

## CHAPTER III<sup>o</sup>

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### III PROBLEM AND PROCEDURE

The present chapter No. III deals with two major issues : problem and procedure. The problem under study has been specified with its objectives, hypotheses and different variables. The exact procedure followed in conducting the research has been narrated under the subheads : plan and design, tools, sample, data collection, scoring and statistical analysis.

#### Problem

When one person ( perceiver ) is confronted with other person's inconsistency ( perceived person ), how will he react to it, was the major issue under study.

#### Statement of the Problem :

The exact statement of the present problem is :

'An experimental study of some of the personality and situational determinants of cognitive consistency - inconsistency with special reference to tolerance and reduction of inconsistency.'

The perceiver person ( subjects in present case ) were varied according to his personality and sex while the

perceived person ( material ) was varied according to different situations. Different reactions of perceiver to perceived person's inconsistency were dependent variables. The specific characteristics and operational definitions of each have been presented under the head variables ( See Page No.77 ).

Objectives :

The study was conducted keeping in view the following objectives :

1. To study sex, personality and situational differences in reaction to inconsistency, in terms of, degree of inconsistency felt, degree of botheration and degree of tolerance.
2. To study relationship between degree of inconsistency felt, degree of botheration and degree of tolerance for both third person's inconsistency and relative's inconsistency.
3. To study the degree of inconsistency, after the impressions were written, in terms of, whether it reduces or increases.
4. To compare reactions to inconsistent behavior of third person and relative, in terms of, botheration and tolerance.
5. To study sex, personality and situational differences in reaction to inconsistency, in terms of, inconsistency not felt, acceptance of inconsistency and inconsistency due to change.

6. To study the pattern of inconsistency reduction modes, in terms of, sex, personality and situational differences.
7. To study the level of integration of seemingly inconsistent information.
8. To observe which model is more applicable out of the two models, namely homeostatic and signal-and - search.

Hypotheses :

The following specific hypotheses were directly derived from the theoretical analysis presented so far.

1. Situation private x public will yield more degree of inconsistency in comparison to other two situations.
2. There will be a positive relationship between degree of inconsistency felt and degree of botheration.
3. There will be a negative relationship between degree of inconsistency felt and degree of tolerance.
4. There will be a negative relationship between degree of botheration and degree of tolerance.
5. More degree of botheration will be felt for relative's inconsistency than third person's inconsistency.
6. There will be no difference in degree of tolerance required for third person's and relative's inconsistent behavior.

No hypotheses were formulated for independent variables sex and personality and dependent variables 'modes of inconsistency reduction' and other reactions to inconsistency. It was thought desirable to keep the issue open for study, instead of formulating null hypotheses.

Variables :

In this subsection both independent and dependent variables have been dealt in detail, along with specific characteristics, operational definition and examples.

Independent Variables : Three independent variables were : belief system, sex and situation. Following few paragraphs deal in detail with each variable.

Belief System : On the basis of ' The This I Believe Test' four belief systems were differentiated ( For detailed description, see TIB Test Page No.106 and Appendix No.1). Four belief systems, refer to a general and presumed more or less standardized way an individual organizes and articulates his concepts of the ego involving aspects of his environment ( Harvey, Hunt and Schroder, 1961). The distinctive characteristics of the subjects of each system are as follows :

Belief System I : Representatives of this belief system have fairly undifferentiated and poorly integrated cognitive structure. They are easily distracted by salient cues even if they are false and there is a strong tendency to make snap judgments and bifurcated evaluations. These individuals show greater dependency relative to other systems. On external authority, relying on external sources for their standards of conduct and criteria for evaluation. These external sources are generally extra-personal forces such as God, norms of society, institutionalized authority, tradition etc. System I, representatives prefer high structured situations and display an intolerance for ambiguity. A poor delineation between means and ends is accompanied by a strong commitment to 'the right way' to do a given task and thus the search for multiple or alternative paths and willingness to consider new information are highly limited. This situation results in stereotype in approaching problems, insensitivity and resistance to environmental inputs which are not congruent with the existing cognitive organization, and low ability to change set. In addition these individual tend to show ritualistic adherence to rules without understanding, high religiosity, high absolutism, high evaluativeness, high identification with social roles and status positions, high conventionality and high ethnocentrism (Harvey 1966).

Belief System II : This style of functioning of the subjects of System II is characterized by negativism and an anti-rule, anti-authority orientation. The cognitive structure is somewhat more differentiated than system I's subject, perhaps exemplified by the ability of system II individuals to see themselves as separate from society and to question many of the values and practices of society. However, the cognitive organization remains poorly integrated and thinking still tends to be fairly compartmentalized, as indicated by the inability of the system II individuals to envision the implications and possible effects of their rejection of some aspect of their environment on other aspect. Perhaps because of the ambiguity, vacillation and inconsistency that they perceive in their environment they associate unstructuredness with distrust, loss of sincerity, fear of rejection, and/or feeling of loss of control over their situation. Thus, the need for structure and intolerance of ambiguity remain high but are likely to be manifested in suspiciousness and avoidance of commitment. Individuals from System II more than subject of any other system, are in a psychological void, rebelling against structure and authority on the one hand and rendered fearful and anxious by the absence of authority guidelines on the other hand. Thus, outwardly the representatives of this system tend to display negative

balance toward the same referents that are of high positive relevance to representatives of system I ( it is important to note, however, that both use same external sources as points of reference ). Similar to System I individuals, high involvement among system II representatives appears to eventuate in high arousal, high automatic activity, conceptual closedness and an inability to differentiate among cognitive and behavioral alternatives ( Harvey, Reich and Wyer 1968 ).

Belief System III : The modes of functioning of these subjects, are characterized by a desire to be liked and by attempts to establish and maintain relationships that foster mutual dependency and allow for manipulation of others. In fact, these subjects have come to rely upon dependency and manipulation of others as their primary technique of controlling their environment. This type of interpersonal experience, facilitates the development of a conceptual organization which is more differentiated and better integrated than that found in either system I or II. Because of their ability to exercise control over others, representatives of this system are less differential toward authority than representatives of System I, less negative than subjects of System II, and in general less concerned with extra-personal forces and institutionalized authority. They are, however, very concerned with attitudes of peers, social



acceptance, social responsibility and the standards of behavior prescribed by their particular reference group. System III representatives manifest the need both to be dependent on others and to have others dependent on them. Their dependency apparently is directed toward individuals of power and status while those whom they would have dependent upon them appear to be persons low in status, power and expertise possibly because such persons would be easier to manipulate under the guise of helpfulness. (Ware and Harvey, 1967). Fearful of facing a situation alone, where success would depend on individual performance and/or personally derived criteria, system III individuals are extremely vulnerable to the threat of rejection, social isolation and other social conditions that might prevent the existence or use of dependency, relationships (Harvey 1966).

