tested the students immediately afterward and found

PSYCHOLOGISTS' SONG

PROFESSOR W. STERN

We do not associate composition of poems with psychologists, hence there is no known record of a poet-psychologist. The following poems are the ones known to have been composed by a psychologist, Wilhelm Stern.

Wilhelm Stern is a German psychologist who in the first two decades of this century attempted to effect a synthesis of natural science and cultural science psychologies. His approach may be termed as personalistic which describes the person as a unity of many parts (*Unitas multiplex*).

These poems are reproduced here not as pieces of good poetry, but as a historical record. These poems do, however, have a subtle sense of humour and portray the popular criticisms about various psychological techniques and mechanisms.

We are grateful to Dean Eugene L. Hartley of our Editorial Board for supplying the Editor with a copy of these historic poems by Professor W. Stern.

(Editor)

Every class its separate song is singing
Civilians sing, the battle hymn
To heaven's vault is hurled
The workman's shop with song is ever ringing
One group alone stands without tone
Quite songless in the world

STEREOTYPE PERSISTENCE DURING TWO WARS BETWEEN INDIA AND PAKISTAN*

Department of Psychology, University of Sind, Pakistan

ABDUL HAQUE AND MOHAMMAD SABIR

A. INTRODUCTION

In Pakistan, Sailer (1955) initiated the scientific study of stereotypes on a sample of 225 male and female college students of Lahore city. After a lapse of three years Zaidi and Ahmed (1958) conducted a similar study on a sample of Dacca University Muslim students. Zaidi (1964) repeated his research on national stereotypes at the University of Karachi with 214 Muslim students. During the Indo-Pakistan war of 1965 Haque (1968, 1969, 1970) using the check-list technique conducted stereotype studies on 200 Muslim female students in Hyderabad city. The press accounts about the characteristics of some nationalities during the war of 1965 have also been reported by Zaidi (1967). The present study was conducted on a mixed population of both students and different professional groups. It was assumed that the study of national stereotypes on a mixed population may be more revealing.

B. PURPOSE OF THE STUDY

The paper attempts (a) to discover the verbalized mental picture which the respondents have for themselves (ingroup), for the Indians (enemy group), and for four other Muslim nationalities, namely, Indonesians, Iranians, Saudi Arabs and Turks (friendly Muslim groups) in the context of the recent war (December, 1971) between India and Pakistan, and (b) to see if the stereotypes about Indians (Hindus) and five Muslim nationalities persist during the two wars (September, 1965 and December, 1971) and also over a period of 18 years since Sailer's (1955) study in Lahore.

* The authors are grateful to Professor S. M. Hafeez Zaidi for critical reading of the paper. Thanks to Mr. Raisul Hassan (Hyderabad) for typing the manuscript.

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INCIDENTAL LEARNING: A Review of the Literature*

Department of Psychology, University of Karachi, Pakistan

AFZAL IMAM

It is convenient to look at the process of memory in two ways. In the first place we can set out intentionally to learn certain kinds of material. This material is frequently useful and generally is to be recalled at a later stage. This kind of memorizing relates to habit formation and can depend for its success on such factors as the frequency of repetition, the interval between repetitions, the methods of studying the material, and the other factors shown by Ebbinghaus (1885) and many other investigators to be important. In the second place there are, however, many things which we recall but which have not been learned in this way. We often find ourselves equipped with facts and information which have come to our knowledge which we never intended to remember. This information which we have acquired incidentally may help us at a critical moment and often we may ourselves be surprised at having been able to recall a fact, a reference or a telephone number which we did not expect to use, a face we have seen only in passing, or a street which we have visited only once.

On the other hand, there are many familiar objects and events which occur together in time and place yet leave no impression on us. Bergson (1911) has described this kind of memory which appears to come and go regardless of any rules as "capricious". He is justified in the sense that this memory varies not only among different individuals but also in the same individual when applied to different kinds of material.

*This is the first of a series of papers based on author's Ph.D. Thesis.

The author gratefully acknowledges the critical reading and helpful comments provided by Dr. Stuart J. Dimond and Professor George Westby of the Department of Psychology, University of Wales, Cardiff, U. K.

A STUDY OF SECONDARY SCHOOL TEACHERS IN WEST PAKISTAN*

Adoption and Internalization of Educational Innovations:

Jamia Millia Teachers College, Karachi, Pakistan

ANWAR KHALIL KHAN

A. INTRODUCTION

A considerable body of research literature has been accumulated about the communication and adoption of innovations; Rogers (1966) reported more than one thousand different publications on this topic. Less than two hundred of these studies were concerned with the diffusion of educational ideas and all but about ten of these educational diffusion studies were conducted at one university under the direction of one man and with a rather stereotyped method.

Only one of the educational innovation diffusion studies prior to 1968 was conducted outside the United States. Important results from these studies have aided the United States public schools in adopting innovations. For example, Moot (1946) found that average school "... lags 25 years behind the best practice." Comparatively speaking, educational change is a much slower process than changes which take place in agriculture or medicine (M. Miles, 1964; and Rogers, 1965).

Why is the diffusion and adoption of educational ideas and practices much slower than that of farm innovations and medical drugs (where the rate of diffusion is seldom more than five to ten years)? Rogers (1962) suggested the following reasons:

1. The absence of scientific sources of innovation in education.
2. The lack of change agents to promote new educational ideas.
3. The lack of economic incentive to adopt.

*This is the first of a series of papers based on Author's Ph.D. Thesis.

A STUDY OF MARITAL PREFERENCE OF EDUCATED PAKISTANI WOMEN

Department of Psychology, University of Karachi, Pakistan

MOHAMMAD SHAMIM AND RAKHSHINDA REHMAN

A. INTRODUCTION

The institution of marriage is linked with the origin and growth of civilization. It is fundamental to the human species as it provides for the basic needs of mankind, both biological and social. Marriage as an institution has passed through every conceivable form and experiment in the course of history. But, whatever the age or culture a successful marriage has been a matter partly of finding the right type of person and partly of being the right type of person.

In view of the fact that such crucial choices, to a large extent, may be determined by the traditional or cultural tastes, values acquired from parents and friends, own experiences and temperament, the present study is an attempt to determine as to which professional groups are considered better marriage prospects in present day Pakistan. It is also hoped that the study will highlight the current trends of thinking and provide some indices of the prevailing value system regarding marital selection in Pakistan.

Marital selection in Pakistan bears little relation to the sort of interaction between sexes implied in western societies. Most marriages, here are arranged by fathers or other male family members. "The criteria for a successful marriage are not necessarily companionship and love, but fertility, permanence and alliance of two families." This pattern, though still largely prevalent has been criticised and questioned by a proportion of the female population educated along western lines.

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INCIDENTAL LEARNING:*
A Study of Developmental Trends

Department of Psychology, University of Karachi, Pakistan.

AFZAL IMAM

INTRODUCTION

Many investigators have studied the relationship between learning and age. This relationship has been extensively explored in connection with intentional learning (Anastasi and Foley, 1949; Tyler, 1956; Birren, 1959; Bromley, 1966). Our concern, however, is not with intentional learning but with incidental learning. Here too, whilst less well documented, a number of investigations are reported in the literature (Maccoby and Hagen, 1965; Siegel and Stevenson, 1966; Hagen and Sabo, 1967; Lerner, 1967; Vaughan, 1968).

The previous review of the literature (See Imam, 1972) shows that whilst there are many admirable studies, a good deal of confusion exists concerning the exact relationship of incidental learning to age. Some authors have shown that older subjects lose their capacity for incidental memory whereas others suggest that there is no loss with age. Some support the curvilinear relationship and at the same time others reject it. What is necessary is a comprehensive study which sets out to investigate incidental learning consistently, using the same type of material, over as wide an age range as possible. The present investigations are meant to clarify certain points with regard to the contradictory findings. Keeping this aim in view, a large number of subjects have been employed in the experiments to be reported and a much

*This is the second of a series of papers based on author's Ph. D. thesis. The author is very grateful to Dr. Stuart J. Dimond and Professor George Westby of the Department of Psychology, University of Wales, U.K., for critical reading, helpful comments, encouragement, interest, and for research facilities.

