CHAPTER IV

RESULTS AND INTERPRETATION

- Tolerance and Related Variables
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  - Degree of Botheration for Third Person's Inconsistency
  - Degree of Tolerance for Third Person's Inconsistency
  - Degree of Botheration for Relative's Inconsistency
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  - Modes Used
  - Integration
  - Homeostasis or Signal and Search
  - General

IV RESULTS AND INTERPRETATION

In present chapter results have been presented with statistical analysis and its interpretation. Different reactions to inconsistency treated as dependent variables have been brought under two main heads : (i) 'Tolerance and related variables' and (ii) 'modes of inconsistency reduction and related variables' as mentioned in the Chapter III.

Tolerance and Related Variables

Under tolerance and related variables five dependent variables have been treated : (i) degree of inconsistency felt, (ii) degree of botheration for third person's inconsistency, (iii) degree of tolerance for third person's inconsistency, (iv) degree of botheration for relatives inconsistency, and (v) degree of telerance for relatives inconsistency.

Objective No. 1 laid down for the present work reads as '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. The subject after reading behavioural descriptions of seemingly inconsistent persons rated his reactions twice on five numerical scales (as shown in Appendix 3) towards the described persons. The obtained data were tabulated and means were calculated.

From the means, adjusted means and the analysis of covariance were computed. In total, five covariances were calculated, one for each dependent variable. The results have been presented variablewise.

Degree of Inconsistency Felt :

When one person perceives other person's inconsistent behaviour he may or may not feel it as inconsistent.An attempt was made to study individual and situational differences in perceiving degree of inconsistency in other's behaviour. The subject after reading behavioral description rated twice on 0 to 10 point numerical scale his feeling about the inconsistency of the person described. It was expected (Hypothesis No. 1) that 'situation private X public will yield more degree of inconsistency in comparison to other two situations.' No hypotheses were developed for sex and personality variables.

From the obtained data, pre and post rating means were calculated and from it adjusted means were found. Levelwise means have been shown in Table No. 4.1.

Table :4.1: Means for Degree of Inconsistency Felt

Situation	Boys				Girls			
	Sy I	Sy II	Sy III	SY IV	Sy I	Sy II	Sy III	Sy IV
I	7.50	6.66	5.83	7.41	4.75	6.58	7.95	7.83
II	5.66	6.00	5.41	4.00	6.33	7.66	7.50	7.33
III	4.00	5.16	4.83	5.50	4.91	4.25	6.83	5.83

From adjusted means the calculation of analysis of covariance were done. The summary of analysis of covariance has been given in Table No. 4.2. Covariates were pre and post ratings while criterion variable wqs 'degree of inconsistency felt'. Adjusted F-values were significant for sex, situation and its interaction sex X situation at .01 level ; while interaction sex X personality was significant at .05 level.

In order to pinpoint the direction and amount of mean differences between different factors Least Significance Difference Test (LSD - Test) was employed.

Results of main effects have been given in Table 4.3 and its graphical presentation in Figures 4.1 and 4.2.

Main Effects : The significant t-values happen to be between the scores of boys and girls, 2.963 significant at .01 level ; system I and III, 2.548 significant at .05 level ; situation I and III, 3.880 significant at .01 level ; and situation II and III, 2.540 significant at .05 level. Other combinations were not significant.

The corresponding mean scores and t - values as given in Table 4.3 indicate that :

1. Girls (6.45 mean scores) in comparison to boys (5.68) perceived more degree of inconsistency.
2. Subjects of system III (6.51) in comparison to the subjects of system I (5.57) perceived significantly more degree of inconsistency.

Table :4.2: Summary of Analysis of Covariance with the Degree of Inconsistency Felt as Criterion Variable and Pre and Post Ratings as Covariates

Sources of Variation	SSx	SSy	SSxy	df	MSx	MSy	MSxy	F-Unadjusted	F-adjusted
Sex	03.13	47.53	12.19	1	03.13	47.53	12.19	09.95**	8.78**
Personality	62.97	37.98	19.69	3	20.99	12.66	06.56	02.39 NS	2.23 NS
Situation	167.80	128.65	146.82	2	83.90	64.32	73.41	12.12**	7.57**
Sex x Perso.	95.85	77.48	85.60	3	31.95	25.83	28.53	04.87**	3.17*
Sex x Situ.	07.15	50.27	16.70	2	03.57	25.14	08.35	04.74**	5.83**
Perso. x Situ.	60.84	55.80	07.32	6	10.14	09.30	01.22	01.75 NS	1.89 NS
Sex x Perso. x Situ.	16.39	60.34	25.61	6	02.73	10.06	04.27	01.89 NS	1.74 NS
Error	3101.84	1401.42	602.75	264	11.75	05.31	02.28		
Total	3515.97	1859.47	916.68	287					

Significance level *.05 level
**.01 level
NS Not Significant

Table :4.3: Levelwise t-values for Degree of Inconsistency Felt

Levels	Means	t-values
Boys	5.68	2.963 **
Girls	6.45	
System I	5.57	1.261 NS
System II	6.04	
System I	5.51	2.548 *
System III	6.51	
System I	5.57	1.595 NS
System IV	6.16	
System II	6.04	1.287 NS
System III	6.51	
System II	6.04	0.333 NS
System IV	6.16	
System III	6.51	0.954 NS
System IV	6.16	
Situation I	6.63	1.340 NS
Situation II	6.20	
Situation I	6.63	3.880 **
Situation III	5.38	
Situation II	6.20	2.540 *
Situation III	5.38	

Significance level : *.05 level
**.01 level
NS Not Significant

3. Situation I (6.63) was regarded as more inconsistent than the situation III (5.38).
4. Situation II (6.20) was perceived as comparatively more inconsistent than the situation III (5.38).

Hypothesis No. 1 that situation private x public will yield more degree of inconsistency in comparison to other two situations was proved partly. The situation I (private x public) yielded highest degree of inconsistency. There was significant difference between Situation I and III. But there was no significant difference between Situation I and II. Meaning that Situation II was also perceived as equally inconsistent. Findings suggest that Situation I and II were more inconsistent than Situation III.

Interaction Between Sex and Personality : In Table No. 4.4 mean values and its significance level for boys and girls for each level of personality has been given. Its graphical presentation has been shown in Figure No. 4.1.

Table :4.4: Mean Scores of Boys and Girls for each Level of Personality for Degree of Inconsistency Felt

Sex	System I (Mean)	System II (Mean)	System III (Mean)	System IV (Mean)
Boys	5.72	5.94	5.36	5.66
Girls	5.33	6.16	7.58	7.00
Significance Level	NS	NS	.01	.05

INTERACTION BETWEEN SEX AND PERSONALITY

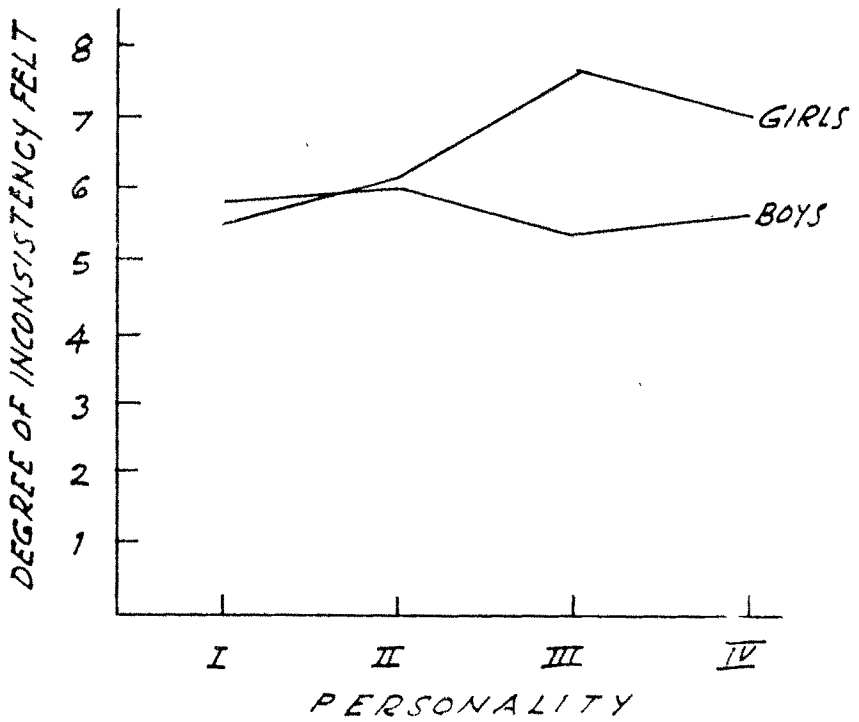

FIG. 4·1 SCORES OF SEX AT PERSONALITY LEVELS

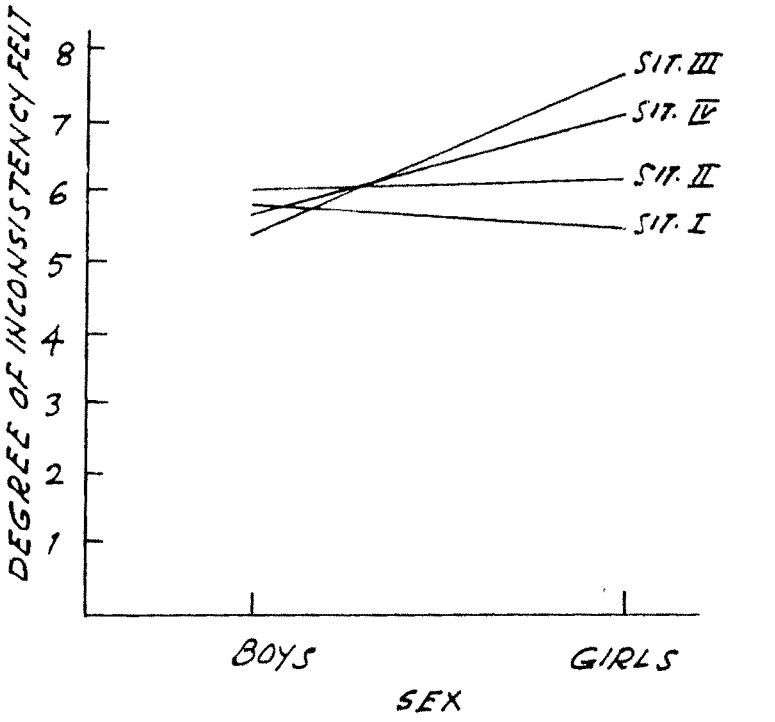

FIG. 4·2 SCORES OF PERSONALITY AT SEX LEVELS

Results presented in Table No. 4.4 reveal that interaction sex x personality was significant for System III at .01 and System IV at .05 level. The corresponding significant mean differences indicate that :

1. Girls of System III perceived 7.58 mean degree of inconsistency while boys of System III perceived 5.36 mean degree of inconsistency. Girls of System III in comparison of boys of System III perceived more degree of inconsistency.
2. Girls of System IV perceived 7.00 mean degree of inconsistency while boys of System IV perceived 5.66 degree. Girls of System IV perceived more degree of inconsistency in comparison to boys of System IV.