Belief System IV : This style of functioning, the most abstract of the four systems, is characterized by high task orientation, information seeking, exploratory behavior, risk taking, independence without negativism, internal standards of conduct, personally derived criteria of evaluation, and relativism in thought and action. The conceptual structure is more highly differentiated and integrated than the other systems. These individuals are able to consider a given concept domain from many points of

view, evaluate the concept with regard to several dimensions, and to see multiple relationships both among the several aspects which they are able to articulate within a given concept and between that concept and other elements of their cognitive organization. These individuals are open to new information and capable of integrating such information into their existing cognitive organization, making appropriate modifications in that organization if necessary. In addition to being able to integrate apparently opposing characteristics of the same referent, they are less likely than individual from other systems to generalize impressions based on incomplete information (Ware and Harvey, 1967). In general, their ideas and attitudes appear to have been derived pragmatically from direct experience of environmental feedback and are not oriented toward adhering to externally defined 'truths' or conforming to inviolable social norms. They more than representatives of any other system, work for intrinsic rather than extrinsic rewards (Harvey et.al. 1968). Unlike individuals of the other systems who associate unstructuredness with uncertainty, insecurity, fear of reprisal, fear of rejection, etc., representatives of system IV interpret these conditions as indications of trust and respect and they welcome the opportunity to exercise their independence

and behave in accordance with their own inclinations. Thus, System IV individuals display a low need for structure, a relatively high tolerance for ambiguity, an ability to differentiate between a capacity to 'act as if' a high ability to change set and a tendency to avoid stereotype in solving problems (Harvey, 1966).

These were the special characteristics of the subjects of each system as described by Harvey and his colleague. Perceiver persons were chosen according to their level of belief system.

Sex : One of the independent variables under study was sex. Sex of the perceiver ( subjects in present case ). Available research evidences leads to believe that there is sex difference in person perception.

Shapiro and Taiguri (1959) found that women were slightly more ready than men to come to conclusion from information available about another person. Nidorf and Crockett (1964) concluded that women have available more categories than do men for discriminating among people, and that they used these categories to make finer discriminations. Further, Wallach and Caron (1959) have reported that women make judgments that were less extreme than those of men when they perceived a situation as

ambiguous, but made more extreme judgments than do men if they were certain about the object of their judgment.

Studies have also shown sex differences in reaction to inconsistency. Steiner (1960) reported that there may be sex differences in preference for dissonance reducing responses. He found that males were more prone than females to reject a partner with whom they had disagreed while females were more inclined to tolerate dissonance. The results of Rosen's (1961) study showed that subjects who manifested the greatest dissonance reduction also tended to use narrower categories. This effect was significant for males but not for females. Brock and Buss (1962) reported in their study of post-aggression revaluation of pain that when the victim was a male, pain minimization was the dominant mode of dissonance resolution. With female victims the evidence showed that expression of great obligation to shock was used to reduce dissonance. Very few researchers were available on sex differences and reaction to inconsistency but whatever available showed differences in reaction.

Situation : The third independent variable under the study was situation. In present study the variable situation was

manipulated at three levels and used as a tool ( to represent inconsistency of other person ).

The three different situations representing three different individuals, were presented through written behavioral descriptions, namely : Mr.A, private x public ; Mr. X, private ( past ) x private present ; Mr.P, public past x public present. ( Please see tool, page No. 108 and appendix 2 ). All the three situations presented behavioral descriptions of other <sup>persons'</sup> seemingly inconsistent behavior. Each situation represented two sets ( or phases of life ) of descriptions which were seemingly inconsistent with each other.

In situation private x public, seemingly inconsistency was between Mr.A's private and public life. Private life was defined as the opinions, beliefs and behavior of Mr.A, which he was not ready to share with others. Public life meant opinions, beliefs and behaviors of Mr.A, which he shared with others.

In situation private past x private present the seemingly inconsistency was between Mr.X's past private life and present private life. The beliefs, opinions or behaviors of Mr. X, in past which he had not shared with others ( private ) was seemingly inconsistent with beliefs, opinions and behaviors of present ( private ).

In public past x public present situation the seemingly inconsistency was between Mr.P's past public behavior and present public behavior. In other words what he had shared with others in past ( beliefs, opinions or behaviors ) was somewhat inconsistent with present public behavior.

Dependent Variables :

One can react in many possible ways to the inconsistency of other person. In present study various reactions to inconsistent behaviors ( of others ) were treated as dependent variables. In this section, various dependent variables studied, have been specified operationally defined, possible illustrations were given with subjects' response style, and scoring procedure to be used.

Different dependent variables have been presented under two arbitrary groups : (1) Tolerance and Related Variables; and (2) Modes of Inconsistency Reduction and Related Variables. In following paragraphs dependent variables studied in present work have been presented.

Tolerance and Related Variables : Under this category variables which were based on subjects' rating on numerical scale have been grouped. It includes, 'Degree of Inconsistency Felt', 'Degree of Botheration', and 'Degree of

Tolerance.'

Degree of Inconsistency Felt : When one person (perceiver) encounter with the other person's seemingly inconsistent behavior he may or may not feel his behavior as inconsistent. Magnitude of perceived inconsistency (in other's behavior) may vary from 'not at all' to 'extremely inconsistent.' In other words, how much inconsistency, perceiver perceives in other's behavior.' How he feels for the degree or level of inconsistency. How much, he feels, the perceived person is inconsistent, in terms of : not at all, slight, moderate or extremely inconsistent.

After reading the description of a seemingly inconsistent person subjects were supposed to rate how much inconsistent the perceived person was. For rating subjects were supposed to tick mark the appropriate number on a 'numerical scale' with the range of 0 to 10, according to their feelings. (For scale, see data sheet in Appendix 3). The rated number was to be considered as a direct score representing 'Degree of Inconsistency Felt.'