**GORDON PERSONAL PROFILE AND INVENTORY:
A VALIDATION ATTEMPT IN PAKISTAN**

Department of Psychology, University of Karachi, Pakistan

FARRUKH Z. AHMAD AND H. MOHAMMAD ZEENAT

A. INTRODUCTION

There are no standardized psychological tests in Pakistan. The facts that the standardization and the development of an entirely new test is a very expensive, time-consuming and scientific job, has made it imperative that we make alternative arrangements if research is to continue in this field. It was, therefore, decided to attempt a validation of Gordon Personal Profile and Inventory in Pakistan. An earlier effort to do a similar validation exercise with the Otis Quick-Scoring Mental Ability Test in Pakistan was reasonably successful (1967). It was found that a slight variation in the norms can give us a good correlation between the academic success in B. A. examination and the results of Otis Quick-Scoring Mental Ability Test.

The present research was undertaken as a pilot study in order to find out the validity of Gordon Personal Profile and Gordon Personal Inventory in Pakistani culture. The Profile and the Inventory measure eight traits of personality and are used as comparison instruments. These traits are: Ascendancy, Responsibility, Emotional Stability, Sociability, Cautiousness, Original Thinking, Personal Relations and Vigor. Both these tests have been found appropriate for use with school, industrial and general adult groups.

One distinguishing feature of these tests is the utilization of the forced choice technique, whereby it ensures the validity of the test by curtailing the faking of responses. Its final form has evolved through early factor analyses, repeated experimental try-outs and related content revisions.

**Adoption and Internalization of Educational Innovations:
A Study of Secondary Schools in West Pakistan. II.**

Jamia Millia Teachers College, Karachi Pakistan

ANWAR KHALIL KHAN

In an earlier part (Khan, 1972) a general background of the literature on innovation and adoption of new practices was discussed in detail and twenty six hypotheses were derived on the basis of available literature. The present paper discusses the details of the methodology and data collection. Preliminary findings are also indicated.

The field study was conducted in a sample of pilot secondary schools of West Pakistan. The unit of analysis was the teacher in the pilot schools. The process of collecting data was accomplished primarily by one instrument-response to a highly structured questionnaire. The questionnaire is closely patterned after that of Lin (1966) with adaptations appropriate to the innovations in this study and the Pakistan school situation. In addition, personal depth interviews were used to go more deeply into certain areas of crucial need where detailed information or clarification was needed. Also, information was gathered by attending a faculty meeting at the West Pakistan Education Extension Center, Lahore, visiting the schools, and participating in the work-shop. Educational documents, records and literature were systematically analyzed. Further information in depth was gathered personally from the Director, West Pakistan Education Extension.

Sample and Procedure:

The representative sample of the study consists of six pilot schools scattered at random throughout West Pakistan. The population consists of teachers from these schools.

In total, there are twenty-three pilot secondary schools in West Pakistan, twenty-one Government schools and two privately managed.

**PROBLEM OF RELIABILITY OF DATA:
A CRITICAL REVIEW OF THE EXISTING METHODS OF
ANALYSIS WITH SPECIAL REFERENCE TO SURVEY DATA**

Department of Sociology, University of Karachi, Pakistan.

JAHANGIR KHAN

A. INTRODUCTION

The desire to provide a scientific footing, to various fields of social science, is based on the assumption, that the data, a researcher uses, is free of a number of biases and inaccuracies that invariably arise due to inadequate measurement and standardization. Normally, therefore, the social scientist proceeds to eliminate errors in the data by performing various methods of analysis of reliability. This paper examines, critically, the potential use and adequacy of these methods available in statistics, educational psychology and psychometric literature.

B. METHODS OF ANALYSIS

In general, two kinds of methods of analysis of data comparability can be found (Gross and Springer, 1967); these are (1) the determination of error term in a set of scores by way of checking reliability, and (2) matching of data items and correlation analysis of items. In terms of the first approach, the error term has been considered to consist of two components, i.e. systematic error and random error (Kish, 1965). The familiar argument is advanced that having administered an instrument and having obtained certain scores, one gets not only certain true values, but also certain scores that may be called errors that have an undermining influence over the "dependability" of an instrument or item being used by a researcher. Such an argument leads to a simple model in which the total score (on any item or instrument) is considered to be an additive function of some true value and some unknown error component, such as:

A PERCEPTION-BASED MODEL OF MAN - NATURE SYNERGISM

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IQTIDAR H. ZAIDI

A. INTRODUCTION

"Kashmir is a paradise on earth." This was the way the combination of the various physical and biotic features, namely, snow-clad mountains, hills, valleys, gorges, glaciers, lakes, springs, streams, rivers, deodars, firs, pines, bushes, etc., was perceived by a Mughal king of medieval India. The same physical and biotic facts of Kashmir are perceived by a modern planner as hurdle in the achievement of his goals of social and economic development; and he adopts different measures to buffer their harmful effects. An orthodox subsistence farmer in the beautiful Jhelum valley of Kashmir finds much charm and satisfaction in cultivating the land for producing food crops, and regards his occupation to be the most prestigious one; whereas an ambitious youngman, with some education, in the same village complains about the unrewarding nature of the land and lack of modern amenities of life, like electricity, educational and medical facilities, bridges, proper roads, etc. His dreamlands are Lahore and Karachi where he finds jobs, and a variety of sources of entertainment. Cases such as these make it amply clear that the same combination of the physical and biotic facts can be viewed differently by different people depending on their objectives, attitudes and technical skill; and that the pattern of behaviour of an individual or group results from the way the objective reality is perceived. This is what may be called 'a perception based man-nature synergism'; and the need of a model capable of presenting an efficient description of such simultaneous actions of various elements both diachronically and synchronically, cannot be exaggerated.

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INCIDENTAL LEARNING: III. AS CONDITIONED BY SEX*

Department of Psychology, University of Karachi, Pakistan.

AFZAL IMAM

A. INTRODUCTION

In the previous experiment (Imam, 1972) striking differences were found in the performance of adult males and females on an incidental learning task. Females showed themselves to be markedly the superior. This finding stood out from the results so clearly that it was thought necessary to investigate it further. A number of possible explanations of this finding were proposed.

First, it could be suggested that the fact that there were different numbers of Indian *subjects* in the adult male group may have contributed to the results. This possibility was ruled out because in the L-adult group women were superior to men although the group contained no Indian *subjects*.

Secondly, the possibility arises of a difference in the general intellectual factor. This can also be ruled out because in average terms males were somewhat superior to females in intelligence.

There is, however, another consideration which forms the focus for the experiment about to be reported here, and this concerns the possibility that the conditions under which the material was presented could have affected the results in favour of women. If, for example, the effect is a stable and persisting one which is not closely related to the conditions of presentation then it should be possible to confirm the previous finding although the time allowed for inspection of each item was strictly limited.

* The author is indebted to Dr. Stuart J. Dimond and Professor George Westby of the Department of Psychology, University of Wales, U. K. for critical reading and helpful comments.

MIRROR IMAGE HYPOTHESIS IN THE CONTEXT OF INDO-PAKISTAN CONFLICT

Department of Psychology, University of Sind, Pakistan

ABDUL HAQUE*

A. INTRODUCTION

The term "mirror-image" originally conceived by Bronfenbrenner (1961) may be defined as distortions in the reciprocal images of the two groups in conflict. As in a mirror right-and-left-direction gets reversed and appears as left-and-right, so groups in discord see in each other similar characteristic-in-reverse. This phenomenon may be exemplified in the statement: "In general, we have nice words for our own groups and our friends, and nasty ones for those seen as enemies, even when referring to the same actions. For example, when we kill the enemy, we are *brave* or *heroic*; when he kills us, he is *inhuman* and *fanatical* (Sherif & Sherif, 1965). The American-Russian mirror data collected by Bronfenbrenner (1961), Angell, Dunham, and Singer (1964), White (1965), and Frank (1967) in general, demonstrate that the opponents tend to attribute similar desirable traits to themselves and similar undesirable traits to each other (the enemy). However, the Japanese data (Berrien, 1969a, b) do not appear to conform to the mirror-image hypothesis which indicated that the country considered most friendly (America) is the most different in the stereotypic similarity, and conversely the least friendly (Chinese) is the most similar. The doubts raised by Berrien make it relevant to see if mirror-image hypothesis holds true in the context of Indo-Pakistan sub-continent (oriental culture). The attempt to test mirror-image hypothesis through comparative analysis of the content of stereotypes derived through Katz-Braly technique seems novel and may bear fruitful results. The purpose of this study is to see if reciprocal stereotyping of the Pakistani and Indian respondents in the context of Indo-Pakistan conflict over a period of two decades, characterize mirror-image phenomena.