In Table 4.5 significant mean differences between different systems for boys and girls have been presented and its graphical presentation has been shown in Figure No. 4.2

Table:4.5: Mean Differences of Systems for each Levels of Sex for Degree of Inconsistency Felt

Sex	Systems (1)		(2)	Corresponding Mean Scores		Significance Level
Girls	System I	-	System III	5.33	7.58	.01
Girls	System I	-	System IV	5.33	7.00	.01
Girls	System II	-	System III	6.16	7.58	.01

The results shown in Table No. 4.5 reveal that system differences were found only at girls level. Scores for boys were

not significant. The corresponding mean differences and its significant t-values indicate that :

1. In comparison to girls of System I, girls of System III and IV had perceived more degree of inconsistency. The mean scores for girls of System I was 5.33 while for System III, 7.58; and System IV, 7.00.
2. Girls of System II had perceived 6.16 mean degree of inconsistency while girls of System III perceived 7.58. Girls of System III had perceived more degree of inconsistency in comparison to girls of System II.

Interaction Between Sex x Situation : Different mean scores of boys and girls were compared at each level of situations. Mean scores and significant values have been shown in Table Nos. 4.7 and 4.8 and graphical presentation in Figure Nos. 4.3 and 4.4.

Table 4.6: Mean Scores of Boys and Girls for each Level of Situation for Degree of Inconsistency Felt

Sex	Situation I (Mean)	Situation II (Mean)	Situation III (Mean)
Boys	6.85	5.27	4.87
Girls	6.77	7.20	5.58
Significance level	NS	.01	NS

INTERACTION BETWEEN SEX AND SITUATION

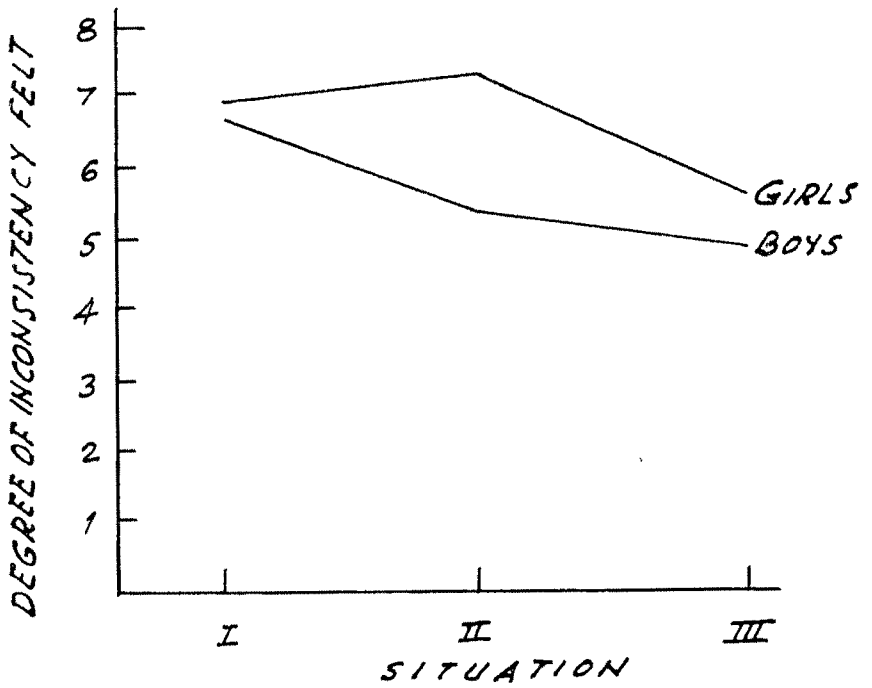

FIG. 4·3 SCORES OF SEX AT SITUATION LEVELS

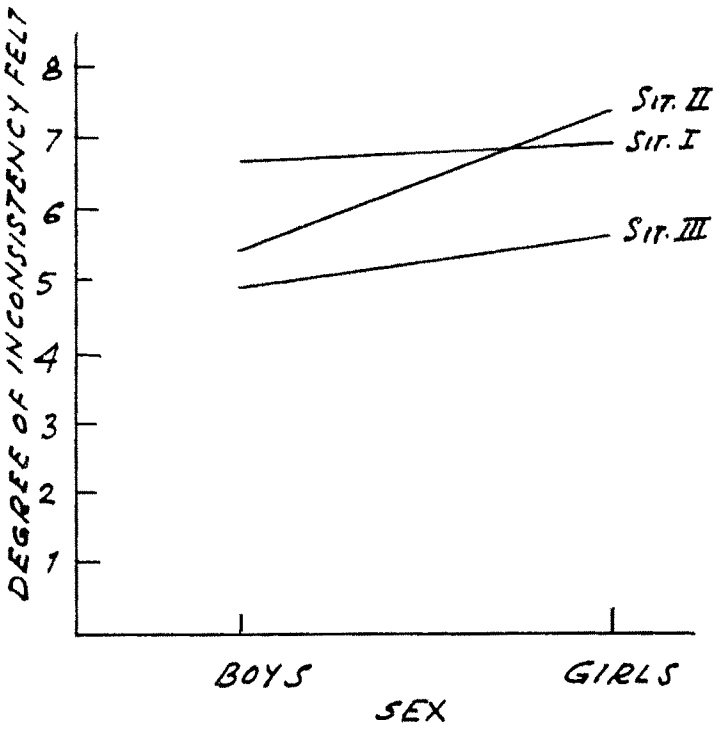

FIG. 4·4 SCORES OF SITUATION AT SEX LEVELS

Results shown in Table No. 4.6 reveal that interaction sex x situation was significant for Situation II at .05 level. The significant result indicates that :

1. For girls situation II was 7.20 degree inconsistent while for boys it was 5.27 degree inconsistent. It means that girls perceived Situation II as more inconsistent than boys.

In Table No. 4.7 mean scores of different situations have been given for boys and girls for degree of inconsistency felt. The results shown in Table No. 4.7 reveal that interaction sex x personality was significant at .01 level for boys when they perceived situation I and II; and Situation I and III. Similarly for girls it was significant for Situation I and III and II and III at .01 level

Table :4.7: Mean Scores of Different Situations for Boys and Girls for Degree of Inconsistency Felt

	Situations					
	I - II		I - III		II - III	
Boys	6.85	5.27**	6.85	4.87**	6.85	4.87 NS
Girls	6.77	7.20NS	6.77	5.58**	7.20	5.88**

Significance Level * at .05
** at .01
NS Not significant

The corresponding means and its significant t-values indicate that :

1. Boys felt that situation I was 6.85 degree inconsistent while Situation II was 5.27 and Situation III 4.87. In other words boys perceived Situation I as more inconsistent than Situation II and III.
2. Girls felt that Situation III was 5.58 mean degree inconsistent while Situation I, 6.77 and II 7.20 degree inconsistent. It means for girls Situation III was less inconsistent than Situation I and II.

In sum, it can be said that girls and System III subjects felt that the situations were more inconsistent. Girls of System III and IV, felt more degree of inconsistency in comparison to boys. Amongst girls, girls of System III and IV in comparison to girls of System I and II perceived more inconsistency. Girls in comparison to boys perceived situation II as more inconsistent. For boys, Situation I was more inconsistent; for girls Situation III was least inconsistent.

Degree of Botheration for Third Person's Inconsistency :

When perceiver is confronted with somebody's inconsistent behaviour, he may become somewhat concerned or bothered about that person. An attempt was made to study how much one is bothered for other's inconsistency. On the basis of behavioural descriptions the subject rated his own feelings of botheration twice about the inconsistent person on 0 to 10 point scale (as given in data sheet, Appendix 3). The obtained data were tabulated and pre and post test means were calculated. From the

obtained means adjusted means were found.

Table :4.8: Means for Degree of Botheration for Third Person's Inconsistency

Situation	BOYS Systems				GIRLS Systems			
	I	II	III	IV	I	II	III	IV
I	4.58	4.83	4.58	5.66	5.16	3.91	5.50	6.00
II	3.83	4.66	5.66	4.50	5.25	3.75	5.16	4.41
III	2.33	4.50	5.66	4.58	4.83	3.58	4.25	4.50

In Table No. 4.8 levelwise means for degree of botheration felt for third person's inconsistency have been presented.

From the adjusted means, analysis of covariance were calculated. The summary of analysis of covariance has been given in Table No. 4.9. Covariates were pre and post ratings and criterion variable was degree of botheration for third person's inconsistency. Adjusted F-value was significant for the variable personality at .05 level. Variables sex, situation and interaction effects were not significant.

In order to pinpoint the direction and amount of mean differences between different factors LSO - test was employed. Obtained results with significance level have been shown in Table No. 4.10. The t-values were significant between the

Table :4.9: Summary of Analysis of Covariance with The Degree of Botheration for Third Person's Inconsistency as Criterion Variable and Pre and Post Ratings as Covariates.