Degree of Botheration Felt : When perceiver comes across other person whose behavior is somewhat inconsistent, it becomes a bit difficult for the perceiver to understand him. Simply because it may seem to be puzzling, senseless,

illogical etc. Such situations may generate active concern. The perceiver may become actively concern or bothered about the other person ( inconsistent person ) that why he behaves like that ? What makes him behave like that ? In present work an attempt was made to study the magnitude or degree of botheration felt ( by the perceiver ) for other person's inconsistent behavior.

The degree of botheration was studied in terms of how much bothered one feels : not at all, slight, moderate or extremely bothered. Which in turn was further quantified in number ranging from 0 to 10.

The subject was supposed to rate the degree of botheration he felt for the other person's inconsistency ( in present case, behavioral descriptions ). He was supposed to tick mark the appropriate number on a numerical scale according to his own feelings. The subject was supposed to give two ratings for the same behavioral descriptions. Once assuming that the inconsistent person was a third person, second time assuming that the seemingly inconsistent person was his near relative or friend. The number tick marked by the subject was to be considered as ( a direct ) score. There would be two separate scores, one for third person's inconsistency, and the second for relatives inconsistency.



Degree of Tolerance : When one person perceives some inconsistency in the other person he ( perceiver ) may or may not be able to tolerate him ( the other person ). All inconsistent situations need not necessarily be equally inconsistent, nor do it requires equal degree of tolerance. May be that some inconsistent situations are easily tolerated while some may not be.

In present study an attempt was made to study the degree of inconsistency tolerance ( other person's inconsistency ). It was a three fold attempt. Three different questions were asked to the subject to know his tolerance.

(A) In the first question, the degree of tolerance was studied in terms of whether an inconsistent person was easily tolerable, with difficulty, with extreme difficulty or not at all tolerable. The subject was supposed to rate his own feelings, in terms of tolerance : whether he can tolerate other person's inconsistent behavior or not ? According to his feelings, the subject was supposed to state on 0 to 10 point numerical scale, how much he could tolerate the other person's inconsistency. The ratings on tolerance were taken twice for the same situation. First time assuming that the inconsistent person

( rated ) was the third person and second time assuming that the ( same ) inconsistent person was relative or friend ( see data sheet, appendix 3 ). Two rated numbers were treated as two different scores one for third person and another and  $\frac{1}{2}$  for relative's inconsistency.

(B) The second question was a kind of 'social distance scale.' For this, a question was asked to the subjects to show their likings towards establishing relationships with an inconsistent person ( irrespective to any particular situation ). Whether they would like to see an inconsistent person to be ( subjects' ) father, friend, neighbour, relative or to have no relationship, at all. It was assumed that if one likes to have the higher order of kinship, means that he can, not only tolerate the inconsistent person but even can enjoy or like them. If one does not want any type of relationships means one cannot tolerate them not even for the sake of fun. ( See structured questionnaire, Question No. 8 ; appendix 4 ). The relation chosen was counted ( frequency ). No further scoring was done.

(c) One direct question was asked to the subject to state whether he can tolerate the inconsistent person if he (inconsistent person) really happens to be subject's father, friend, neighbour or relative. ( see, structured questionnaire, question No.9 appendix 4 ). The subject was

supposed to show his reactions under forced choice 'yes' or 'no', for each situation and each relation. Subject's reactions in terms of 'yes' and 'no' were counted, no further scoring was done.

#### Modes of Inconsistency Reduction and Related Variables :

Under this subheading, dependent variables based on the subjects' written impression have been grouped. For the sake of convenience it was divided into three groups : modes not used, modes used, and integration.

Modes Not Used : Under this category the reactions like : inconsistency not felt, acceptance of inconsistency and inconsistency due to change have been grouped. All these reactions to inconsistencies are such that it either fails to perceive inconsistency or accepts it, but does not try to reduce the level of inconsistency.

Inconsistency Not Felt : One person may perceive the conflicting data or information successfully but he may not consider it as inconsistent.

Those cases where inconsistency was perceived but not felt, and no reason put forward, why it was not inconsistent are the cases of inconsistency not felt. 'Inconsistency not felt' is quite different from 'transcendence mode', in later, inconsistency is also not felt but the reasons are put forward why it is not, moreover, inconsistency is grouped under higher order trait.

Operationally it can be said that, 'inconsistency not felt' are those cases where inconsistency is mentioned but shown as 'non-<sup>in</sup>consistent', and no reasoning why it is not inconsistent is put forward.

Acceptance of Inconsistency : Confronting with an inconsistent behavior of others, one of the simplest reactions is to accept it, and to consider the person as an inconsistent ( at least for that aspect ). The acceptance of <sup>in</sup>consistency as the phrase indicates is to accept that the other person is inconsistent without any attempt to ignore or reduce the level of inconsistency of other person.

The acceptance of inconsistency was further divided into three subcategories, acceptance of inconsistency, acceptance of inconsistency with reasoning and acceptance of inconsistency as a personality trait.

Acceptance of Inconsistency without Reasoning : After perceiving other person's inconsistency and feeling it or accepting it as an inconsistent without putting forward any reasons can be regarded simply as an 'acceptance of inconsistency without reasoning.' In other words, inconsistency is perceived, it is accepted as an inconsistency but no reasons are put forward by the subject what why he is inconsistent. For example : he believes (private) that idol worship is not necessary, but in public he bows with full respect to any idols he seems to be an inconsistent. In above example the

contradictory behaviors are felt but 'why' of contradiction has not been discussed.

Acceptance of Inconsistency with Reasoning : Acceptance of inconsistency with reasoning are cases where inconsistency in other is not simply perceived and accepted but some reasonings that why he is behaving in that way are put forward. The reasons put forward may be situational or related to personality traits. The reasons where inconsistent person himself has been found as main cause of inconsistency because of certain personality traits were considered of higher level and have been treated separately.

Under the present category all those reasons which are felt outside the person ( may be situational, social or cultural other than person himself ) have been treated. Such reasons have to say one thing in common that person behaves inconsistently not because of his own will or wish or his own nature, but because the situation is such that he has to behave inconsistently.

Operationally it can be said that 'all cases where the reasons of inconsistency are found to be situational are cases of acceptance of inconsistency with reasoning.' To take an example : he believes that idol worship is not necessary but he bows to any idols whenever he visits any temple because his wife / father / family wants him to behave like that. In this example person behaves inconsistently because others want him to behave in particular way.