*The author is grateful to Professor S. M. Hafeez Zaidi for critical reading of the paper.

ACADEMIC BACKGROUND AND PERFORMANCE IN CENTRAL SUPERIOR SERVICES EXAMINATION

Federal Public Service Commission

AZIZ M. HUSAIN T. K.,* PSYCHOLOGIST

SHAMSHAD A. ZUBAIRI,* TESTER

A. INTRODUCTION

Every year a competitive examination is conducted by the Federal Public Service Commission to fill in vacancies in various central superior services. Any person, between 21 to 25, who has a 2nd class Bachelor's degree can compete. Candidates have first to appear at a written examination which consists of compulsory and optional papers. The compulsory part consisting of papers in English Essay, General Knowledge and Pakistan Affairs carries 500 marks. In addition, candidates have to appear in optional papers carrying 600 marks. Those obtaining marks beyond a cut score** are declared to have qualified at this written examination and are called for Psychological Testing and viva voce.

Since competitors have already passed University examinations the desirability of re-examining them in subject matter areas may be questioned. The Central Superior Services being prestigious, it seems appropriate to examine whether previous academic performance is any indication of the performance at this examination. It would also be of interest to know whether academic achievement is predictive of performance at the Psychological Testing and viva voce. In other words, it would be pertinent to investigate whether Psychological Testing and viva voce assess some aspect other than academic excellence.

*The authors are grateful to the Federal Public Service Commission for permission to use official data used in this study.

**The cut score, decided upon after the finalization of results, is so chosen as to make available an adequate number of candidates from each region for viva voce.

TRAITS THAT MAKE FOR A STUDENT LEADER

Department of Psychology, University of Karachi

ZARINA ZOBERI

A. INTRODUCTION

There is a vast research literature on leadership and much of it has been concerned with the determination of physical and intellectual characteristics or personality traits of leaders. An excellent survey of these studies has been made by Stogdill (1948) and his work has made it possible for us to consider some of the more commonly claimed leadership traits. These are (1) Physical and constitutional factors which include height, weight, health, physique and appearance. (2) Intelligence (3) Self-Confidence (4) Sociability (5) Will (initiative, ambition) (6) Dominance (7) Surgency (Cheerfulness, enthusiasm, alertness, originality.)

There is good evidence that certain traits do tend to characterize effective leaders in a wide variety of situations. In general, leaders are found to be more intelligent than their followers. It also seems clearly established by Mann's (1959) review of studies carried out between 1900—1957 that leaders, tend somewhat consistently to be better adjusted, more dominant, more extraverted, and more masculine.

Nelson (1964) found that leaders were more self-confident, alert, job-motivated and aggressive than the follower groups. They were more satisfied with the assignment, emotionally controlled, accepting of authority and motivated to be efficient group members.

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**INCIDENTAL LEARNING :
IV - A FUNCTION OF FIELD DEPENDENCE***

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AFZAL IMAM

A. INTRODUCTION

In the first reported experiment (Imam, 1972) incidental task performance increased regularly with age up to the adolescent level, declined sharply at the adult level and then showed a further significant decline at the old stage. The results were interpreted in terms of global and selective perception.

Still another attempt to explore possible factors involved in the development of selective attention was prompted by the fact that in the past, various investigators have shown a definite relationship between the degree of field-dependence and age. Witkin, et al. (1954) carried out an extensive series of studies of perceptual field-dependence. On the basis of evidence acquired from these investigations Witkin, et al. (1962) postulated a psychological dimension - analytic versus global functioning - which can be considered to be a developmental continuum.

Witkin found that whilst the degree of field-dependence was extreme during childhood it decreased markedly with age. Early in adulthood there is a tendency for the developmental curves to level off, with the implication of a reverse trend through the adult years, in the direction of increasing field - dependence with age.

Comalli (1962) compared an older group of male subjects having an age range of 80 - 90 years with another group of 25 - 35

*The author is very grateful to Dr. Stuart J. Dimond and Professor George Westby of the Department of Psychology, University of Wales, U.K. for critical reading and helpful comments.

SPONTANEOUS COGNITIVE ACTIVITIES IN EARLY INFANCY IN THE PRESENCE AND ABSENCE OF MOTHER

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ABSTRACT

This study investigates the relationship between spontaneous cognitive activities of infants and maternal presence and absence. Behavioral data in this study are obtained through observation, in homes of the subjects, and are limited to an age span during which child's attachment to the mother is at a climax.

Information on cognitive activities is collected by means of a pre-arranged sample of cognitive activities. Scores on each activity, obtained in the presence and absence of mother indicate that in a middle class family environment, under naturalistic conditions, there is no significant (at 0.05 level) relationship between maternal presence and absence and incidence of spontaneous cognitive activities.

The significant features of this study are; (a) it focuses on behaviors initiated spontaneously by the child and (b) observational data are collected in the home of the child under naturalistic conditions. No attempt whatsoever is made to manipulate the attention of the child or to alter the home environment in any way.

A. INTRODUCTION

The nature of processes and behavioral coordinations pertaining to cognitive development in early infancy is not fully understood. It is true that experimental studies of cognition (Fantz and Nevis, 1967; Hunt, 1961; Kagan, 1969; Lewis and Goldberg, 1969; Rheingold and Eckerman, 1970; Rheingold and Samuels, 1969; Starr, 1971; Watson, 1971; White, 1969) have made significant contributions to the area of cognitive development in early infancy, nevertheless, these studies are primarily concerned with environmental determinants of infant's

This study was supported by a National Science Foundation Institutional Grant No. 243-4101.

CONTEMPORARY YOUTH'S VALUES

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EDITH RAMOS

A. THEORETICAL FRAMEWORK

While the main theoretical focus of contemporary social psychology is on the concept of attitudes and attitude change, many social psychologists assert that values are more fundamental components within a person's make-up than attitudes and, moreover, that values are determinants of attitudes as well as of behaviour.

It seems difficult to conceive of a human problem that would not be better illuminated if relevant and reliable values data concerning it were available. Differences, for example, in culture, occupation, religion, social class, sex, or politics are all amenable to analysis in terms of value differences.

Milton Rokeach assumes that every person who has undergone a process of socialization has learned a set of beliefs about *modes of behavior* and about *end-states of existence* that he considers to be personally and socially desirable. The former kind of values is called instrumental values, the latter, terminal values. He also assumes that every person differs from every other person not so much in whether or not he possesses such values but rather in the way he arranges them into value systems, a hierarchy or rank-ordering of terminal or instrumental values along a continuum of perceived importance. (Rokeach, 1968).

Instrumental and Terminal values are generalized standards of the means and ends of human existence that transcend attitudes towards specific objects and situations. Thus defined, a person is conceived to have many thousands of attitudes but only several dozens of values.

SERIAL POSITION EFFECT IN INCIDENTAL LEARNING*

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AFZAL IMAM

INTRODUCTION

Serial-position effect is a phenomenon which examines the effect of the position of an item in a series on the rate of learning the item. This was one of the problems studied by Ward (1937), McCrary and Hunter (1953), Bromley (1958) and many others. These studies state briefly that in the course of learning a list, the early part of the list is most easily learnt, the last part is next easily learnt, and the middle items in the list (actually the ones just past the middle) are the most difficult to learn. In other words, the ends are learnt most readily while the hardest part to learn is the middle. It equally holds for nonsense syllables as well as for meaningful materials.