Sources of Variation	SSx	SSy	SSxy	df	MSx	MSy	MSxy	F-Unadjusted	F-adjusted
Sex	16.06	00.06	00.94	1	16.06	00.06	0.94	0.01 NS	0.27 NS
Personality	05.64	49.82	05.67	3	01.88	16.61	1.89	2.62 NS	3.35 *
Situation	62.65	27.34	41.39	2	31.32	13.67	20.69	2.16 NS	0.50 NS
Sex x Personality	14.25	41.39	03.11	3	04.75	13.80	1.04	2.18 NS	2.51 NS
Sex x Situation	01.38	01.89	01.50	2	00.69	00.94	0.75	0.15 NS	0.09 NS
Situation X Perso.	22.71	25.83	18.07	6	03.79	04.30	3.01	0.68 NS	0.48 NS
Sex x Situ. x Perso.	58.48	30.34	12.73	6	09.75	05.06	2.12	0.80 NS	0.88 NS
Errors	1896.33	1674.33	683.67	264	07.18	06.34	2.59		
Total	2077.50	1850.99	767.08	287					

Significance Level * .05 level
** .01 level
NS Not Significant

Table :4.10: Levelwise t-values for Degree of Botheration for Third Person's Inconsistency

Levels	Means	t - values
Boys	4.70	0.517 NS
Girls	4.56	
System I	4.22	0.153 NS
System II	4.17	
System I	4.22	2.328 *
System III	5.13	
System I	4.22	1.969 NS
System IV	4.99	
System II	4.17	2.481 *
System III	5.13	
System II	4.17	2.122 *
System IV	4.99	
System III	5.13	0.359 NS
System IV	4.99	
Situation I	4.81	0.601 NS
Situation II	4.61	
Situation I	4.81	1.005 NS
Situation III	4.47	
Situation II	4.61	0.404 NS
Situation III	4.47	

Significance level * .05 level
** .01 level
NS Not Significant

scores of System I and III, 2.328 significant at .05 level; System II and III, 2.48 significant at .05 level; and System II and IV, 2.122 significant at .05 level.

The corresponding means and t-values as given in Table 4.10 indicate that :

1. The mean botheration scores of subjects of system I, II and III were respectively 4.22, 4.17 and 5.13. Subjects of System III felt significantly more botheration for third person's inconsistency than the subjects of System I and II.
2. The mean botheration score for subjects of System II was 4.17 and for the subjects of System IV it was 4.99. Subjects of System IV were comparatively more bothered than the subjects of System II.

In sum, it can be said that more abstract subjects (System III and IV) were comparatively more bothered than more concrete subjects (System I and II). No other main or interaction effects were significant.

Degree of Tolerance for Third Person's Inconsistency :

Perceiver may or may not tolerate other person's inconsistent behavior. Here, an attempt was made to study individual and situational differences in degree of tolerancce. No hypotheses were developed, the study was kept open. The subject after reading description about seemingly inconsistent

person rated his own feelings twice on 0 to 10 point numerical scale (as given in data sheet, Appendix 3) to indicate whether he can tolerate other person easily or not. The obtained data were tabulated and pre and post means were found. From this the adjusted means were calculated. The means have been presented in Table No. 4.11.

Table :4.11: Means for Degree of Tolerance for Third Person's Inconsistency

Situation	BOYS Systems				GIRLS Systems			
	I	II	III	IV	I	II	III	IV
I	5.83	4.50	6.66	7.08	5.83	4.58	4.73	4.83
II	5.66	5.66	6.16	5.66	4.91	4.33	5.58	6.25
III	7.25	4.00	8.00	6.58	5.83	6.91	4.83	7.25

From the adjusted means, the analysis of covariance were computed. Summary of analysis of covariance has been given in Table No. 4.12. Pre and post ratings were considered to be covariates, while degree of tolerance for third person's inconsistency as criterion variable. F-adjusted value was found significant for variable personality and for higher order interaction sex x personality x situation at .05 level. Variables sex and situation were not significant. LSD - test was employed in order to pinpoint the direction and amount of mean differences for both main and interaction effects.

Table :4.12: Summary of Analysis of Covariance with the Degree of Tolerance for Third Person's Inconsistency as Criterion Variable and Pre and Post Ratings as Covariates

Sources of Variation	SSx	SSy	SSxy	df	MSx	MSy	MSxy	F-unadjusted	F-adjusted
Sex	16.06	32.00	22.67	1	16.06	32.00	22.67	5.23*	3.15 NS
Personality	13.49	51.15	14.51	3	4.50	17.05	4.84	2.79*	2.79 *
Situation	132.51	37.34	67.40	2	66.25	18.67	33.70	3.05*	0.40 NS
Sex x Perso.	77.44	45.00	30.61	3	25.81	15.00	10.20	2.45 NS	2.23 NS
Sex x Situ.	00.63	12.27	2.66	2	00.31	6.14	1.34	1.00 NS	1.03 NS
Situ. x Perso.	03.08	6.49	0.39	6	00.51	1.08	0.07	0.18 NS	0.23 NS
Sex x Situ. x Perso.	27.79	110.56	38.02	6	4.63	18.43	6.34	3.01 **	2.80 *
Error	1772.67	1614.50	751.00	264	6.71	6.12	2.84		
Total	2043.65	1909.32	927.26	287					

Significance level = * - .05 level
** - .01 level
NS - Not Significant

Main Effects : The significant t-values as given in Table No. 4.13 happens to be between the subjects of System I and II, 2.183 significant at .05 level; System II and III, 2.261, significant at .05 level; and II and IV, 2.556 significant at .05 level.

The corresponding mean scores and t-values indicate that :

1. Mean degree of tolerance shown by subjects of System II was 5.17, while for System I, 5.98; System III, 6.01; and for System IV, 6.12. In comparison to subjects of other systems, the subjects of System II had shown significantly less tolerance for third person's inconsistency.

There was no significant difference between the levels of other main effects.

Interaction Effects : The highest order interaction sex x personality x situation was significant. Table No. 4.14 presents significant interactions with its means and significant level.

Table :4.13: Levelwise t-values for Degree of Tolerance for Third Person's Inconsistency

Levels	Means	t - values
Boys	6.06	1.775 NS
Girls	5.59	
System I	5.98	2.183 *
System II	5.17	
System I	5.98	0.078 NS
System III	6.01	
System I	5.98	0.368 NS
System IV	6.12	
System II	5.17	2.261 *
System III	6.01	
System II	5.17	2.556 *
System IV	6.12	
System III	6.01	0.305 NS
System IV	6.12	
Situation I	5.88	0.674 NS
Situation II	5.66	
Situation I	5.88	0.160 NS
Situation III	5.93	
Situation II	5.66	0.835 NS
Situation III	5.93	

Significance level * at .05 ** at .01 NS Not significant

Table :4.14: Significant Mean Differences for Sex X Personality X Situation Interaction for Degree of Tolerance for Third Person's Inconsistency

S.No.	Level of Interaction	Mean	Significance Level
1	Boys X Sy II X Sit. I	4.50	.01
	Boys X Sy IV X Sit. I	7.08	
2	Boys X Sy I X Sit. III	7.25	.01
	Boys X Sy II X Sit. III	4.00	
3	Boys X Sy II X Sit. III	4.00	.01
	Boys X Sy III X Sit. III	8.00	
4	Boys X Sy II X Sit. III	4.00	.01
	Boys X Sy IV X Sit. III	6.58	
5	Girls X Sy III X Sit. III	4.83	.05
	Girls X Sy IV X Sit. III	7.25	
6	Girls X Sy II X Sit. II	4.33	.05
	Girls X Sy II X Sit. III	6.91	
7	Girls X Sy IV X Sit. I	4.83	.05
	Girls X Sy IV X Sit. III	7.25	
8	Boys X Sy II X Sit III	4.00	.01
	Girls X Sy II X Sit III	6.91	
9	Boys X Sy III X Sit III	8.00	.01
	Girls X Sy III X Sit III	4.83	

Results presented in Table No. 4.14 with its significant t-values indicate that :

1. Boys of System II have shown 4.50 mean degree of tolerance while boys of system IV have shown 7.08 for situation I. It means that the boys of System II were less tolerant for inconsistent person of situation I.
2. Boys of System II have shown 4.00 mean degree tolerance to inconsistent person of situation I while boys of System I have shown 7.25; System III, 8.00 ; and System IV, 6.58 mean degree of inconsistency. In other words the boys of System II were least tolerant in comparison to the boys of other systems when they perceived inconsistant person of situation III.
3. Girls of System III had shown 4.83 mean degree of tolerance for situation III and of System IV had shown 7.25. In comparison to the girls of system IV, the girls of system III were less tolerant for situation III.
4. Girls of system II had 4.33 mean degree tolerance to situation II and 6.91 to situation III. In other words the girls of system II were more tolerant to situation III in comparison to situation II.
5. Girls of system IV were 4.83 mean degree tolerant to situation I and 7.25 for situation III. It means the girls of system IV were more tolerant to situation III in comparison to situation I.
6. Boys of system II had shown 4.00 mean degree for situation III and girls of system II 6.91. It means the boys of system II were less tolerant to inconsistent persons of situation II in comparison to the girls of system II.

7. Boys of system III had shown 8.00 mean degree of tolerance to the inconsistent person of situation III while girls of system III had shown 4.83 degree. In other words the girls of system III were less tolerant for inconsistent person of situation III than the boys of system III.

In sum, it can be said that on the whole the subjects of system II were least tolerant to inconsistent person. More specifically, boys of system II were least tolerant for situation III ; and girls of system III for situation III.

Degree of Botheration for Relative's Inconsistency :

Inconsistent third person and inconsistent relative may bother differently to the perceiver person. Here, an attempt was made to study the reactions of perceiver person when he perceives an inconsistent relative. The subject who had earlier rated behavioural descriptions of inconsistent persons once again rated the same descriptions. This time assuming that the inconsistent person is near relative or friend. On 0 to 10 point numerical scale, the subject had shown twice that how much he was bothered for relative's inconsistency. No hypotheses were developed. The issue was kept open for study.

The ratings given by the subjects were tabulated and organized to calculate pre and post test means, adjusted

was calculated
means and from this analysis of covariance. In Table No. 4.15 mean scores of the variable degree of botheration for relative's inconsistency have been presented.

Table :4.15: Means for Degree of Botheration for Relative's Inconsistency

Situations	BOYS Systems				GIRLS Systems			
	I	II	III	IV	I	II	III	IV
I	6.66	4.08	4.08	6.50	6.16	6.25	6.00	7.50
II	4.66	5.66	5.58	4.16	4.00	5.58	6.33	6.25
III	3.25	5.75	4.91	4.33	4.41	5.00	5.83	6.58

Summary of analysis of covariance has been given in Table No. 4.16. Covariates were pre and post ratings while criterion variable was 'degree of botheration for relative's inconsistency.' Adjusted F-value was significant at .05 level for variables sex and personality. Interaction situation x personality was significant at .05 level. In order to strike the exact direction and amount of mean differences LSD - test was employed.

Main Effects : The results presented in Table No. 4.17 shows that t-value 2.278 for variable sex was significant at .01 level. Also, t-value 2.864 for system I and IV was significant at .01 level.