Acceptance of Inconsistency as Personality Trait :

Confronted with somebody's inconsistency perceiver may feel that the other person's behavior is inconsistent (acceptance) and the reason for such behavior is person himself. He himself is responsible, it is his nature (personality trait) to behave like that. Such personality traits are hypocrite showing selfish confused etc. The reasons of inconsistent behavior are found from person himself and not from outside (situation). Operationally it can be said that 'when the perceiver perceives inconsistency in other's behavior and feels that its reason is person himself, such cases are of acceptance inconsistency as personality traits.' To take an example : he believes that idol worship is not necessary but in public whenever he visits any temple bows with full respect to any idols because, he is hypocrite or because he is showy. In this example perceiver feels that the perceived person himself is an inconsistent person.

Inconsistency due to Change : When confronted with others inconsistency perceiver may feel that the difference in behaviors or ideology (of others) is because he has changed. He has changed, may be due to lapse of time, become more mature, changed ideology, or might have turned bad man. Operationally it can be said that 'all cases where inconsistency in other's behavior has been reasoned out as a change in behavior or ideology are cases of inconsistency due to change.' example of such reactions can be, in past he was believing in Hinduism and in present he believes in Humanism because he has changed his ideology. He has become more mature and broad minded.

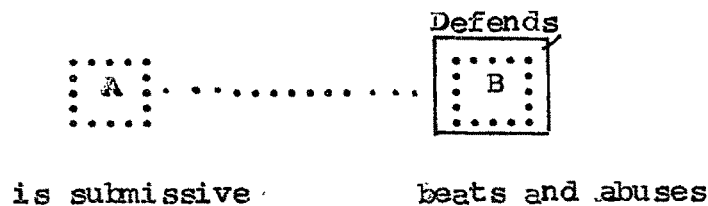
Modes Used : Under this subcategory dependent variable 'modes of inconsistency reduction' has been treated. Based on Abelson's (1959, 1963) works following modes have been classified, denial, rationalization, bolstering, differentiation and transcendence. When confronted with others inconsistency one may try to react to it by putting forward some reasoning : which can be classified as different modes of inconsistency reduction.

Denial : One of the most simple mode to react to inconsistency is to deny very existence of inconsistency by not considering one or other set of attributes. Denial is a direct attack upon one of the conflicting cognitive elements. Perceiver (bluntly) denies certain characteristics possessed by perceived person, usually no explanations are put forward for the denial. To take an example from Mr.A's private X public situation : In private Mr. A believes that he is submissive. In public he frequently abuses and beats his wife and children. To react to it, perceiver can simply say, Mr. A is not submissive because he beats and abuses his wife and children.

In denial mode perceiver simply denies one of the conflicting elements.

Rationalization : When confronted with an inconsistent situation, sometimes perceiver tries to think out of defensive reasoning - a kind of defense against negative

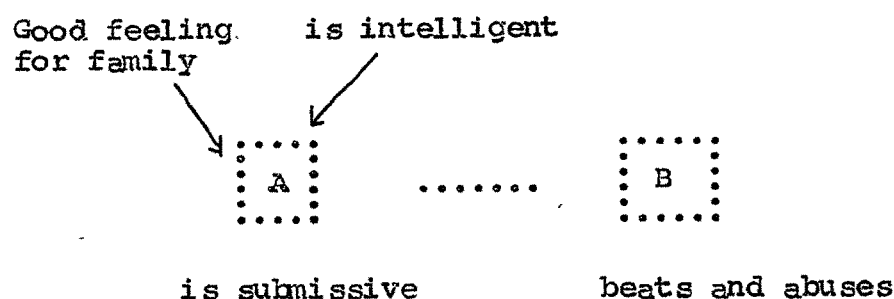
characteristics. By such modes ( reasoning ) negative aspects are defended by some socially good looking reasons ( which may not be real reason ). To take same example given for mode denial :





this way, he 'bolsters' the element by diluting the disturbing impact of the original inconsistency.

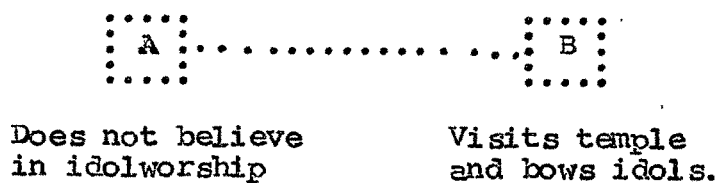
Once again to take same example, previously referred for denial and rationalization,



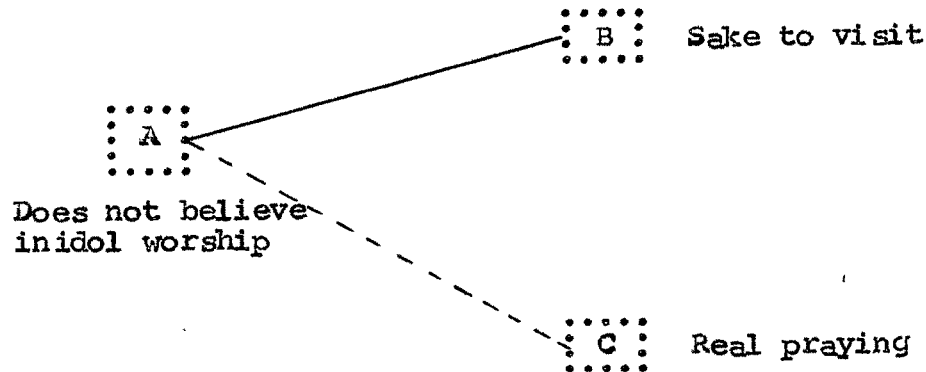
Instead of denying submissiveness, or defending negative characteristics one can simply try to bring forward some more good qualities and ultimately saying that he is really a good person. One can say, that Mr. A is intelligent, he is having good feeling for family members, he tries hard to uplift the family he is submissive by nature. On the whole he is a good person though sometimes he might be heating and abusing his wife and children.

Differing from denial and rationalization, in bolstering inconsistencies are neither denied nor defended, but more good points are put forward or remembered, so that original feeling that person is good remains there. In bolstering, inconsistencies are not reduced, it remains there, but good points are put forward in such a way that the original good feeling remains intact.