The review of the literature shows that many investigators have studied the relationship between the rate of learning and the position of an item in a series. This relationship has been extensively explored in connection with intentional learning. Our concern, however, is not with intentional learning but with incidental learning. Here too, whilst less well documented, a number of investigations are reported in the literature. Goldstein and Solomon (1955), and Postman, Adams and Bohm (1956) have obtained the usual effects of primacy and recency in incidental recall, although not as strongly as in intentional recall. Further, serial position curves in free recall consistently showed a more pronounced finality effect under incidental than under intentional conditions (Postman and Phillips, 1954; Postman and Adams, 1957, 1960). In almost all cases the investigators

*The author gratefully acknowledges the critical reading and helpful comments provided by Dr. Stuart J. Dimond and Professor George Westby of the Department of Psychology, University of Wales, U. K.

AN EXAMINATION OF THE RIESMAN SOCIAL CHARACTER TYPOLOGY

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EDITH RAMOS

In the first chapter of the "Lonely Crowd", David Riesman (1950) announces: "This is a book about social character and about the differences in social character between men of different regions, eras, and groups. It considers the ways in which different social character types, once they are formed at the knee of society, are then developed in the work, play, politics, and child-rearing activities of society. More particularly, it is about the way in which one kind of social character, which dominated America in the nineteenth century, is gradually being replaced by a social character of quite different sort."

He added: "... when we speak of 'social character', we do not speak of 'personality', which in current social psychology is used to denote the total self, with its inherited temperaments and talents, its biological as well as psychological components, its evanescent as well as more or less permanent attributes. Nor even do we speak of 'character' as such, which, in our contemporary uses, refers to only a part of personality - that part which is formed not by heredity but by experience (not that it is any simple matter to draw a line between the two. Character, in this sense, is more or less permanent, socially and historically conditioned organization of an individual's drives and satisfaction - the kind of 'set' with which he approaches the world and people.

"Social character" is that part of 'character' which is shared among significant social groups and which, as most contemporary social scientists define it, is the product of the experience of these groups. The notion of social character permits us to speak, as I do throughout this book, of character of classes, groups, regions, and nations".

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RIGIDITY-FLEXIBILITY AND INCIDENTAL LEARNING

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AFZAL IMAM

A. INTRODUCTION

Since the age differential with regard to incidental task performance could not be explained by the field-dependent-independent modes of response (Imam, 1973), it was thought that perceptual rigidity might play a part. There are some precedents for thinking along these lines. Johnson and Stern (1955) said, for example, that a rigid person responds in a comparatively restrictive or selective manner to environmental cues. A flexible person, on the other hand, responds in a less restrictive and selective manner to these same cues. Clinically, a rigid person is often characterised as constricted and one who finds it necessary to deal with his environment in an unusually guarded and stereotyped manner.

Rehfish (1958) also described rigid persons as constricted, anxious, conservative, socially introverted, submissive and inflexible in their social roles. Low scorers on rigidity, on the contrary, were found to be adaptable, spontaneous, original, fluent in thought and speech, curious and clear thinking.

Such views have been shared by Gardner, Holzman, Klein, Linton and Spence (1959) when they talk of the constricted-flexible control principle. Constricted-control subjects resort to counteractive measures in their attempts to overcome the disruptive effect of intrusive cues. Their responses are guided by the most central or important aspect of a field. It simply means that they cope very well with distracting stimuli by ignoring them in favour of a salient, easily confirmable stimulus attributes. Constricted-control subjects are also resistant to change. They prefer to maintain sets long after they were appropriate. This indicates that they cannot take advantage of

MODIFICATIONS OF SMOKING BEHAVIOR BY SELF-MANAGEMENT OF SMOKING CUES

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HOWARD W. KROLL

ABSTRACT

The purpose of the study was to determine the effectiveness of self-management of smoking cues (self-programmed smoking cues) in effecting smoking reduction. Two hypotheses were tested: 1) the use of self-programmed smoking cues will result in significantly greater smoking reduction than a placebo or no-treatment control; and 2) a combination of two kinds of self-programmed smoking cues (auditory signal and random time smoking schedule) will reduce smoking more than a single cue (smoking schedule).

Subjects were recruited by publicity for a "scientific program to quit smoking" and randomly assigned to one of four groups. One group of subjects was instructed to smoke only when a timer emitted an auditory signal at pre-determined random time intervals, according to a schedule provided by the experimenter, which programmed a reduction of 20% weekly. A second group of subjects was instructed to smoke on the same schedule, but did not use a timer. Both experimental groups and a placebo control group kept a continuous record of all cigarettes lit. An additional control group did not participate in any treatment. Smoking level for all groups was assessed prior to, following, and six weeks after treatment.

Neither treatment procedure resulted in significantly greater smoking reduction than the other, but at posttreatment assessment, both forms of treatment resulted in significantly reduced smoking levels when compared to no-treatment and placebo treatment. At follow-up, the significance of this decrement in smoking was maintained only for treatment vs. no-treatment conditions.

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EFFECTS OF SEX AND EXPERIMENTAL BACKGROUND ON COLOUR-MOOD ASSOCIATION

Kennedy King College, Chicago

PETER O. PERETTI

A. THE PROBLEM

Much of the man's culture has been rich in associations, symbols, and traditions. Through tradition various associations have been made regarding color symbols and their assumed relationship to various feeling, emotional, or other psychic states of man. Color symbols were, and in many instances still are, indicative of man's affectual state. They functioned both as a stimulus in aiding to induce the affect in the person, and as a response in aiding in the interpretation of it. In the literature, color is useful in metaphors, similes, and colloquialisms to try to bring feeling of the situation to the reader (Lukiech, 1938).

Eysenck (1941) presented data which suggested that individuals broadly responded to colors by grouping them into two categories: one, the cooler hues toward the violet end of the spectrum; the other, the warmer hues toward the red end. He suggested differences in personality characteristics of those Ss responding to each category as well as differences in feelings.

Redgrove (1922) was one of the earliest writers to associate color with a feeling or mood state. Some of his relationships were: gold=love, purity, preciousness; purple-uncertainty, turbulence, depression; red-anger, danger, strife; green-serenity, tranquility and relaxed. He indicated how color symbolism was an integral part of a man's emotional response. The hues of the rainbow have provided people with a central set of stimuli and a framework for patterns of emotional expression.

Birren (1946, 1955, 1961, 1970) provided further information on the relationship between color and feelings. In his flags, emblems, religious rituals, rites of passage, customs, as well as superstitions,

INTERORGANIZATIONAL RELATIONSHIPS AND CONFLICT*

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SABEEHA HAFEEZ

An inherent issue in relationships between organizations is the simultaneous management of their 'partial autonomy' and 'partial dependence'. When organizations relate to one another, they are likely to experience incompatibilities between those expectations embodied within their own structures and the requirements imposed by their dependence contexts with other organizations. Implied in this issue is the idea that conflict is potentially inherent in relationships between organizations. This idea is well recognized, but seldom explained and measured. Aiken and Hage (1963) mention that "the processes of both conflict and co-operation can be incorporated into the same model of organizational interdependence. The concept of interdependence helps us to focus on the problem of interorganizational exchanges. At the same time, the exchanges of resources, another aspect of the relationships between organizations is likely to involve an element of conflict." Harold Guetzkow (1966) points out that where organisations exist in common physical and social space and draw their inputs from and discharge their outputs into a common environment, non-facilitative types of interdependences are bound to occur fairly frequently. The federative context, or the context in which several organizations by the structure of their relationships are required to give consensus to decisions that compete or discord with their autonomous objectives and activities, is thus a most strategic setting for experiencing conflict or incompatibilities between the federation's expectations and their member organizations' requirements for

* This article is part of the federated process model developed by the author in her Ph.D. dissertation, "An Empirical Study of Dimensions of Interorganizational Relationships and Their Relations to the Organizational Characteristics", University of Minnesota, Minneapolis, August, 1970.

EFFECT OF REPEATED LEARNING AND OVERLEARNING ON RECALL*

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M. WASIM

The background of this study was 'Luh's (1922), Krueger's (1929), and Underwood's (1957) reported work. Luh worked on condition of retention. He used method of serial anticipation in learning a list of 12 nonsense syllables for his subject and the methods of measuring retention used by him were: (a) written reproduction (recall), (b) recognition, and (c) reconstruction. In his four levels of initial learning one was 150% (50% over learning), and a subject had to learn under different conditions. Krueger's study was somewhat similar to Luh's except that he used 12 monosyllabic nouns as list of task. He used three levels of initial learning viz. 0%, 50%, and 100% overlearning. Retention was tested by serial anticipation of relearning to criterion of one perfect trial after 1, 2, 4, 7, 14, and 28 days. It was at the time of designing the present research when Underwood published his study on the 'Interference and forgetting (1957). This gave us yet another lead in carrying out the present investigation.