Table :4.16: Summary of Analysis of Covariance with the Degree of Botheration for Relative's Inconsistency as Criterion Variable and Pre and Post Ratings as Covariates

Sources of Variation	SSx	SSy	SSxy	df	MSx	MSy	MSxy	F-unadjusted	F-adjusted
Sex	34.72	59.59	45.49	1	34.72	59.59	45.48	8.76**	5.19*
Personality	22.11	28.87	23.11	3	7.37	9.62	7.70	1.41 NS	2.72*
Situation	49.92	33.81	41.02	2	24.96	16.91	20.51	2.49 NS	0.88 NS
Sex x Perso.	76.17	27.09	36.01	3	25.39	9.03	12.00	1.33 NS	0.62 NS
Sex x Situ.	23.21	7.34	13.01	2	11.61	3.68	6.51	0.54 NS	0.08 NS
Situ. x Perso.	17.24	95.49	5.87	6	2.87	15.92	0.98	2.34 *	2.88 **
Sex x Situ. x Perso.	41.56	58.52	14.30	6	6.93	9.75	2.38	1.43 NS	2.09 NS
Error	1867.50	1795.75	677.58	264	7.07	6.80	2.57		
Total	2132.44	2106.47	856.39	287					

Significance level * at .05
** at .01
NS Not Significant

Table :4.17: Levelwise t-values for Degree of Botheration For Relative's Inconsistency

Levels	Means	t-values
Boys	5.09	2.278 **
Girls	5.75	
System I	4.84	1.388 NS
System II	5.41	
System I	4.84	1.454 NS
System III	5.43	
System I	4.84	2.864 **
System IV	6.01	
System II	5.41	0.066 NS
System III	5.43	
System II	5.41	1.476 NS
System IV	6.01	
System III	5.43	1.410 NS
System IV	6.01	
Situation I	5.69	1.078 NS
Situation II	5.31	
Situation I	5.69	1.218 NS
Situation III	5.26	
Situation II	5.31	0.140 NS
Situation III	5.26	

Significance level * at .05 ** at .01 NS Not significant

The significant t-values indicate that :

1. Girls were 5.75 mean degree bothered while boys 5.09 for relative's inconsistency. In other words the girls in comparison to the boys were significantly more bothered for inconsistent relative.
2. Mean botheration of subjects of system IV was 6.01 while of system I subjects were 4.84 degree bothered. It means that the subjects of system IV were more bothered for inconsistent relative than the subjects of system I.

Interaction Effects : Interaction personality x situation was significant at .05 level. Mean values and its significance difference for each level of personality have been given in Table No. 4.18 and presented graphically in Figure 4.5.

Table :4.18: Mean Scores of Situations for each Level of Personality for Degree of Botheration for Relative's Inconsistency

Systems	Situations					
	I	II	I	III	II	III
I	6.42	4.33**	6.42	3.83**	4.33	3.83 NS
II	5.16	5.62NS	5.16	5.37NS	5.62	5.37 NS
III	5.04	5.91NS	5.04	5.37NS	5.91	5.37 NS
IV	7.00	5.20**	7.00	5.45**	5.20	5.45 NS

Significance Level * at .05
** at .01
NS Not significant

INTERACTION PERSONALITY AND SITUATION

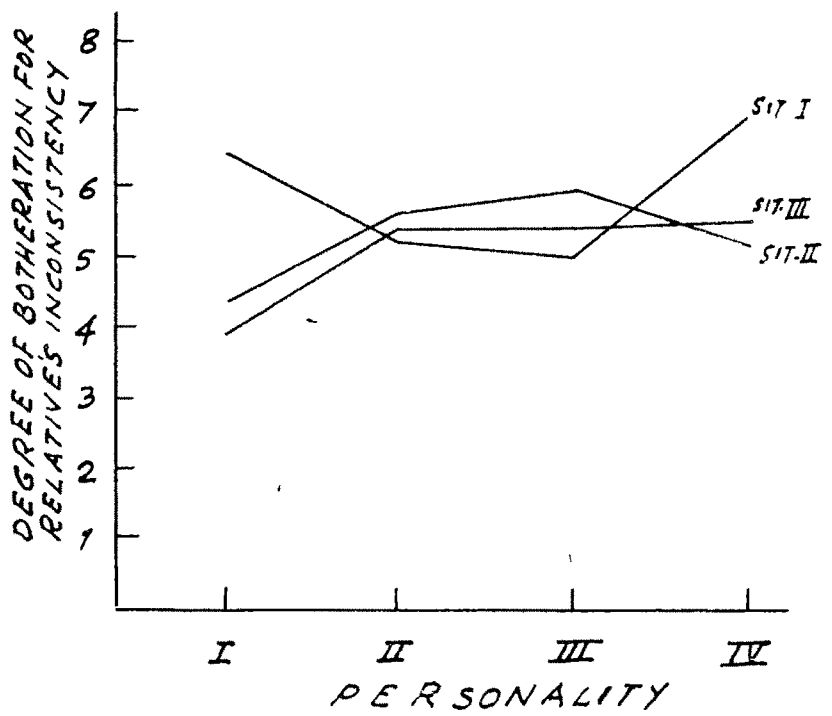

FIG. 4·5 SCORES OF SITUATION AT PERSONALITY LEVELS

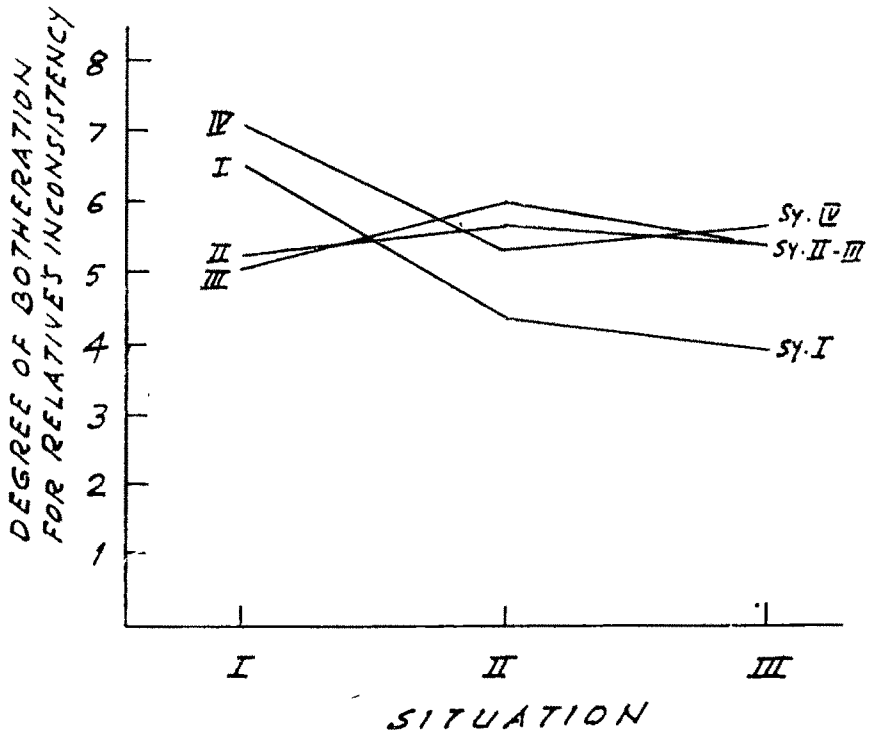

FIG. 4·6 SCORES OF PERSONALITY AT SITUATION LEVELS

The significant interaction effects at system I level were between situation I and II and I and III ; at system IV level between situation I and II and I and III at .01 level.

The significant mean differences indicate that :

1. Subjects of system I were 6.42 mean degree bothered for inconsistent relative of situation I while 4.33 for situation II and 3.83 for situation III. In other words the subjects of system I were more bothered of inconsistent relative of the situation I in comparison to the situations II and III.
2. Subjects of system IV were 7.00 mean degree bothered for inconsistent relative of situation I while 5.20 for situation II and 5.45 for situation III. It means that the subjects of system IV were more bothered for inconsistent relative of the situation I in comparison to the situations II and III.

Table :4.19: Mean Scores of Significant Personality Differences at Different Levels of Situation for Degree of Botheration for Relative's Inconsistency

Situations	Systems	Corresponding Means		Significance Level
1	II - IV	5.16	7.00	.01
1	III - IV	5.04	7.00	.01
2	I - II	6.42	5.16	.05
2	I - III	6.42	5.04	.01
3	I - II	3.83	5.37	.01
3	I - III	3.83	5.37	.01
3	I - IV	3.83	5.45	.01

Given in Table No. 4.19 are mean scores of different systems for each level of situation with its significant level and its graphical presentation in Figure No. 4.6. The results shown in Table No. 4.19 reveal that :

1. Relative of situation I was more bothersome for subjects of system IV (7.00 degree) than for the subjects of system II (5.16 degree) and for the system III subjects (5.04 degree).
2. Subjects of system I were 6.42 degree bothered for inconsistent relative of situation II in comparison to the subjects of system II (5.16 degree) and the subjects of system III (5.04 degree). It means that the subjects of system I were more bothered in comparison to the subjects of systems II and III.
3. The subjects of system I were least bothered about inconsistent relative of situation III in comparison to the subjects of other systems. Mean degree of botheration for the situation III for system I was, 3.83 while for system II, 5.37; system III 5.37; and system IV was 5.45.

In sum, it can be said that (main effects) girls and subjects of system IV were more bothered to be more specific, the subjects of system I and IV were more bothered for situation I, in comparison to other situations; the subjects of system IV for situation I, of system I for situation II in comparison to other systems were more bothered, while the subjects of system I were least bothered for situation I in comparison to other systems.

Degree of Tolerance for Relative's Inconsistency :

An attempt was made to study how easily perceiver can tolerate an inconsistent relative. The subjects rated twice on 0 to 10 point numerical scale (as given in data sheet, Appendix 3). The scores were tabulated, and organized to enable the analysis of covariance. Covariates were pre and post ratings while criterion variable was 'degree of tolerance for relative's inconsistency'. No hypotheses were developed.

Table :4.20: Means for Degree of Tolerance for Relative's Inconsistency

Situation	Systems				Systems			
	I	II	III	IV	I	II	III	IV
I	5.41	5.83	6.33	7.25	6.16	6.16	4.66	4.16
II	6.16	4.08	5.75	6.50	5.16	6.16	4.58	4.33
III	5.16	5.25	8.08	7.16	6.33	5.75	5.25	5.66

In Table No. 4.20 levelwise mean scores have been presented. Summary of analysis of covariance has been given in Table No. 4.21. Adjusted F-value was significant for the variable sex and for its interaction sex x personality at .05 level. In order to find out the exact mean differences for main effect and interaction effect, LSD - test was employed.