Differentiation : In differentiation the inconsistent cognitive element is splitted into two parts, 'a good' and 'a bad part' or a consistent and an inconsistent part.' In other words previously regarded inconsistent information is spreaded into two, one consistent and the other inconsistent. While consistent information is kept, the inconsistent part is to be discarded, or to be considered as not related. To take an example of Mr. A, privately he believes that idol worship is not necessary while in public he bows to any idols whenever he visits temple. To it, perceiver may consider as an inconsistent information. Because on one side Mr.A, is not believing any type of idol worship - a kind of atheist or non-religious attitude, while on the other side, he bows (in public) to idols - a kind of atheist or a religious attitude.



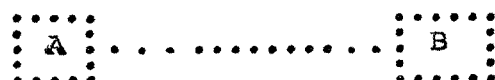
Visiting temple, which is inconsistently related with the belief that idol worship is not necessary, can be splitted into two : (i) visiting temple for real praying and (ii) visiting temple for others, for social sake and not for religious purpose or for prayer.



As shown in figure, not believing idol worship is consistently related with visiting temple for the sake of visiting, a kind of show and not for real praying.

Transcendence : In this type of reactions higher level constructs are introduced which provide an account of the more manifest imbalanced traits. In a sense it is obverse of the mechanism of differentiation. Cognitive elements instead of being split down, are build up and combined into larger units organized on a superordinate level. To take once again same example of Mr.A who privately believe that idol worship is not necessary and in public he is shown to bow any idols whenever he visits any temple. This information may not be considered as an inconsistent information. The belief that idol worship is not necessary, does not mean that person is atheist, it means idol worship is one of the way - there can be some other way - higher way like abstract worshipping. Same person can believe that idol

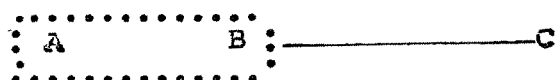
worship is not necessary ( for all ) and himself bowing to idols.



Idol worship  
is not necessary

Bows with full  
respect to any  
idols

He is not contradicting, he is behaving in two different ways ( worshipping ), which can be treated as in the figure -



Abstract + Concrete  
style of worshipping

Religiosity

It means, that Mr.A is religious, he believes that idol worship is not necessarily only means of worshipping. Many times he bows idols, when he thinks concretely. In short, he is religious person.

The mode transcedence is not mere aggregation or globalization of small inconsistent facts, but on the contrary the small seemingly inconsistent traits are united, and integrated under broader trait or personality types. Heterogeneous traits are abstracted under unifying principle to make it more sounder - more consistent. In other

words, facts are neither denied, defended, bolstered or splitted but are 'integrated' under larger whole, abstracted under unifying principle. Nothing is distorted but just brought under broader perspective. Specifically in person perception, the two discrete informations are not treated as two separate entities. The person is treated as a whole. Different informations are brought together, and integrated.

Integration : The dependent variable 'integration' was to study the way discrete informations were integrated. When one person perceives other person's behavior ( or behavioral description ) he tries to form impressions about that person. While forming impression he can utilise one, two, or more behavioral clues ( of other person ) and relate them.

Table :3.1: Levels of Integration with Numerical Values

Level	Numerical Value	Remarks
Juxtaposition	1, 2, 3	No integration - sentence wise impressions
Related together	4, 5	Based on two sentences but no reasoning put forward
	6, 7	Based on two sentences alongwith reasoning
Integrated	8, 9, 10	More than two sentences integrated

As shown in Table No. 3.1, integration was divided into three levels : juxtaposition, related together and integrated.

In juxtaposition', written impressions were based on independent statements. At this level no attempt was made to relate two or more behavioral descriptions. For it, three numbers were assigned, 1, 2 and 3. One was to be assigned to those written impressions which were totally based on independent statements ( without relating ) and / or were poorly written, most of behavioral description omitted. Two and three were given to somewhat better described impressions, at this level all impressions were not necessarily based on independent statements. Here, an attempt was made to bring two sentences together for some impressions.

For 'related together', the basic condition was that impressions were based on two sentences, not necessarily inconsistent. Here subjects tried to bring or relate two sentences and on its base, form impressions. For it, four numbers were to be assigned, 4, 5, 6 and 7. Four or five were to be assigned to those attempts where two sentences were brought together but no reasoning put forward to justify the need to put together. While 6 or 7 number was to assign to the written impressions which were based on

related items and accompanied with reasonings.

In 'integrated', impressions were based on more than two related items. The subject tried to justify behavioral description by comparing or relating more than two behavioral descriptions. For it 8, 9 or 10 number was to be assigned. Eight and nine were for somewhat poor attempt where less number of items were integrated while ten was to be given if all the items were integrated with better justification.

In other words, level of integration were put on a continuum ranging from 1 to 10, where number one, two etc. indicated poor integration and nine, ten indicated better integration.

#### Procedure

The process of reporting procedure consists of plan and design, selection and description of tools, sample, collection of data, scoring and analysis of data.

#### Plan and Design

The whole experiment was planned out to be conducted into two phases - ( See Table No.3.2 ). In the first phase, the TIB test was to be administered on large number of college students, from which, finally representatives of all systems were to be selected ( sample ).

In the second phase, the experiment proper was to be held into two sessions. In the first session, administration of 'Test I' was to be conducted. Followed by five minutes interval. In the second session, 'Test II' was to be conducted alongwith structured questionnaire.

Table :3.2: Plan of The Testing

First Phase	Second Phase
1. Administration of the TIB Test.	1. First session : Administration of Test I.
2. Selection of the Final sample	2. Five Mns. Interval
	3. Second Session : Administration of Test II, and Structured Questionnaire

Independent variable sex was to be manipulated at two levels, belief system at four levels and situation at three levels, yielding  $2 \times 4 \times 3$  factorial design. In each cell there were twelve observations ( See Table No. 3.3 on the next page ), leading to total 288 observations.