Retention decreases with the lapse of time was the notion before it was pointed out by the psychologists that it was not merely the lapse of time which caused forgetting, but the important variable in forgetting was the nature of activity which filled in the period of retention and recall. This hinted that learning of latter items causes a conflict with the earlier items and as such this competition within the material itself a source of forgetting. Underwood carried out a number of studies in the field of retention and forgetting. He laid emphasis on proactive interference also as a factor in forgetting. This showed that although effects of retroactive interference in the form of

*This short article is an abstract of the author's Ph. D. Thesis submitted to the University of London (1959).

BUREAUCRATIC ORIENTATION AND INSECURITY FEELING

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NAZRE KHALIQUE

A. PROBLEM

Bureaucracy is spreading so fast that not even a single vein of our society is free from its germ. Academic institution is also based on bureaucratic¹ model where the senior prescribes and controls the behaviour of juniors and where "the reliability of behavior is maintained by directives, by rules and regulations, and by standard operating procedures which prescribe the exact manner in which duties are to be performed" (Gordon, 1970). Such a type of work environment "partialises out the soul" (Weber, 1946) of workers and is a serious threat to liberty and individuality of workers and makes them "cogs in the bureaucratic machineries" (Blau and Scott, 1962).

A question arises: why does a man allow his soul to be partialised out; why does a man allow himself to become a cog in a smooth running machine? Why does not he protest?

The present study attempts to answer the question. It is assumed that insecurity feeling does not allow the individual to protest.

B. METHOD

Gordon's (1968) Work Environment Preference Schedule (WEPS) ——— a measure of acceptance of bureaucratic norm based on the theory of bureaucracy advanced by Weber in the year 1946 ——— was administered to 26 male temporary (fresh) teachers and 26 male confirmed teachers of age ranging from 23 years to 31 years. Both the groups of teachers were also working in the same grade and in the same institution.

1. "Bureaucratic", as used here, refers to a pyramid type of organizational structure. The popular and opprobrious use of this term to represent "red-tape" and inefficiency is not intended.

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Clyed

WHAT IS MATHEMATICAL PSYCHOLOGY ?

The University of Michigan, U.S.A.

CLYDE H. COOMBS

Mathematical psychology is difficult to define because it is more an attitude of mind than a substantive area of psychology or a particular kind of mathematics. The subject matter of psychology ranges over the entire spectrum of arts and sciences from humanities to physical sciences and mathematical psychology is a commitment to a way of going about "doing" psychology.

Mathematical psychology is not just the fitting of empirically derived curves or the use of statistics or a translation into mathematical language. Certainly all of these things may occur in the practice of mathematical psychology but they are not what characterize it. Perhaps its historical development, painted with a broad brush, will provide an understanding of its heterogeneous character.

An intimacy between mathematical reasoning and experimental psychology may be said to have begun with Fechner's derivation about 1860 of the magnitude of a sensation as a function of the physical magnitude of a stimulus, $S=k \log R$. In the first quarter of the 20th century equations of the learning curve were derived from assumptions about the learning process and then fitted to empirical data. Thurstone's law of comparative judgment, mental test theory, factor analysis, and the application of statistical theory like analysis of variance to experimental data have all been developed and were widely applied in the second quarter of this century. The kind of mathematics most useful included probability theory, matrix algebra, and mathematical statistics.

Since 1950, while these same areas continued to develop in mathematical depth and are as essential as ever, the field of mathematical psychology has expanded both in the variety of mathematics

We are grateful to Prof. Coombs for having acceded to our request to write this paper for *Pakistan Journal of Psychology* (Editor).

CAUSAL MODELS IN DATA DISCREPANCY ANALYSIS

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JAHANGIR KHAN

INTRODUCTION

The problem that this paper addresses itself to is the problem of causality i.e. under what conditions, a certain chain of causation among the predictors is likely to produce changes in the dependent variables. This problem arises directly from social researcher's current dependence on correlational analysis e.g. partial and multiple correlations etc. It can be readily seen that having performed correlational analysis, we obtain certain inter correlations which merely indicate as to how a set of independent variables behave relative to the dependent variable. The understanding of predictor's behaviour, however, does not directly furnish the answer to the question of causality (Blalock, 1960). The question could be asked here; why doesn't the correlational analysis furnish information relative to causal relationship?

Primarily this is a problem of control, i.e. we have problems of multi-collinearity and interactions of variables even where we have, at least theoretically, some control like in regression analysis. Multi collinearity, briefly, refers to the confounding influence of high correlations among predictors. Interaction, on the other hand, refers to the situation in which the independent and dependent variables are so correlated that they are not only mutually causative, but might be related through other exogenous variables that are conventionally subsumed under the error term. (Johnston, 1963; Blalock, 1969). This can be clarified, if one considers the usual regression equation:

$$Y = x + x_1 b_1 + x_2 b_2 + \dots x_k b_k + e_1$$

The main assumption in this equation is that e_1 (the expression for error term) is not correlated with either X_1 (and another set of X_s

PROLEGOMENON TO A THEORY OF ATTITUDE-BEHAVIOR RELATIONSHIPS

University of Hartford, Battelle Institute and University of Washington

HOWARD A. PARKER, RONALD W. PERRY
AND
DAVID F. GILLESPIE*

A recent and promising development in the attempt to predict behavior from attitudes has been the elaboration of the postulate of contingent consistency (DeFleur and Westie, 1963; Fendrich, 1967; Warner and DeFleur, 1969; Ehrlich, 1969; Albrecht *et al.*, 1972; Acock and DeFleur, 1972). In general, the argument claims that the relationship between attitudes and behavior is confounded by the interference of additional variables and, to obtain a clear and consistent evaluation of the connection between particular attitudes and certain behaviors, the relevant situational factors must be held constant. Advocates of the contingent consistency position, therefore, direct their research strategies toward discovering and controlling variables assumed to be intervening in the hypothesized linkages between attitudes and behavior.

The idea of contingent consistency and the controlling procedures used in attempting to produce consistent predictions are attractive on intuitive grounds, but the specific study designs employed by those who have carried out empirical analyses of contingent relationships have prolonged the tradition of confusion regarding the nature of attitude-behavior relationships. Part of the problem with these studies is that researchers have approached the prediction of behavior

*The authors should like to thank Professor John Kunkel of the University of Western Ontario, Professor Robert Leik of the University of Massachusetts and Professor John Owen of Arizona State University for their comments of drafts of this paper. This is a revised version of a paper read at the Fourth Annual Sociological Research Symposium, in Richmond, Virginia 1974.

EXTRAVERSION AND INCIDENTAL LEARNING

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AFZAL IMAM

A. INTRODUCTION

The primary object of the experiment now to be reported was to examine the influence of arousal on incidental learning. (It is said that strong emotion increases the selectivity of one's attention. Of course, people become "numb with fear" and "blind with rage". It is a fairly common observation that the football player disregards his injured hand till the game is over. It is also evident that the disaster victim remembers small incidents fairly well but gives a vague and distorted description of the broader picture. According to Kinsey (1953) orgasm narrows attention to such an extent that the broken ribs and lifted wallets go unnoticed. Laboratory demonstrations supplement such day to day observations. Shipman (1955) found that when children were waiting for the dentists, they recalled fewer details of their surroundings than did the control subjects. She says, "Thus, the constricting effect of stress was shown to be generalised to various perceptual behaviour and the subject under stress is not as aware of as many cues in his environment". Kohn (1954) studied the effect of induced stress on the recall of details from pictures and stories. He has shown that emotional stress reduces the scope of complex perceptual activity, and the efficiency of observation is decreased more for irrelevant than for relevant items.)