Table :4.21: Summary of Analysis of Covariance with the Degree of Tolerance for Relative's Inconsistency as Criterion Variable and Pre and Post Ratings as Covariates

Sources of Variation	SSx	SSy	SSxy	d	MSx	MSy	MSxy	F-unadjusted	F-adjusted
Sex	2.72	31.34	9.24	1	2.72	31.34	9.24	4.59 *	4.22 *
Personality	5.57	3.54	00.76	3	1.86	1.18	0.25	0.17 NS	0.27 NS
Situation	82.47	21.58	41.15	2	41.23	10.79	20.57	1.58 NS	0.20 NS
Sex x Perso.	176.31	128.48	137.28	3	58.77	42.83	45.76	6.27 **	2.74 *
Sex x Situ.	71.26	2.03	11.68	2	35.63	1.01	5.84	0.15 NS	0.26 NS
Perso. x Situ.	23.87	19.64	11.30	6	3.98	3.27	1.88	0.48 NS	0.41 NS
Sex x Perso. x Situ.	45.80	36.19	26.18	6	7.63	6.03	4.36	0.88 NS	0.65 NS
Error	1863.00	1803.92	689.58	264	7.06	6.83	2.61		
Total	2271.00	2046.72	927.17	287					

Significance level * at .05
** at .01
NS Not Significant

Table :4.22: Levelwise t-values for Degree of Tolerance for Relative's Inconsistency

Levels	Means	t-values
Boys	5.99	2.054 *
Girls	5.40	
System I	5.70	0.315 NS
System II	5.58	
System I	5.70	0.273 NS
System III	5.59	
System I	5.70	0.491 NS
System IV	5.90	
System II	5.58	0.042 NS
System III	5.59	
System II	5.58	0.806 NS
System IV	5.90	
System III	5.59	0.764 NS
System IV	5.90	
Situation I	5.77	0.573 NS
Situation II	5.56	
Situation I	5.77	0.052 NS
Situation III	5.75	
Situation II	5.56	0.522 NS
Situation III	5.75	

Significance level * at .05
** at .01
NS Not significant

Main Effects : Results presented in Table No. 4.22 reveal that t-value 2.054 for sex was significant at .05 level. It indicates that :

1. Mean tolerance shown by girls was 5.40 significantly low than shown by boys (5.59 mean degree).

Interaction Effects : Interaction sex x personality was significant. In Table 4.23 mean differences of subjects of different systems at different levels for sex have been given. Its graphical presentation has been shown in Figure No. 4.7.

Table :4.23: Mean Scores of Significant Differences of Systems for Boys and Girls for Tolerance of Relative's Inconsistency

Sex	Systems			Corresponding Means		Significant Level
Boys	I	-	III	5.58	6.72	.05
Boys	II	-	III	5.05	6.72	.05
Boys	I	-	IV	5.58	6.97	.05
Boys	II	-	IV	5.05	6.97	.01
Girls	II	-	III	6.02	4.83	.05
Girls	II	-	IV	6.02	4.72	.05

INTERACTION BETWEEN SEX AND PERSONALITY

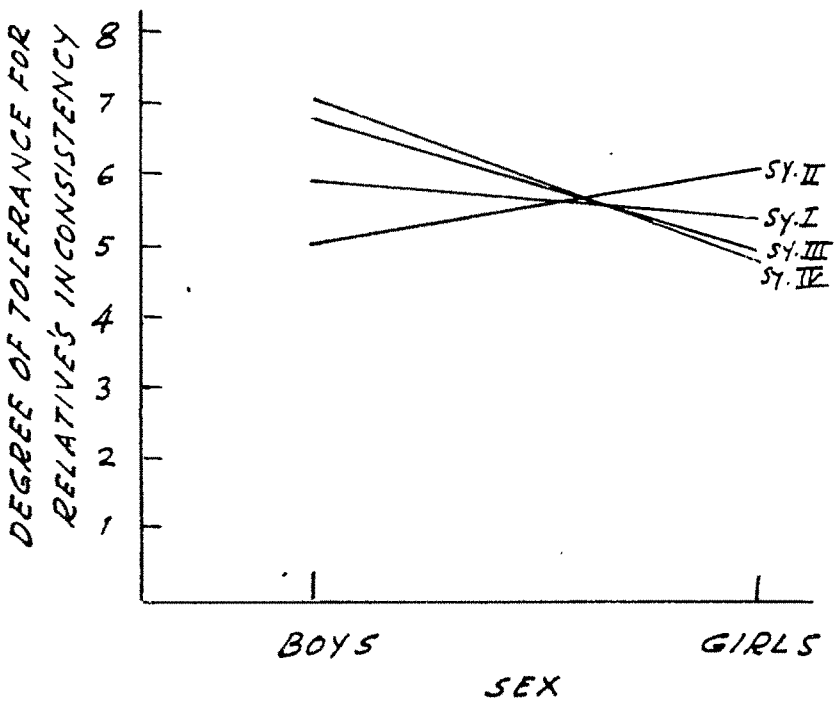

FIG. 4·7 SCORES OF PERSONALITY AT SEX LEVELS

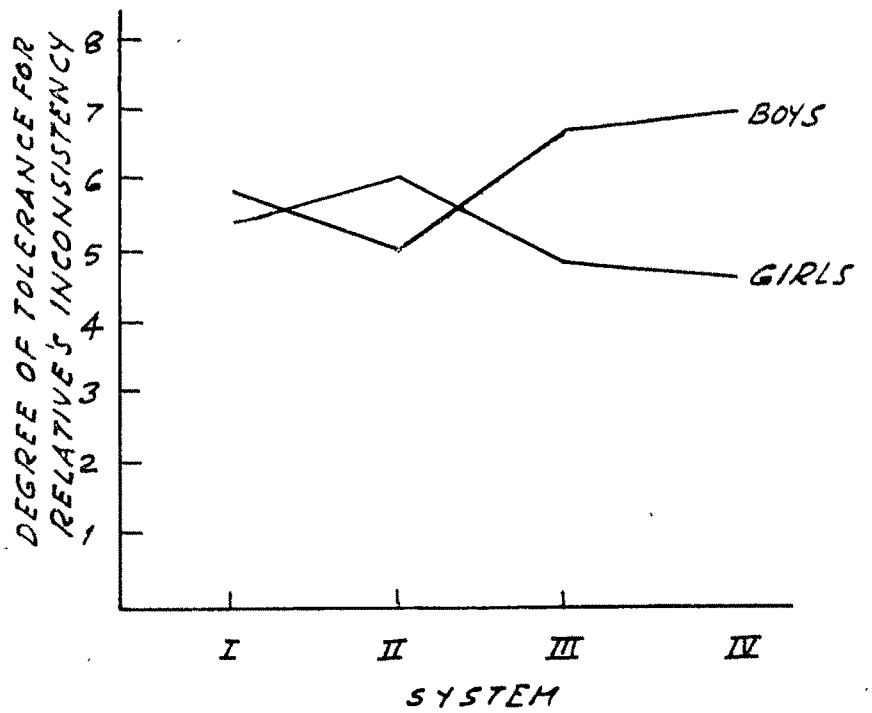

FIG. 4·8 SCORES OF SEX AT PERSONALITY LEVELS

The significant differences reveal that :

1. Boys of system I in comparison to boys of system III and IV were less tolerant to inconsistent relative. The mean tolerance for the system I boys was 5.58, while for the system III 6.72; and the system IV was 6.97.
2. Boys of system II had shown 5.05 mean degree of tolerance for relative. It was less in comparison to the Boys of system III and IV who had respectively shown 6.72 and 6.97 mean degree of tolerance.
3. Girls of system II were found to be more tolerant than the girls of system III and IV. Mean tolerance of the system II girl was 6.02 while for system III 4.83 and for system IV 4.72.

Table No. 4.24 presents the interaction effect of sex x personality. Difference between sex were compared at different levels of systems and its graphical presentation in Figure No. 4.8.

Table :4.24: Significant Differences of Sex at Different Levels of System for Degree of Tolerance for Relative's Inconsistency

System	Means for Boys	Means for Girls	Significance Level
System III	6.72	4.83	.01
System IV	6.97	4.72	.01

Results presented in Table No. 4.24 reveals that :

1. Boys of system III and IV were more tolerant in comparison to girls of system III and IV for relative's inconsistency. Boys of system III had shown 6.72 mean degree of tolerance and of system IV 6.97 while girls of system III had shown 4.83 degree of tolerance and system IV 4.72.

In sum, it can be said that girls were less tolerant than boys for relative's inconsistency. More specifically the girls of system III and IV ; boys of system I and II were less tolerant than boys of system III and IV.

Relationship Between Different Variables :

Three reactions to inconsistency studied as dependent variable in the present study were : degree of inconsistency felt, degree of botheration; and degree of tolerance. Whether these three variables were related with each other or not was an issue. Objective No.2, of the present work reads as, ' 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.'

Both pre and post ratings given by the subjects for the three dependent variables for both third person's and relative's inconsistency were tabulated and organized to enable the application of 'product moment correlation'. Overall partial correlation were also calculated to study the relationship between two variables by keeping third one controlled. Three hypotheses were developed for the objective under study. Results have been described hypothesiswise.

Inconsistency Felt - Botheration : It was expected that ' there will be a positive relationship between degree of inconsistency felt and degree of botheration' as given under

hypothesis No.2. The subjects rated on both the variables as shown in data sheet, Appendix 3 . In Table No.4.1, levelwise correlations have been presented seperately for pre and post ratings and for third person and relative. It includes overall partial correlation also. For partial correlation the effect of variable tolerance was kept constant and the relation between inconsistency felt and botheration studied.

The results presented in Table No. 4.25 reveal that :

1. Degree of inconsistency felt and degree of botheration were significantly positively related. Overall correlation was significant at .05 level for pre ratings and at .01 level for post ratings. While partial correlation was significant at .01 level for post ratings and not significant for pre ratings. In other words, the degree of inconsistency was positively related with botheration. The assumption in the form of hypothesis No.2 was proved. The hypothesis No.2 states that 'there will be a positive relationship between degree of inconsistency felt and degree of botheration.'
2. The positive relationship between degree of inconsistency felt and degree of botheration becomes more evident for relatives at post rating levels. Obtained correlation was .302 significant at .01 level, while partial correlation was .362 also significant at .01 level.
3. The subjects of system II were differently bothered for third person and relative. The trend of positive correlation was clear for third person's inconsistency but for relative it was not significant. Obtained correlations for third person were .229 and .231 significant at .05 level and for relative .149 and .213 not significant.