Table :3.3: 2 X 4 X 3 Factorial Design

B O Y S				G I R L S			
:	:	:	:	:	:	:	:
:	:	:	:	:	:	:	:
sy I	sy II	sy III	sy IV	sy I	sy II	sy III	sy IV
:	:	:	:	:	:	:	:
:	:	:	:	:	:	:	:
:	:	:	:	:	:	:	:
s <sub>1</sub> s <sub>2</sub> s <sub>3</sub>	s <sub>1</sub> s <sub>2</sub> s <sub>3</sub>	s <sub>1</sub> s <sub>2</sub> s <sub>3</sub>	s <sub>1</sub> s <sub>2</sub> s <sub>3</sub>	s <sub>1</sub> s <sub>2</sub> s <sub>3</sub>	s <sub>1</sub> s <sub>2</sub> s <sub>3</sub>	s <sub>1</sub> s <sub>2</sub> s <sub>3</sub>	s <sub>1</sub> s <sub>2</sub> s <sub>3</sub>

sy = System

s = Situation

### Selection and Description of Tools

In the present study, the TIB test, Test I and II, along with structured questionnaire were used. Detailed description, selection and uses of different tools have been given in following paragraphs.

#### The This I Believe Test : ( TIB Test ) :

The this I believe test ( TIB ) was used to classify individuals into one of the four belief systems posited by Harvey, Hunt and Schroder (1961). ( See independent variable, belief system,, page No. 77 ). The TIB sentence completion test was designed to measure concreteness - abstractness, which refers to a general, and presumably more or less standardized way an individual organizes and articulates his concepts of ego involving aspects of his environment.

#### Description of The TIB Test :

The TIB sentence completion tests requests the individual to indicate his beliefs about a number of socially and personally significant concepts referents by completing in two or three sentences the phrase, ' This I believe about \_\_\_\_\_. '. The total number of items were nine, referring to the Indian way of life ( In original it was the American way of life ), religion, people, marriage, revenge, friendship, lying, back talk and my power to control

the important things in my life.

Modifications of the Test : Certain modifications were made in the TIB's original American version ( 1958 ) to suit the Indian conditions and the research purpose.

All the nine items of the original version were taken with one change. The first item in the original version was, 'This I Believe About American Way Of Life.' To create more involvement in part of the subject the word 'American' was replaced with 'Indian'. In the modified version the phrase reads as ' This I Believe About Indian Way of Life.'

All the test items appeared in two languages, English and Gujarati ( local language ). The local language was allowed to use to make some of the students ( whose English was not good ) to express freely and in better way. Translation of the all items into Gujarati was done with the help of two experts.

From the try out study it was felt necessary to specify that it was I believe test. A phrase was added in the instructions. In the original version, the fourth line reads as, 'Be sure to write what you genuinely believe', to it, 'and not what others believe because this is I believe test,' was added. With the addition new sentence became, 'Be sure to write what you genuinely believe and not what others believe

and not what others believe because this is I believe Test'. The additional phrase was kept in italics, to draw attention.

One more phrase was added in 'Instructions', ' You can write either in English or Gujarati, preferably in English' ; to enable some of the students to write in Gujarati, if they felt that they could not express in English.

Personal data sheet was made more intense with introductions of items on, Faculty, department, major subject, religion, family income, mother tongue, medium of study, languages known, subjects of interest and residential address.

From tryout study it was felt that the time limit of two minutes per item was less. In present work no time limit was given as such, but subjects were repeatedly informed that they were not supposed to write more ; two or three sentences were enough ( per item ), they were requested to be as brief as possible.

#### Test I and II :

Both tests have been treated together as they are similar in all the aspects save one: general instruction.

The 'Test I' and 'Test II' were constructed by the experimenter to measure several reactions to inconsistency. The Test I specifically measured, the degree of inconsistency

felt, botheration and tolerance while the Test II measured, reactions to inconsistency in terms of inconsistency not felt, accepted, modes of reduction, integration of inconsistency etc. based on the impressions written by the subjects.

Both tests presented ( same ) behavioral descriptions about three different persons in three different situations accordingly and subjects were to react to it.

Construction of Tools : It was decided to prepare a tool having behavioral descriptions of seemingly inconsistent persons. Perceived person's inconsistency was to be presented through behavioral descriptions rather than any other media like life situation, movie or photograph. Important points kept in mind while preparing items were :

- to write behavioral description in simple language,
- to describe behavior of inconsistent person into small sentences,
- to prepare two sets of items per person (situation) ; each set having seemingly inconsistent relation with each other,
- to have items of the same common area of life for each set : religion, self, friendship, family and economical condition,
- to start sentences of 'private sets' with thinks, believes, feels etc. and 'public sets' with says, proclaims, professes etc.

Number of items were prepared to represent each set. With the help of three judges, finally some items were selected and a tool was prepared. The prepared tool was administered on fifteen subjects, studying in fourth year Psychology.

The purpose of the tool administration was made clear to the students that the experimenter wanted to know their reactions about the tool. The students were asked to evaluate critically,

- the difficulty level of items, in terms of difficult words, complex sentence construction etc.,
- whether the inconsistency was reflected or not,
- whether the instructions were clear or not.

Critical evaluation of the students helped the experimenter to modify the tool, with some changes the tool was finalized. The final format of the tests have been presented in appendix No. 2.

Description of Test I and Test II : Test I and Test II had many similarities. Both tests consisted of the same items. The major difference in the test was instructional.

- Both tests consisted behavioral descriptions of the three persons, Mr.A ; Mr. X ; and Mr. P.
- Behavioral descriptions of each person were presented in two sets. Both sets were presented on the same page.

- Each set contained behavioral descriptions of the third person's religious, self concept, friendship, family, and economical life.
- In the beginning of each set general instructions were given.
- All the three situations were presented on separate pages. Each situation had instructional sets which helped the subjects to understand different situations.

The only differing points between two tests were instructions. The instructions of Test I, created a set in the mind of the subjects to react according to their feelings, for the issues like degree of inconsistency, botheration and tolerance on 0 to 10 point numerical scale.

The instructions of Test II, highlighted 'impression formation'. How impressions are formed and how the subjects had to write it was made clear. In a way Test I emphasized more on feeling aspect while Test II emphasized more on thinking aspect.

Record Sheet : The subjects' different reactions to inconsistency were recorded in a booklet consisting of six data sheets, four blank pages and one structured questionnaire.

Data Sheet : Data sheet consisting of five numerical scales enabled subjects to rate his feelings for different

dependent variables, specifically, degree of inconsistency felt, degree of botheration and degree of tolerance. For both third person's and relatives' inconsistent behavior.