The studies of such writers as Callaway and Thompson, 1953; Callaway and Dembo, 1958; and Callaway, 1959, suggest that pharmacologically aroused individuals show a narrowed focus of attention. There are drugs which make people less responsive to things occurring at the periphery of attention. When sympathomimetic drugs (Epinephrine, methamphetamine) were given to human subjects, attention was narrowed. That is, the influence of peripheral factors diminished and the subjects responded less to things outside the immediate scene. When stress was induced by giving subjects amyl

ADOLESCENT NISEI SELF-IMAGE

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EDITH RAMOS

INTRODUCTION

In recent years the fields of psychology, sociology and psychiatry have all experienced an upsurge of interest in the nature of self-image. Though each field bears with it the inert weight of its distinctive tradition, all have found the idea of the self-image relevant to their concerns (Rosenberg, 1965). Clinical and experimental studies have provided valuable insights into the nature of the self-image.

The present report is related with adolescent self-image. Adolescence is a time of major decision. At this stage of development between about 13 and 18 years of age the individual tends to be keenly concerned with the self-image. The adolescent's vision extends more into the future. The adolescent is pregnant with potentialities but is largely lacking in fulfilment. Because this is a time of life when the individual actually is changing visibly; because it is a period when an awareness of, and concern with, the self-image tends to be high, and because the self-image at this time is so vitally implicated in very important life decisions, late adolescence is a particularly interesting time of life for studying the self-image.

But what is a self-image? Inevitably, we cannot perceive ourselves exactly as we see other objects; from the viewpoint of the outside observer, our perceptions of ourselves often appear somewhat distorted. Cooley's discussion of the "looking-glass self" is relevant in this regard: "A self-idea of this sort seems to have three principal elements: the imagination of our appearance to the other person; the imagination of his judgment of that appearance, and some sort of self-feeling, such as pride or mortification." (Cooley, 1972).

These emotions-pride and mortification-are aroused only with regard to the self or ego-involved objects (Sherif and Cantril, 1947).

Paper read at

XXth. International Congress of Psychology, Tokyo, Japan, 1972.

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PSYCHOLOGY IN THE SERVICE OF THE NATION*

Department of Psychology, University of Karachi.

S. M. HAFEEZ ZAIDI

It is a very happy occasion indeed that we have been able to hold this first conference of psychologists in Sind. It is a significant event not only for the Psychologists of this province but also for Pakistan Psychology. You may recall that in 1966 an adhoc organisation of psychologists was set up in Karachi. Later a conference was organised at Dacca. There has not been held a national-level conference of psychologists in any part of what is now Pakistan. We are, therefore, the first group of psychologists who have organised ourselves into a conference in Pakistan. I am sure this conference of Sind Psychological Association will be the fore-runner for the national conference psychologists in the near future.

I am grateful to you, Ladies and Gentlemen, for giving me this honour of being the general President of this first conference of Sind Psychological Association. I am conscious of the great responsibility you have placed on my shoulders. I realise that this conference is not only an occasion to talk about our professional problems to an invited audience, but also the beginning of an effort to project psychology both as an academic discipline and a professional and applied area of scientific endeavour. It is, therefore, only fitting that I should initiate our efforts through this conference. I have, therefore, chosen to talk about the role of psychology in a developing society. Attempt shall be made to identify areas wherein psychological research can play a significant role.

I

It is ironic that whereas in developed countries there is hardly ever a question about the role of psychology in national development, we in the developing countries are still in the process of seeking recognition for psychology and presenting our case as psychologists to national

*Presidential Address given at the First Annual Conference of Sind Psychological Association, Karachi, March 16, 1975.

RIGIDITY AND INCIDENTAL LEARNING: A REPLICATION STUDY IN PAKISTAN.

Department of Psychology, University of Karachi.

AFZAL IMAM

A. INTRODUCTION

The present investigation arose out of an earlier study (Imam, 1974) of the relationship existing between rigidity and incidental learning. In that study it was demonstrated that rigid male adolescents and adults were significantly poorer in incidental learning than the flexible students. Rigidity was measured through responses to the water-jar problem (Rokeach, 1950). It was demonstrated, further, that the university students were significantly more rigid than the high school students.

Rigidity was defined as the individual's persistence in a fixed procedure. Incidental learning, on the other hand, was defined as learning which occurs without any specific instruction or motivation to learn.

The interest in the study referred to above arose out of some questions raised by earlier studies. Johnson and Stern (1955) said that a rigid person responds in a comparatively restrictive or selective manner to environmental cues. A flexible person, on the other hand, responds in a less restrictive and selective manner to these same cues. Clinically, a rigid person is often characterized as constricted and one who finds it necessary to deal with his environment in an unusually guarded and stereotyped manner. Rehfisch (1958) also described rigid persons as constricted, anxious, conservative, socially introverted, submissive and inflexible in their social roles. Low scorers on rigidity, on the contrary, were found to be adaptable, spontaneous, original, fluent in thought and speech, curious and clear thinking.

CAN EPSAT PREDICT THE ACADEMIC SUCCESS IN ENGINEERING COLLEGES IN PAKISTAN?

*Department of Psychology, University of Karachi**

FARRUKH Z. AHMED

A. INTRODUCTION

The present study aims at validating the Engineering and Physical Science Aptitude Test so as to predict the academic success of Engineering College students in Pakistan. The main reason for determining the validity of this U. S. standardised test for Pakistani population is the fact that there are no standardised Aptitude Tests in our country. The standardization and development of entirely new test in Pakistan is a very expensive, and time-consuming project. In the absence of these facilities we have to validate the already standardised tests in order to get some approximation of the aptitude of a candidate in Pakistan.

An earlier attempt to validate a psychological test in Pakistan concerned the Otis Quick-Scoring Mental Ability Test in which it was found that the academic success of a candidate could be successfully predicted by this test (Ahmed, 1968). As the results indicated, a slight variation in the norms gives us good correlation between the academic success at B.A. examination and the I. Qs obtained on Otis Mental Ability Test. Another validation attempt (Ahmed and Zeenat, 1972) was done with Gordon Personal Inventory. The results indicated that these tests can be given to the Pakistani students at the graduate level with a fair amount of predictability. It is interesting to note that most of the traits were highly correlated with the ratings of class-mates and teachers.

In another research on the relationship between test, intelligence and delinquency (Ahmed, 1968) it was found that even WISC can be adapted in Pakistan for I Q. testing. It was also found that in order to get reliable result the norms had to be raised by 10 points.

*Grateful acknowledgement is due to Miss Zeenat Haji Mohammed for her co-operation.

THE IMAGE OF THE INDIAN ARMY AND ITS EFFECTS ON SOCIAL REMEMBERING

Department of Psychology, University of Sind.*

ABDUL HAQUE AND MOHAMMAD SABIR

A. INTRODUCTION

Stereotype as socially remembered phenomenon has been emphasized very frequently in the literature (Mace 1943, Eysenck and Crown, 1948; Hayawaka, 1950; Gilbert, 1951; Deusteh and Merritt, 1965; Schuman, 1966; Haque and Sabir, 1971). Pointing to the cultural determination of the stereotypes (pictures in our heads), Lippman (1922) said: "we pick out what our culture has already defined for us" (P. 61). Sherif (1966) viewing the importance of the 'heavy hands of human past' on stereotype formation, narrates: "The past of human experience is distinctive among the living organisms on this planet: it is cumulative, being passed down to new generations through legends, folklore, songs, and sayings as well as codified laws, history books, and other tangible evidences of man's accomplishments and follies" (p. 2)

In spite of much emphasis in the literature on stereotype as cultural memory, very little experimental work has been done to demonstrate it as a function of social remembering. As a matter of fact, the view of stereotype as categorical response (Secord, Bevan and Katz 1956; Secord, 1959) drawn upon experiments in the field of person perception is persistent and popular. The generalization that our judgments of individuals are strongly influenced by our notions about the groups to which these individuals belong gets support from studies in assimilation and contrast (Sherif and Hovland, 1961) and part-whole principle (Krech, Crutchfield, and Ballachey, 1962). Tajfel (1969) on the basis of a number of experiments concluded that "stereotypes arise from the process of categorization"

*Paper presented to the First Annual conference of Sind Psychological Association held at Karachi, March 16-17, 1975.