Table :4.25: Correlation Between Degree of Inconsistency Felt and Degree of Botheration

Levels	Number	For Third Person		For Relative	
		Pre Rating Correlation	Post Rating Correlation	Pre Rating Correlation	Post Rating Correlation
Boys	144	0.134 NS	0.175 *	0.097 NS	0.344 **
Girls	144	.157 NS	.231 **	.195 *	.209 **
System I	72	.229 *	.231 *	.149 NS	.213 NS
System II	72	.081 NS	.096 NS	.111 NS	.232 *
System III	72	.251 *	.102 NS	.328 **	.250 *
System IV	72	.136 NS	.322 **	.823 **	.516 **
Situation I	96	.272 **	.139 NS	.407 **	.260 **
Situation II	96	.042 NS	.144 NS	.036 NS	.300 **
Situation III	96	.109 NS	.235 *	-.039 NS	.296 **
Overall	288	.146 *	.198 **	.131 *	.302 **
Overall Partial Correlation	288	.113 NS	.190 **	.098 NS	.362 **

Significance Level * .05 level
** .01
NS Not Significant

4. At most of the levels, the trend of positive relation was not clear in pre ratings but at post ratings it became more clear.

In sum, it can be said that there was a positive correlation between degree of inconsistency felt and degree of botheration. The trend of relation was more clear at post rating level and more specifically with inconsistent relative.

Inconsistency Felt - Tolerance : It was assumed that ' there will be a negative relationship between degree of inconsistency felt and degree of tolerance (Hypothesis No.3). In other words, higher the degree of inconsistency felt lesser would be the tolerance limit for inconsistency. The data were collected in the form of ratings as shown in data sheet, Appendix 3). Results shown in Table 4.26, present levelwise correlation and overall partial correlation between degree of inconsistency felt and degree of tolerance at pre and post ratings for both third person and relative's inconsistency separately. For partial correlation, the effect of variable botheration was kept constant and the relation between inconsistency felt and tolerance was studied.

The results reveal that :

1. Degree of inconsistency felt and degree of tolerance were negatively related. Overall correlation and partial correlation were significant at .01 level for both third person's and relative's inconsistency at pre and post ratings. The hypothesis No.3, that 'there will be a negative relationship between degree of inconsistency felt and degree of tolerance,' was proved.

Table :4.26: Correlation Between Degree of Inconsistency Felt and Degree of Tolerance

Levels	Number	For Third Person		For Relative	
		Pre Rating Correlation	Post Rating Correlation	Pre Rating Correlation	Post Rating Correlation
Boys	144	-0.183 *	-0.044 NS	-0.155 NS	0.0003 NS
Girls	144	-0.334 **	-0.322 **	-0.375 **	-0.340 **
System I	72	-0.240 *	-0.226 NS	-0.245 *	-0.241 *
System II	72	-0.430 **	-0.010 NS	-0.418 **	-0.073 NS
System III	72	-0.221 NS	-0.240 *	-0.232 *	-0.230 *
System IV	72	-0.193 NS	-0.315 **	-0.137 NS	-0.362 **
Situation I	96	-0.216 *	-0.115 NS	-0.372 **	-0.029 NS
Situation II	96	-0.116 NS	-0.070 NS	-0.111 NS	-0.278 **
Situation III	96	-0.337 **	-0.233 *	-0.259 **	-0.296 **
Overall	288	-0.232 **	-0.166 **	-0.228 **	-0.167 **
Overall Partial Correlation	288	-0.213 **	-0.156 **	-0.211 **	-0.122 **

Significance Level * .05
** .01
NS Not significant

2. In comparison to pre ratings at post ratings the correlation was lower though it remained significant. At pre ratings overall correlation were -.232 and -.228 respectively for third person and relative, at post ratings it lowered upto -.166 and -.167 respectively for third person and relative.

3. There were some remarkable changes in relationship between inconsistency felt and tolerance, at pre and post ratings, like

   (a) boys had shown significant relation at pre rating level for third person's inconsistency. For remaining levels, relation was not significant.

   (b) For subjects of system I and system II at pre ratings, relation was significant but at post ratings it became non significant.

   (c) Quite in reverse, the system I and system II, subjects of system III and IV had shown not clear relation at pre ratings which at post ratings became more significant.

   (d) For situation I, trend of relation was clear in pre ratings but at post ratings it became non significant, while for situation II, it was clear only for relative's inconsistency at post ratings.

   (e) Relationship remained negatively significant at all levels for girls and situation III.

In sum, it can be said that overall correlation was negatively significant between the variables degree of inconsistency felt and degree of tolerance.

Botheration - Tolerance : It was expected that 'there will be a negative relationship between degree of botheration and degree of tolerance' as given in hypothesis No.4.

Results shown in Table No. 4.27, present relationship between degree of botheration and degree of tolerance. For partial correlation the effect of the variable inconsistency felt was held constant and the relation between botheration and tolerance studied. The results reveal that :

1. Overall correlation between degree of botheration and tolerance was significantly negatively related. For post rating third person it was not significant but the trend remained negative. From the obtained results it can be said that hypothesis No.4 that 'there will be a negative relationship between degree of botheration and degree of tolerance' was proved.
2. Levelwise, many correlations were not significant, specifically for third person's post rating only one correlation was significant - of girls. All other correlations including overall were not significant.

In sum, it can be said that though not very high, on the whole correlation between degree of botheration and tolerance was negatively significantly related.

Table :4.27: Correlation Between Degree of Botheration and Degree of Tolerance

Levels	Number	For Third Person		For Relative	
		Pre Rating Correlation	Post Rating Correlation	Pre Rating Correlation	Post Rating Correlation
Boys	144	-0.132 NS	-0.066 NS	-0.156 NS	-0.124 NS
Girls	144	-0.183 *	-0.236 **	-0.157 NS	-0.192 NS
System I	72	-0.296 *	-0.109 NS	-0.304 **	-0.061 NS
System II	72	-0.125 NS	-0.024 NS	-0.064 NS	-0.198 NS
System III	72	-0.125 NS	-0.031 NS	-0.115 NS	-0.071 NS
System IV	72	-0.363 **	-0.228 NS	-0.395 **	-0.367 **
Situation I	96	-0.040 NS	-0.026 NS	-0.274 **	-0.060 NS
Situation II	96	-0.096 NS	-0.099 NS	-0.059 NS	-0.340 **
Situation III	96	-0.086 NS	-0.105 NS	-0.103 NS	-0.116 NS
Overall	288	-0.160 **	-0.068 NS	-0.159 **	-0.171 **
Overall Partial Correlation	288	-0.129 *	-0.036 NS	-0.124 *	-0.128 *

Significance Level * at .05
** at .01
NS Not significant

Change in the Degree of Inconsistency Felt : One of the objectives laid down for the present work was, 'to study the degree of inconsistency, after the impressions were written, in terms of, whether it reduces or increases (Objective No. 3).

There were two sessions in present experiment. In first session, the subject had rated according to his feelings that how much inconsistent the described person was. In second session, the subject first wrote his impressions about the described seemingly inconsistent person. After impressions were written he once again gave his ratings for the described person that how much inconsistent he was. These pre and post ratings were to be compared to see whether the level of inconsistency increases or decreases. No hypothesis was developed, but it was expected that the way the subject would write the impressions may influence his perception of inconsistency.

The obtained data were tabulated and organized to calculate mean, S.D. and correlation. The t-test was employed to find out the significance difference between correlated means. In Table No. 4.28 levelwise differences between means and its significant values have been given.

Table :4.28: Levelwise Means, S.D., Correlation and t-values for the Variable The Degree of Inconsistency Felt

Level	Pretest		Posttest		Correlation	t-values
	Mean	S.D.	Mean	S.D.		
Boys	5.88	4.25	5.66	2.66	.3229	0.611NS
Girls	6.09	2.53	6.47	2.36	.4058	1.752NS
System I	5.75	2.49	5.52	2.48	.4776	0.740NS
System II	5.63	2.84	5.97	2.78	.3496	0.872NS
System III	5.76	2.48	6.47	2.49	.5858	2.653**
System IV	6.79	5.29	6.31	2.34	.2244	0.757NS
Situation I	6.84	2.38	6.80	2.27	.5685	0.189NS
Situation II	6.12	4.68	6.22	2.45	.1429	0.205NS
Situation III	4.98	2.75	5.18	2.64	.4143	0.664NS
Overall	5.98	3.50	6.07	2.54	.3454	0.417NS

Significance Level * at .05
** at .01
NS Not significant

The significant t-value 2.653 between pre and post ratings of the subjects of system III was at .01 level. No other t-values were significant. The obtained results indicate that :

1. Subjects of system III in pre ratings had perceived 5.76 degree of inconsistency while in post ratings they perceived 6.47 degree - significantly more in post ratings.

2. On the whole there was no significant difference between two means, at different levels.

The results clearly indicate that there was no significant difference of inconsistency felt between pre and post ratings. It was expected as stated earlier that the exercise of writing impressions would provide an ample opportunity to think, rethink and to use certain modes of inconsistency reduction successfully which may influence post ratings.

It was observed that for many observations no modes of inconsistency reductions were applied. It was thought that, if scores of those who had used modes and those who had not used modes be seperated and then study the effect of pre and post ratings, may prove worthwhile.

The scores were seperated on the basis of modes used and modes not used in particular observation. out of total 288 observations modes were used in 152 observations for remaining 136 modes were not applied. From the seperated ratings, means were calculated and difference between two means were calculated seperately for observations where modes were used and modes were not used. No further statistical technique was employed as the obtained difference was obviously non significant.

Table :4.29: Mean Differences of Inconsistency Felt when Modes used and Modes Not Used

Modes	Number of Observations	Mean Degree of Pre Ratings	Mean Degree of Post Ratings	Difference
Used	152	5.65	5.96	+0.31
Not Used	136	5.97	6.17	+0.20
Difference		0.32	0.21	

Results have been presented in Table No. 4.29. The obtained results indicate that :

1. In both cases of 'modes used' and 'modes not used', degree of inconsistency felt increases in post ratings. Perceived inconsistency increased more in the case of modes used (+ 0.31) than in the case of modes not used (+ 0.20).
2. Comparison of ratings given by the Ss who had used modes and who had not used at both levels : pre and post ratings reveal that :
   (a) those who had used modes had from the beginning (at pre ratings, before using any mode) perceived comparatively less degree of inconsistency. Mean ratings of those who had used modes was 5.65 and those who had not used modes was 5.97 at pre ratings. Total difference between two groups was 0.32.