The numerical scale was devised to facilitate subjects to rate his feelings simultaneously qualitatively and quantitatively. Qualitative criteria (not at all, slight, moderate, extreme) were given numerical values from 0 to 10 and placed in a continuum. The continuum helped subjects to express their feelings in numerical terms which in turn specified the exact position of subjects' feelings on a continuum.

Three data sheets were to be used for pre-ratings and the remaining three data sheets for post ratings.

Blank Pages : Four blank pages were provided to the subjects to enable them to write their impressions about the inconsistent persons while reacting for Test II.

Structured Questionnaire : The structured questionnaire consisted of ten questions. The first four questions were in reference to subjects' acquaintance in real life with such inconsistent persons. Question number five and seven were to know subjects' opinion whether generally all of us behave in inconsistent way or not. Question number six was related to women's inconsistency, whether women are more inconsistent or



not. Question No. 8 was a kind of a social distance scale to know how close the subject would like to have an inconsistent person. Question No. 9 was to know subject's tolerance for different inconsistent person according to different relations. Lastly, question No. 10 was to know if subjects wanted more information regarding the hypothetical inconsistent persons. ( See Appendix No. 4 ).

#### Sample

The subjects of the present work were 96 students, studying in fourth year in the M.S. University of Baroda. The students were selected on the basis of their level of belief system.

To select representatives of different belief systems, the TIB test was administered on some 650 students of different disciplines. Out of 650 students total 96 students were selected as final sample, representing all the four systems. There were four belief systems, for each belief system 12 boys and 12 girls were chosen, leading to total 96 (24 x 4) respondents as shown in Table No. 3.4 on the next page. In total 48 boys and 48 girls were selected to represent all the levels of belief system. It was not possible to control factors like religion, socio-economic status etc. because representatives of system II and IV were rare. No other factors were controlled.

Table :3.4: System and Sex wise Distribution of  
The Sample

	System I	System II	System III	System IV
Boys	12	12	12	12
Girls	12	12	12	12

#### Data Collection

The whole procedure of collecting data has been presented under three heads : tryout, administration of the TIB and administration of The Test I and Test II.

#### Tryout Studies :

Before administering the TIB and Test I and Test II, tryout studies were done, to check the suitability of methodology.

The TIB Test Tryout : First of all, The TIB test, was tried out on twenty students, studying in first year of college and residing in the university hostels. Time per item was noted down.

The results indicated that (i) it was difficult for the first year students to express in English language as their English was very much poor, (ii) two minutes time limit per item was too small for the students to write effectively,

(iii) instructions were not very much clear for the students.

To face above mentioned difficulties certain changes in methodology and sample were made. Instead of choosing first year students, it was <sup>decided</sup> to take students of the fourth year. Time limit was not kept. Students were allowed to take as much time as they needed, but they were repeatedly instructed not to write more and finish the work quickly. The problem of language barrier was solved by allowing the students to write in their mother tongue, but they were also requested to write preferably in English. The instructions were made more clear. ( See tool, page No. 106 )

Test I and Test II Tryout : Test I and Test II, developed by the experimenter were tried out on twenty students doing their major in Psychology. There were eleven girls and nine boys. The tryout study was done individually. Critical suggestions, difficulties etc. faced by the students were noted down. Needed changes in items ( behavioral descriptions ) data sheet, instructions and methodology were made. The finalized tool has been given in appendix 2.

Administration of The TIB Test :

The process of administration of the TIB test has been presented under three subheads, prearrangement, data collection and scoring.

Prearrangement : The experimenter contacted heads of different faculties of the M.S. University of Baroda for prior permission. With the help of the teacher concerned it was possible to conduct testing in classroom itself. In bigger classes, the administration of the test was not possible. For such cases, 25 to 30 students were chosen and taken to separate classes. In no case the group was more than thirty students at a time.

Data Collection : The experimenter was briefly introduced by the teacher concerned. The students were requested by the teacher to cooperate the experimenter. After the formal introduction the teacher concerned left the classroom, to allow the experimenter to conduct testing.

After teacher's introduction, the experimenter introduced himself and explained the purpose of the study. It was made clear to students that 'The TIB Test' was to screen out some students. And selected students later were supposed to face further testing.

After making the purpose of testing clear, 'The TIB Test' booklets were distributed. The students were asked to fill all the details regarding personal data, and then to read instructions given within the booklets. The experimenter clarified the way the subjects were supposed to write and requested not to write more.

Once the instructions were clearly understood, the students were asked to start to write. The starting time was noted down. The subjects after completing their writing handed over the test booklet to the experimenter. While taking it back, the experimenter noted down the time, to find out how much time particular person took to finish it. Thus, the administration of the TIB test was over. The same procedure was followed in all the TIB data collection. On the whole the test was administered on some 650 students. In all groups, the experimenter singly handled all the group testing.

Scoring of the TIB Test : After the group administrations of the TIB tests, the bundles of booklets were separately coded and the personal data information page was removed from each booklet. The coded booklets ( without personal data sheet ) were given to the judges.

For scoring of the test, help of three judges were taken. The systemwise model items for each statement were provided to

each judge. The judges worked independently. The judges after checking each booklet wrote the results in separate sheets, and handed over to the experimenter. The same booklets were given to other judge and the results were received similarly. Thus, each booklet was twice checked. The system assigned by different judges, if tallied, was considered final. In case if the two judges differed, the experimenter along with all the judges, discussed individual cases. According to unanimous decision system was assigned, and in case if they differed the case was left unscored.

Very few students were assigned system II and IV. There were only sixteen students in system II. Accordingly for each system sixteen students ( boys and girls separately ) were selected to give equal representation. Though it was difficult to control certain variables, it was tried to have as much homogeneous group as possible. Different individual variations were taken under consideration.

One very interesting finding of the TIB test responses was regarding System II's subjects. The system II was supposed to be representing rebellious nature. There was not a single girl ~~from-girl's-side~~ who openly rebelled against orthodox traditions. No anger was obvious through responses written by the girls. Some girls, however, had shown their suspicion on friend dislike on some religious rituals, and hatred towards backbiting.

On the whole the responses were very mild. The cases where some sort of anger was indirectly visible were assigned system II. So system II girls were not as obviously rebelled as system II boys. In the chapter of discussion, detailed discussion of girls' responses have been made.