EFFECT OF REPEATED LEARNING AND OVERLEARNING ON RECALL : I. A REVIEW OF LITERATURE.

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MOHAMMED WASIM*

A. PHENOMENON OF TRANSFER

It is generally accepted that one function can be improved by the exercise of another function, though there is no transfer of concrete acts or ways of acting (Woodworth, 1938). The individual goes on doing this throughout his life. Whatever is learned or acquired is not acquired for one and the same activity only but always facilitates other activities of the same kind. It is always true that the residue left from a previous activity plays into the new situation (Harrower, 1937).

The scientific study of transfer is indebted to two most outstanding psychophysicists, Weber and Fechner (1858, cf. Woodworth, 1938). Weber was the first to brood over the problem and collect data after performing experiments on childrens, training to write with right and left hands, and a surgeon's ability to operate with either hand. Weber did not publish these data himself but communicated them to Fechner, who published them in 1858 with his own observations. At the same time, among the early experiments on transfer, we find Volkman's development of the fore-and-after test method, which showed that transfer from one hand to the other does take place. The later literature is full of examples bearing on particular aspects of facilitation, or the understanding of another activity with the help of the first

Mc'Geoch and Irion (1952) say that transfer of training occurs whenever the existence of a previously established habit has an influence upon the acquisition, performance or relearning of a second habit. It is one of the most general phenomena of learning and, by

*Sincere gratitude is expressed for Prof. A. Summerfield who gave constant helpful and encouraging supervision to this research.

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FIFTY YEARS OF PSYCHOLOGY :

An Autobiographical narration.

PROFESSOR Q. M. ASLAM

Professor Q. M. Aslam is our senior-most psychologist in Pakistan. He has been the teacher of the many psychologists who occupy positions of importance in the profession to-day in Pakistan. Even those who were not directly his pupils consider him their teacher. The editor is grateful to Prof Aslam for agreeing to prepare this story of his professional life and, going through and correcting the ms. We consider it a valuable document since it not only records the story of distinguished career of a teacher but also narrates in an autobiographical style the history of psychology during the past five decades.

We are very pleased to be able to publish this document in *Pakistan Journal of Psychology*. (Editor).

I propose to tell the history of last 50 years of psychology in the sub-continent, now divided into India, Pakistan and Bangla Desh. I'll be concerned with this story as the story largely of a teaching and learning enterprise. Further I will be concerned with it almost wholly as a witness. I will be talking about persons and places I have seen and projects with which I had had something to do. The use of the first person singular throughout will become inevitable. I hope you will put up with this as something which cannot be helped.

The 50 years of which I will speak are roughly spread from 1920 to 1970, which is the period of time I have lived through as student and teacher. And not in one place but in more than one place. Only two years out of this period I have spent abroad, at Cambridge to be precise.

During most of this time psychology remained organised as part of philosophy. The divorce came in recent years. So, you will find the story continually tossed between philosophy and psychology; though, because of your interest and because of my own associations I will give more attention to psychology. My story of psychology is wound round places which I have visited or where I have stayed for

THE NATURE OF DECISION-MAKING PROCESS IN PAKISTANI SOCIETY; SOME SUGGESTIONS*

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JAHANGIR KHAN AND FAROOQ IQBAL

A. Theoretical Background

In general, decision-making is looked at in terms of the process of interaction involved within a human group; be that a society, club or organization. In its process sense, the exchange relationship is governed by the principles of compromise and objectivity. This presupposes the existence of such elements as discussions, goal-setting, goal-elaboration, outcome-evaluation, etc.

While many of these things probably take place indirectly in Pakistani families, the structure of exchange does not include principles of information-sharing, compromise and objective evaluation as general principles. In a sense, in Pakistani society, the structural exchange are not so much a matter of decision-making process as it is a matter of division of labour. This is no where more obvious than in the family situation.

The highly structured division of labour and role relationships neither has any need for the Western mode of decision-making, nor do the families spend any great time in making elaborate assessments of issues and options based on the principles of information-sharing, objective criteria, or compromise. Therefore, the sociologist is advised to look at the structure of the roles enacted in accordance with the division of labour to determine the disagreements that may arise between the husband and wife. This theoretical approach, in

* This paper is an outcome of an ongoing three-year study in Family Structure and Fertility Outcome, jointly sponsored by the Universities of Karachi and North Carolina, Pakistan Population Council, Islamabad and U.S.A.I.D. The pre-test data collected by the Project have been used in this paper. The comments and conclusions must be read with extreme caution. Currently, the project is collecting additional information to substantiate some of the points raised here.

ORGANIZATIONAL VARIABLES, NEEDED FOR EFFECTIVE EXECUTION OF POPULATION PLANNING PROGRAMMES IN PAKISTAN

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SABEEHA HAFEEZ

Much is said and written in international seminars on the need and importance of organizational and administrative factors for the effective execution of population planning programmes but little work is done on the identification and elaboration of these organizational variables. Unlike other features of family planning programmes, comparative research on their organizational and administrative aspects has not been given its due emphasis - some would even say these aspects have been neglected. There is a dearth of data and information on how to organize and administer family planning programmes (Jones: 1974).

This paper is an attempt to identify and explore the nature and type of some of the organizational variables needed for the effective execution of population planning programmes in Pakistan. These variables are drawn from the sociological literature and are presented as the minimal conditions required for the maintenance of effective operation of organizations. The variables are broadly classified into intra-organizational and inter-organizational. *Intraorganizational variables* deal with the internal structure and process of organizations, and *interorganizational variables* concern with the nature and type of relationships with other organizations.

A. INTRAORGANIZATIONAL VARIABLES

These are adequate induction of role prescriptions in the field workers, improved vertical and horizontal communication, and holistic execution of organizational activities.

This paper was presented at the 9th Seminar on "Research in population planning" for National Research Institute of fertility control at Karachi, April 7-9, 1975.

DEMOCRATIC-AUTHORITARIAN FAMILY PATTERN AND ACADEMIC ACHIEVEMENT

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Z. A. ANSARI

A. THE PROBLEM

The effect of psychological climate on various aspects of behaviour have been studied in great detail by psychologists. These investigations were pioneered by Lewin, Lippitt and White (1939) who studied the behaviour of children under three conditions of leadership-democratic, authoritarian and laissez faire. They found that the behaviour is markedly influenced by the type of social climate generated by various types of leadership. The democratic social climate was found to be most conducive to increase in productivity as well as improvement in the quality of products. A number of investigators have repeated these experiments and have found essentially similar results.

Johnson and Smith (1953) have pointed out that in experimental investigations like that of Lewin, Lippitt and White, the groups are temporary and the group activities are seldom of a genuine significance to the participants. They conducted their investigations in the class room situation. One group of students worked for a period of ten weeks in a democratic teaching set-up, while another matched group continued by the lecture method. The group working under democratic conditions gained more on academic achievement test, but not significantly so.

More recently a number of investigations have been conducted in which children coming from democratic homes have been compared with children from non-democratic homes. Erlick and Starry found that 24% of those students who were receiving failing grades said that their parents were extremely strict in contrast to 15% of those with excellent grades. Moreover 32% students with failing grades

BUREAUCRATIC ORIENTATION AND WORK VALUES

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NAZRE KHALIQUE

A. INTRODUCTION

All organizations of our society say educational, industrial, government or religious are based on bureaucratic model where man at the top prescribes the behavior of men below him, where senior rules over the juniors, "where the reliability of behavior is maintained by directives, by rules and regulations and by standard operating procedures" (Gordon, 1970), where individual approach is not tolerated, where there is a lack of interpersonal relationships among workers and also where distance between superior and subordinates is maintained. The workers feel their "souls being partialled out" (Weber, 1946), they become "cogs in the bureaucratic machineries" (Blau & Scott, 1962) and "his master's voice" (Khalique, 1974).

Since personal satisfaction of an individual is dependent to a large extent upon the degree to which his value system can find expression in his everyday life (Gordon, 1967), a question arises: what is the work value of persons accepting a bureaucratic work environment?