(b) At post ratings also, those who used modes have detected comparatively less inconsistency than those who had not used modes.

Botheration and Tolerance for Third Person and Relative :

When one confronts to an inconsistent person he may feel bothered about him and he may or may not tolerate him. An attempt was made in present work, to study different types of reactions to inconsistent third person and inconsistent relative. A kind of comparison between perceiver's reaction to inconsistent third person and inconsistent relative in terms of how much bothered perceiver feels, and how much he can tolerate them. Objective No.4, of the present work was, 'to compare reactions to inconsistent behavior of third person and relative, in terms of, botheration and tolerance.' Two hypotheses were developed. Hypothesis No.5 reads as, ' more degree of botheration will be felt for relative's inconsistency than third person's inconsistency.' Hypothesis No.6 of the study was, ' there will be no difference in degree of tolerance required for third person's and relative's inconsistent behavior.'

The subjects had rated degree of botheration felt and degree of tolerance for both third person's and relative's inconsistent behavior on 0 to 10 point numerical scale as

shown in data sheet, Appendix 3. The obtained data were tabulated and organized to find out means, S.D., correlation and t-values between botheration for third person's and relative's inconsistency and between tolerance for third person's and relative's inconsistency. Results given in Table No. 4.30 and 4.31 present levelwise t-values separately for variable botheration and tolerance.

Inspection of Table No. 4.30 reveals that mean difference between botheration for third person and relative was significant at .01 level in all the levels in pre ratings while in post ratings it was significant in all but two cases. Mean differences of boys and system III subjects were not significantly different.

The significant t-values indicate that -

1. The botheration felt for third person was significantly low in comparison to botheration felt for relative's inconsistent behavior. Overall mean ratings for third person in pre ratings was 4.38 and in post ratings 4.63 while for relative in pre ratings 5.61 and in post ratings was 5.43.

2. The mean difference was not significant for boys and subjects of system III in post ratings, but the trend of the difference was in tune with general trend. Both boys and subjects of system III felt more bothered for relative in comparison to third person's inconsistency.

Table :4.30: Comparison Between Botheration for Third Person's and Relative's Inconsistency

Levels	N	PRE RATINGS						POST RATINGS					
		Both. Third		Both. Relative				Both. Third		Both. Relative			
		Mean	S.D.	Mean	S.D.	C	t-values	Mean	S.D.	Mean	S.D.	C	t-values
Total	288	4.38	2.69	5.61	2.73	0.304	6.270**	4.63	2.54	5.43	2.71	0.402	5.000**
Boys	144	4.14	2.90	5.26	2.92	0.279	3.670**	4.62	2.74	4.97	2.88	0.418	1.090NS
Girls	144	4.61	2.46	5.96	2.47	0.320	9.000**	4.65	2.33	5.88	2.45	0.392	3.620**
System 1	72	4.28	2.61	6.03	2.43	0.163	5.640**	4.19	2.40	5.60	2.74	0.493	4.550**
System II	72	4.60	2.94	5.47	2.89	0.331	6.690**	4.25	2.75	5.36	2.82	0.355	3.000**
System III	72	4.39	2.47	5.67	2.96	0.480	3.878**	5.24	2.44	5.46	2.70	0.224	0.840NS
System IV	72	4.24	2.77	5.28	2.60	0.235	2.666**	4.94	2.47	5.89	2.56	0.530	3.300**
Situation I	96	4.98	2.77	6.19	2.85	0.231	3.666**	5.03	2.65	5.91	2.62	0.415	3.140**
Situation II	96	4.30	2.65	5.48	2.50	0.317	3.856**	4.58	2.39	5.25	2.77	0.468	2.390*
Situation III	96	3.84	2.55	5.22	2.75	0.317	4.028**	4.28	2.54	5.13	2.70	0.301	2.740**

Significance level * .05 level
** .01 level
NS Not Significant

Both. = Botheration
N = Number of Observations
C = Correlation

The hypothesis No. 5 that 'more degree of botheration will be felt for relative's inconsistency than third person's inconsistency' was proved. There was highly significant difference between two means, mean botheration for relative being significantly more than third person.

Results shown in Table No.4.31 are related to tolerance and its mean significance difference. The t-value 2.120 for level boys was only significant value at pre ratings. All other t-values at pre and post ratings were not significant.

The obtained t-values indicate that :

1. Mean tolerance of the boys for third person was 6.20 and for relative 5.84. Boys tolerated third person's inconsistency more easily than relative's inconsistency at pre ratings.
2. All the remaining t-values were not significant. There was no significant difference found in tolerance for third person and relative's inconsistency.

Hypothesis No. 6 of the study was, 'there will be no difference in degree of tolerance required for third person's and relative's inconsistent behaviour.' It can be said that as far as mean difference of tolerance was concerned there was no significant difference found for third person's and relative's inconsistent behavior. In other words both third person and relative were equally tolerable.

In sum, it can be said that, inconsistent relative in comparison to inconsistent third person was more bothersome but equally tolerable.

Table :4.31: Comparison Between Tolerance For Third Person's and Relative's Inconsistency

Levels	N	PRE RATINGS				C	t-value	POST RATINGS				C	t-value
		Tolerance Third		Tolerance Rela.				Tolerance Third		Tolerance Rela.			
		Mean	S.D.	Mean	S.D.			Mean	S.D.	Mean	S.D.		
Boys	144	6.20	2.82	5.84	2.96	.526	2.120*	6.16	2.64	6.03	2.80	.527	.590NS
Girls	144	5.73	2.49	5.65	2.66	.458	0.242NS	5.50	2.48	5.37	2.50	.308	.520NS
System I	72	5.74	2.53	5.82	2.56	.290	0.228NS	5.89	2.45	5.74	2.37	.365	.468NS
System II	72	5.88	2.70	5.63	3.12	.427	0.175NS	5.14	2.93	5.54	2.98	.206	.830NS
System III	72	5.93	2.64	5.93	2.88	.295	0.00NS	6.00	2.58	5.67	2.71	.612	1.269NS
System IV	72	6.32	2.81	5.58	2.59	.189	1.810NS	6.28	2.20	5.85	2.63	.490	1.430NS
Situation I	96	5.33	2.68	5.66	3.02	.413	1.060NS	5.61	2.62	5.74	2.68	.505	0.500NS
Situation II	96	5.66	2.78	5.14	2.70	.533	1.930NS	5.53	2.63	5.35	2.61	.380	0.620NS
SituationIII	96	6.91	2.29	6.44	2.57	.112	1.420NS	6.33	2.44	6.01	2.70	.450	1.280NS
Overall	288	5.97	2.67	5.78	2.81	.497	1.530NS	5.83	2.58	5.70	2.67	.437	.866NS

Significance level * .05 level
** .01 level
NS Not significant

N = Number of Observations
C = Correlation

Modes of Inconsistency Reduction and Related Variables

Under this section the data collected in the second session of testing have been analysed. The subjects responses were in the form of written impressions and answers to the structured questionnaire. The results have been presented under different heads : modes not used, modes used, integration homeostasis or signal-and-search, and general.

Modes Not Used :

As mentioned earlier, it was expected that the subjects will react differently to other's inconsistency. Possible reactions to inconsistency were treated as dependent variables in the present study and its detailed account with example have been given under the head 'dependent variable' in chapter III. Objective No.5 of the present work was, ' 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.' No hypotheses were formulated for this objective.

Acceptance of inconsistency was further divided into three types : acceptance of inconsistency without reasoning; acceptance of inconsistency with reasoning; and acceptance of inconsistency as personality traits. On the whole it became five type of responses to inconsistency where inconsistency

was perceived but no attempt was made to use modes of inconsistency reduction. Frequencies of occurrence of each reactions in the written impressions were counted. From the obtained frequencies four X^2- test were calculated - three independent variablewise and one overall. The results have been presented in Table No. 4.32, 4.33, 4.34 and 4.35.

Overall : In Table No. 4.32 dependent variablewise overall frequencies have been shown. Obtained frequencies variablewise were, no inconsistency felt, 27; acceptance without reasoning, 55; acceptance with reasoning, 29; acceptance of inconsistency as personality traits, 243; and inconsistency due to change, 328 times; total reactions were 682. Results given in Table No. 4.32 show that X^2 was

Table :4.32: Overall Frequencies for Modes Not used and X^2- Value

Inconsistency not felt	Acceptance of Inconsistency without Reasoning	Acceptance of Inconsistency with Reasoning	Acceptance of Inconsistency as Personality trait.	Inconsistency due to Change	Total
27	55	29	243	328	682
(136.4)	(136.4)	(136.4)	(136.4)	(136.4)	

Given in brackets are expected frequencies

X^2 = 573.319 df = 4 Significance Level - Beyond .01

573.319 and at 4 df it was significantly different beyond .01 level. It means that use of dependent variables varies significantly. It can be said that inconsistency not felt, acceptance of inconsistency with and without reasoning were least used in comparison to acceptance of inconsistency as personality traits and inconsistency due to change.

Sexwise : The obtained frequencies of reaction to inconsistency without using modes were seperated sexwise and counted seperately for boys and girls. The obtained and expected frequencies (given in brackets) have been presented in Table No. 4.33. Boys had used total 329 reactions while girls used 353 out of total 682. The X^2- value was 2.856 which was not significant.

Obtained results as given in Table No. 4.33, reveal that there was no significant sex difference in using different types of reactions to inconsistency.

Personalitywise : Reactions to inconsistency where modes were not used have been given personalitywise in Table No.4.34 with obtained and expected frequencies and its X^2- value. X^2- value of 34.925 was significant beyond .01 level.