#### Administration of Test I and Test II :

The whole process of administering Test I and Test II needed some prearrangements, collection of data and scoring of the data. In following few paragraphs it has been reported under different heads.

Prearrangement : Before starting the practical proper, two things needed to be taken care of : contact of the students selected and sitting arrangements.

On the basis of the TIB test results, systemwise 32 students (16 boys and 16 girls) were selected. A list of the selected students was prepared consisting of serial number (new coding), name of the student, department where he was studying, his residential address, and system assigned. Out of that list, another list was prepared where system assigned was not written, it consisted simply of serial number, student's name and departmental address. The second list was used for

contacting the students. In second list system assigned was not mentioned to make the experimenter free from system biases. The prior knowledge that a particular student belongs to a particular system might influence the experimenter in his reaction to students.

The experimenter once again met the students in their departments and informed them about their selection. The selected students were requested to come to the department of psychology for individual testing. The day, date and time were fixed. In case, if the experimenter could not contact the subjects in their departments they were contacted through letters and ( through post only ) time was fixed with them. It was impossible to contact all thirtytwo students in each system, so the number of students per system was reduced. Finally, twentyfour students per system agreed to be the subject for further testing. The dropouts of eight students ( per system ) was mainly because of two-three reasons. One it was annual examination time, second students did not like the idea to come to the department of psychology, thirdly they themselves were irregular and the experimenter could not trace out their whereabouts. Though such students were very few, the experimenter had to drop out on the whole some 32 students, to keep equal number of the subjects in all the systems.



Seating Arrangement : The authority of the Faculty were kind enough to allow the use of the psychological laboratory - exclusively for twenty days. Moreover, they agreed to allow to conduct experimentation even in off hours. The needed furniture were supplied by authorities. In the laboratory tables and chairs were kept in the same order throughout the study. Tests, record sheets, list of names ( alongwith coded numbers ) etc. were kept ready.

Data Collection : The subject came into laboratory ( as prearranged fixed time ). He was greeted by the experimenter with some light talks. The subject was instructed that it was Ph.D. study, no way an intelligence test or a test of English literature. He was requested to feel free to ask when he could not follow certain thing. After making subject properly motivated testing proper was started.

First Session : In first session Test I was to be administered. The experimenter gave it to the subject. The subject read the instructions given on first page. The experimenter showed data sheet and explained how to make use of it. After the subject was sure about instructions he was asked to turn the page.

On second page instructions specific to particular situation was given. The subject read it. The experimenter

helped him to understand it. When the subject was clear about it he was allowed to turn the page.

In the third page behavioral descriptions were given in two sets. The subject was asked to read, setwise items. The subject read all the items of the first set, then of the second set. The experimenter asked the subject to rate his feelings on the five numerical scales. The subject responded to it. Thus, first situation was over. In the similar way the subject rated the remaining two situations and thus ended the first session. The experimenter collected both 'Test - I' and record sheet from the subject and asked him to relax for a while.

Rest Period : Five minutes break was given between two sessions the experimenter offered light refreshment to the subject. Talked on some general topic, and also allowed him to take rest.

Session II : Immediately after rest period, second session of testing started. In second session the subject was supposed to react to 'Test II'. The experimenter gave the test booklet to the subject. The subject read the instructions given on first page. The experimenter explained the concept of impression formation and how he expected

the subject to respond. When the subject was clear, he turned the page and read instructions given on the second page. After that he read the behavioral description about the inconsistent person given on third page ( which was same as of the previous test ). After reading behavioral descriptions subject wrote his impressions about the person and showed it to the experimenter. While experimenter was checking the written material, the subject re-started writing the impressions about second person. Thus, he wrote impressions about all the three persons. Whenever, the subject was not able to write, or express himself, the experimenter helped him ( without giving any clues ).

After finishing impression writing part, the subject answered to the structured questionnaire. The structured questionnaire contained ten questions. After finishing it, he once again rated the three persons on numerical scale. The experimenter gave code number to the record-sheet (written by the subject). The record sheet did not contain any identifiable data except coded number. This was done to remove remotest possible bias on the part of the experimenter while he analyzes the record sheet. This indicated end of the second session. The same procedure was followed with all the students. And data was gathered.

Scoring : The coded record-sheet ( without any identifiable mark ) was checked by the experimenter. The different reactions were either scored quantitatively or qualitatively. The scores were tabulated and organized to enable statistical analysis.

Statistical Analysis : For the present work analysis of covariance, t-test,  $\chi^2$ -test and product moment correlation were used. For certain variables, simple means of percentages were calculated.

Analysis of Covariance : For five dependent variables analysis of covariance along with LSD-test was applied. The variables were, degree of inconsistency felt, degree of botheration for third person, degree of tolerance for third person, degree of botheration for relative and degree of tolerance for relative. All the five variables were rated twice. The pre-test scores were adjusted to enable the use of covariance. In case F-value was significant LSD-test was employed to find out the significant mean differences between levels. The formula for LSD-test was,

$$D = t \times \sqrt{2MS_{w/n}} \text{ where}$$

D = difference between means,

t = t value at .05 and .01 level (in table) at degree of freedom of 'ERROR term' of ANCOVA table.

$MS_w$  = Mean Square value of error term as given in ANCOVA table.

t-test : For following variable t-test was employed.

1. Degree of inconsistency felt ( between pre and post scores) ;
2. Degree of botheration ( between third person's and relative's scores );
3. Degree of Tolerance ( between third person's and relative's scores) ; and
4. Integration ( between different levels ).

$\chi^2$  - test : Reactions to inconsistency in terms of inconsistency felt, acceptance of inconsistency without reasoning, acceptance of inconsistency with reasoning, acceptance of inconsistency as personality traits, and inconsistency due to change were ~~ad~~ subjected to  $\chi^2$  - test. Overall, sex, personality and situationwise ~~four~~  $\chi^2$  - tests were calculated.

Modes of inconsistency reductions like denial, rationalization, bolstering, differentiation and transcendence <sup>and overall</sup> were factorwise ~~tested~~ with  $\chi^2$  - test.

Different dependent variables : Degree of Inconsistency Felt, Botheration and tolerance were levelwise correlated for pre and post ratings and for third person and relative separately. The correlation employed was 'Product Moment'.

In the present chapter Problem and Procedure of present work has been discussed. In next chapter obtained results have been analyzed and interpreted.

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