B. METHOD

Gordon (1968) developed a work environment preference schedule (WEPS), a measure of willingness to subordinate one's self to the stated wishes of the authority, a preference for work relationship, a desire for the security that the following of rules and standard operating procedures provides and a need for the security provided by organizational identification and conformity to the in-group norm. Blood (1969) developed a scale to measure dichotomous work values, namely; (i) protestant concept of work defined as a belief in the concept that work is life, work brings reward and prestige, work is the best use of time and an acceptance of responsibility and (ii) Non-protestant concept of work defined as a belief in escape from work, escape from striving for any worth achieving goal, taking things easy and accepting life as it is,

SEX DIFFERENCES IN FIELD DEPENDENCE

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AFZAL IMAM

A. INTRODUCTION

The belief that the individuals' perceptions are influenced by his personality characteristics is certainly not new. Those familiar with the best known projective devices know very well that responses to vague or unstructured stimuli reveal a great deal about the person's personal world—his peculiar way of looking at reality, conceptualizing things and people, and organizing experience. However, the traditional clinical—psychometric approach has recently been supplemented by experimental investigations which try to apply laboratory methods to the study of individual differences in perception. Witkin and his collaborators (1954, 1962) have carried out a series of studies of cognitive style and related them to many aspects of their subjects' lives. They have chiefly concentrated on a dimension of cognitive style known first as field dependence and then psychological differentiation. Witkin found that his experimental measures of field-dependence were correlated with several general personality dispositions. Field dependence depicts an individual's ability to overcome the embedding effects of a perceptual context upon an item within that context. In one of the tests of field dependence (Rod-and-Frame Test) observers were shown a luminous tilted square frame work in a completely darkened room, and were asked to set a moveable luminous rod in what they thought was the true vertical position. The greater the accuracy of his placement of the rod at the true upright, the more field independent is the subject's performance. On the other hand, the greater the tendency to bring the rod in line with the tilted frame, the more field dependent is his performance.

Performance on the tests of field dependence has been extensively studied in relation to a variety of psychological variables. On the basis of evidence obtained from some of their early studies of field

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THE EFFECTS OF REWARD, SHOCK AND VARIATIONS OF SOCIAL PRESSURE ON COMPLIANT BEHAVIOUR

Florida State University and University of California, San Diego.

RUSSELL D. CLARK, III

AND

CHERLY C. GRAESSER

The experimental study of compliant behaviour has typically involved placing an individual in a situation where the information provided by his senses is at odds with the information provided by a group.¹ Campbell (1961) and Endler (1965, 1966) have suggested that compliance can be most easily understood by looking at the factors that differentially favour the group's judgements or those of the individual. Individuals will resolve the conflict by compliance when: (1) confronted with unanimous group judgments (Allen and Crutchfield, 1963; Allen and Levine, 1971; Crutchfield, 1955; Deutsch and Gerard, 1955; Endler, 1965, 1966); (2) presented with ambiguous tasks (Blake, Helson, and Mouton, 1956; Luchins and Luchins, 1955; Weiner, 1958); (3) rewarded for previously agreeing with a group consensus (Endler, 1965, 1966; Hollander, *et al.*, 1965; Julian, *et al.*, 1968; Julian, *et al.*, 1969), and (4) feelings of insecurity or lack of self-confidence are present (Mausner, 1954; Synder, *et al.*, 1960). On the other hand, individuals are less likely to resolve the conflict by complying to incorrect group judgments when they: (1) have at least one supporter in the group (Asch, 1956; Allen and Levine, 1969; Jones, *et al.*, 1968; Malof and Lott, 1967); (2) are allowed to make

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1. Throughout the manuscript we have used the term compliance instead of conformity. Kiesler (1969) makes a distinction between private acceptance and compliance, the difference being that in the former the individual internalizes the group norms, whereas in the latter he does not. He further points out that the results of the conformity area would be easier to interpret if the term compliance was used when the investigator has not demonstrated that private acceptance has occurred. In the present experiment, as well as most of those cited, demonstration of private acceptance is lacking. Hence, we feel the concept compliance is appropriate.

TRADITION AND MODERNITY: AN ANALYSIS

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S. M. HAFEEZ ZAIDI

I

The concept of tradition is bound up with value preferences and implies the idea of "backwardness" which has greatly influenced the western theories of modernization (Doob, 1960). The concept of "modernity" has emerged in recent years in an effort to highlight the effects of political, social and economic changes being effected in newly-liberated nations of Asia, Africa and Latin America. A distinction between "tradition" and "modernity" has been the basis of the analytical models attempting to describe and understand these changes. This distinction represents the 19th century stream of thinking in social science. The works of several major sociological theorists such as Durkheim, and Weber, have been responsible for the development of the perspective stressing the discontinuity between old and new social institutions, the disruption of the rural, preindustrial and simple community and its replacement by the urban, industrial and highly differentiated society. In the effort to understand the nature of modernization in new nations, considerable stress, therefore, has been laid on the discontinuities which separate and distinguish traditional from modern societies. In this process of analysis, however, the homogeneity of particular traditional societies has been exaggerated; models of traditional society have been made overly simple or spuriously closed; and the role of social, cultural and political continuities in the process of modernization have been undervalued.

The strongest impulse for comparative work has come from those who have, been influenced by their own familiar context. The resulting standards of measurement have thus a way of carrying normative implications. The assumptions of the analysis, therefore, limit the models of modernity and the processes and sequences of modernization

CLASS IDENTIFICATION : CASE STUDY*

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HABIB AHMAD MUFTI

A. Introduction and Back-ground :

Sociologists are increasingly interested in finding out the structural variables that can explain a person's social class identification. Hodge and Treiman (1962) have identified some of the variables that can explain this process. Interest in this area as a research topic was introduced by Richard Centers (1949). Centers, in this study, propounded class as a "Psychological Phenomenon in the fullest sense of the terms. A Man's class is a part of his ego, a feeling on his part of belongingness to something larger than himself". Accordingly, identification that a person makes is very largely a subjective process guided by one's feelings of loyalty, interest and values.

Center's pioneering research on class identification is based on an "interest theory of class structure". According to the theory, "When any category of persons, who had certain objective interest in common, become aware of that fact, they would begin to think of themselves as the same sort of people and would begin to act in concert. This is known as the interest group theory of class behaviour" (Kahl, 1967: 159). Theory is similar to that of Marx who indicated that most social attitudes were rationalizations of the interests created by one's economic position in society. Without going into the points of contrast between Marx's and Center's approaches, the study presented in these pages takes clues from the latter's work on class identification.

Centers used a set of mutually exclusive categories—upper, middle, working and lower class to obtain replies to the question "what social class do you consider you belong to?". He found that one's occupation was largely linked to self class identification.

*The author is a doctoral candidate at the University of Wisconsin, Madison (U. S. A.).

PSYCHOLOGY IN IRAN

National Institute of Psychology, Tehran

IRAJ AYMAN

This history of psychology in Iran is upto 1972. Many changes and new research developments have taken place during these four years. But history is never old or out of date. This paper is being published with the hope that the author will write another survey of Psychology in Iran which will include developments after 1972. Dr. Ayman is a member of our Editorial Board, (Editor).

Historical Background.

Psychology as it was known by its classical name in Persian and Arabic literature, that is, the science of the spirit or the knowledge of the mind, is as old in Iran as its mother discipline, namely philosophy, psychology was considered an essential and integral part of the philosophical studies. Although in Pre-Islamic Persian literature one could find ideas, materials, and references which could be indicative of some interest in the study of the mind and its development, it is difficult to document a claim that before the 10th century a specific knowledge as such was known (Baldwin 1913, Siyassi 1940). The only exception is the study of medicine which was very seriously pursued at several ancient Universities in Iran. These scientific centers were not only influenced by Greek as well as other Middle Eastern physicians and learned men, they were actually using professors and text books from those countries. Therefore, one could estimate that the type of knowledge available in Eastern Mediterranean countries was particularly teachings of Greek philosophers especially Aristotle. Other than such influences, we do not know exactly what was done in Pre-Islamic Iran, with regard to the type of knowledge which is now known as psychology.

The Islamic era starting in 7th. century, is much richer in what we may call psychological studies, particularly after the translation of the works of Aristotle and other Greek philosophers into Arabic.