Table :4.33: Sexwise Frequencies for Modes Not Used and X^2 - Value

Sex	Inconsistency not Felt	Acceptance of Inconsistency without Reasoning	Acceptance of Inconsistency with Reasoning	Acceptance of Inconsistency as Personality Trait	Inconsistency due to Change	Total
Boys	13 (13.02)	30 (26.53)	12 (13.98)	108 (117.22)	166 (158.22)	329
Girls	14 (13.97)	25 (28.46)	17 (15.10)	135 (125.77)	162 (169.77)	353
Total	27	55	29	243	328	682

Given in brackets are expected frequencies

X^2 = 2.856 df 4 X^2 = Not significant

Table :4.34: Personalitywise Frequencies for Modes Not Used and X^2-value

Personality	Inconsistency not Felt	Acceptance of Inconsistency without Reasoning	Acceptance of Inconsistency with Reasoning	Acceptance of Inconsistency as Personality Trait	Inconsistency due to Change	Total
System I	10 (6.96)	13 (14.19)	9 (7.48)	44 (62.70)	100 (84.64)	176
System II	4 (5.52)	17 (10.64)	10 (5.61)	46 (47.03)	55 (63.20)	132
System III	9 (6.88)	18 (14.03)	6 (7.39)	67 (61.99)	74 (83.68)	174
System IV	4 (7.91)	7 (16.12)	4 (8.50)	86 (71.26)	99 (96.18)	200
Total	27	55	29	243	328	682

Given in brackets are expected frequencies

X^2 = 34.925 df 12 X^2 Significant beyond .01 level

Significant X^2 reveals that :

1. The subjects of system IV had given 200 reactions to inconsistency. While subjects of other systems in descending order gave, system I, 176, system III, 174; and system II, 132 reactions. The subjects of system IV gave highest number of reactions.
2. 'Acceptance of Inconsistency as personality trait' was used less frequently than expected frequencies by the subjects of system I, and used more frequently by the subjects of system III and IV. (as given in column 5).
3. The reaction 'inconsistency due to change' was less frequently used than expected frequencies by the subjects of system II and III, while the subjects of system I and IV used it more frequently (as given in column 6).

Situationwise : In Table No. 4.35 situationwise obtained and expected frequencies for different types of reactions to inconsistency without using modes have been presented. X^2-value was 461.121, significant beyond .01 level.

Obtained significant results as given in Table No. 4.35 reveal that :

1. For situation II 245 reactions to inconsistency (without using modes) were given while for situation I, 231 and for situation III, 206. The situation II had highest number of reactions.

Table :4.35: Situationwise Frequencies for Modes Not Used and X^2 - value

Situations	Inconsistency not Felt	Acceptance of Inconsistency without Reasoning	Acceptance of Inconsistency with Reasoning	Acceptance of Inconsistency as Personality Trait	Inconsistency due to Change	Total
Situation I	5 (9.14)	28 (18.62)	26 (9.82)	170 (60.57)	2 (111.09)	231
Situation II	7 (9.69)	17 (19.75)	3 (10.41)	42 (87.29)	176 (117.82)	245
Situation III	15 (8.15)	10 (16.61)	00 (8.75)	31 (73.39)	150 (99.07)	206
Total	27	55	29	243	328	682

Given in brackets are expected frequencies

X^2 = 461.21 df 8 X^2 Significant beyond .01 level

2. For situation I, the reaction, 'acceptance of inconsistency as personality trait' was more in comparison to expected frequency, while reaction inconsistency due to change was almost negligible.
3. For situation II and III the reaction, 'acceptance of inconsistency as personality trait' was less than expected frequencies while reaction 'inconsistency due to change' was more than expected.

In sum, it can be said that most of the reaction to inconsistency (without using modes) were 'acceptance of inconsistency as personality trait' and 'inconsistency due to change'. There was significant personality and situation differences in reaction to inconsistency and no sex difference was there.

Modes Used :

As stated in chapter III, one of the reactions to others inconsistency is to apply certain modes of inconsistency reduction while interpreting others inconsistent behavior. Objective No. 6 of the present work was 'to study the pattern of inconsistency reduction modes, in terms of sex, personality and situational differences.'

In present study modes of inconsistency reduction were classified as Abelson's 1959 and 1963 studies. The detailed description has been given in chapter III. From the written

impressions, the frequencies of occurences of the modes were counted. From the obtained frequencies (fo) expected frequencies (fe) were found to enable the application of X^2 - test. The results have been presented in Table Nos. 4.36, 4.37, 4.38 and 4.39.

Overall : In Table No. 4.36 overall results have been presented. It shows obtained frequencies of different modes of inconsistency reduction. In total 248 modes were used. X^2 - value was 106.38 and at 4 df, it was significant beyond .01 level. The significant results indicate that the frequencies of occurence of different modes were significantly different. It can be said that :

1. Out of total 248 times modes used, denial was used 95 times, rationalization, 76 ; transcendence, 46 ; differentiation, 25, and bolstering was used 6 times. Denial and rationalization were most used, bolstering and differentiation least used while transcendence was somewhere in between.

Sexwise : In Table No. 4.37, sexwise frequencies of different modes have been shown. Both boys and girls had used 124 modes each. X^2 - value 4.73 with 4 degree of freedom was not significant. Results of Table No. 4.37 reveal that there was no significant sex difference in using modes of inconsistency reduction. Though the results were not

Table :4.36: Overall Frequencies of Inconsistency Reduction Modes and X^2 - value

Denial	Rationalization	Bolstering	Differentiation	Transcendence	Total
95 (49.6)	76 (49.6)	6 (49.6)	25 (49.6)	46 (49.6)	248

Given in brackets are expected frequencies

X^2 = 106.38 df = 4 X^2 significant beyond .01 level

Table :4.37: Sexwise Frequencies of Inconsistency Reduction Modes and X^2 - value

Sex	Denial	Rationalization	Bolstering	Differentiation	Transcendence	Total
Boys	45 (48.50)	37 (38.00)	1 (3.00)	14 (12.50)	27 (23.00)	124
Girls	50 (48.50)	39 (38.00)	5 (3.00)	11 (12.50)	19 (23.00)	124
Total	95	76	6	25	46	248

Given in brackets are expected frequencies

X^2 = 4.73 df = 4 X^2 value not significant

significant there was a trend in boys for using mode transcendence more frequently. Boys used transcendence 27 times out of total 46, while girls used it for 19 times.

Personalitywise : In Table No. 4.38, personalitywise frequencies of different modes of inconsistency reduction have been shown. X^2 value was 24.22 at 12 degree of freedom it was significant at .02 level. It means that there was personality difference in the use of modes of inconsistency reduction. The significant results reveal that :

1. Subjects of system IV had used highest number of modes, 81 out of total 248. In descending order, the subjects of system III used 70 ; system I, 55 ; and system II used 42 modes.

2. Subjects of system III, II and I used mode rationalization more frequently than the expected frequencies. While the subjects of system I used it least frequently (as given in column No.3).

3. The mode transcendence was used most by the subjects of system IV (26 times) more than the expected frequency of 15.02 while the system I, II and III used it less time than the expected frequencies (as given in Column 4.6).

Situationwise : Results given in Table No. 4.39 show situationwise frequencies of different modes of inconsistency reduction. Obtained X^2 - value of 12.70, at 8 degree of

Table :4.38: Personalitywise Frequencies of Inconsistency Reduction Modes and X^2 - value

Personality	Denial	Rationalization	Bolstering	Differentiation	Transcendence	Total
System I	23	19	0	5	8	55
	(21.06)	(16.85)	(1.33)	(5.54)	(10.20)	
System II	16	15	1	8	2	42
	(16.08)	(12.87)	(1.01)	(4.23)	(7.79)	
System III	25	26	3	6	10	70
	(26.81)	(21.45)	(1.69)	(7.05)	(12.98)	
System IV	31	16	2	6	26	81
	(31.02)	(24.82)	(1.95)	(8.16)	(15.02)	
Total	95	76	6	25	46	248

Given in brackets are expected frequencies

X^2 = 24.22 df = 12 X^2 Significant at .02 level

Table :4.39: Situationwise Frequencies of Inconsistency Reduction Modes and X^2 - value

Situation	Denial	Rationalization	Bolstering	Differentiation	Transcendence	Total
Situation I	52 (46.35)	40 (37.08)	2 (2.92)	10 (12.19)	17 (22.44)	121
Situation II	16 (18.38)	15 (14.70)	0 (1.16)	3 (4.83)	14 (8.90)	48
Situation III	27 (30.26)	21 (24.20)	4 (1.91)	12 (7.96)	15 (14.65)	79
Total	95	76	6	25	46	248

Given in brackets are expected frequencies

X^2 = 12.70 df = 8 X^2 Not Significant

freedom was not significant. In other words, frequencies of the modes applied for different situations were not statistically significant.

The results reveal that :

1. For situation I 121 modes were used, for situation II 48 and for situation III 79. Highest number of modes were used for situation I.

In sum, it can be said that the modes denial, rationalization and transcendence were more frequently used while differentiation and bolstering were least used. There was personalitywise significant difference in using modes, but no significant difference was found for sex and situation.

Integration :

Objective No. 7, of the present work was ' to study the level of integration of seemingly inconsistent information.' As mentioned earlier in chapter III, three levels of integration were decided on ten point scale : juxtaposition, related together, and integrated. No hypotheses were developed.

On the whole there were 288 observations for each observation, levels were decided by the experimenter. Appropriate scores were assigned to each observation. Scores were tabulated and organized in order to find out levelwise means, S.D. and

Table :4.40: Mean Level of Integration and Its t-values

Sr. No.	Levels	Mean	S.D.	t-values
1.	Boys	5.15	1.80	1.80 NS
	Girls	4.79	1.75	
2.	System I	4.50	1.61	1.65 NS
	System II	4.07	1.77	
3.	System I	4.50	1.61	2.37 *
	System III	5.07	1.58	
4.	System I	4.50	1.61	7.95 **
	System IV	6.25	1.39	
5.	System II	4.07	1.77	4.16 **
	System III	5.07	1.58	
6.	System II	4.07	1.77	9.08 **
	System IV	6.25	1.39	
7.	System III	5.07	1.58	5.36 **
	System IV	6.25	1.39	
8.	Situation I	5.13	1.71	1.00 NS
	Situation II	4.89	1.83	
9.	Situation I	5.13	1.71	0.91 NS
	Situation III	4.91	1.82	
10.	Situation II	4.89	1.83	0.08 NS
	Situation III	4.91	1.82	

Significance level * at .05
** at .01
NS Not Significant

t-values. The results have been presented in Table No. 4.40. The results reveal that t-values between system I and II ; II and IV ; and III and IV ; and II and III were significant at .01 level while between system I and III at .05 level. Different levels of sex and situation were not significant.

The corresponding significant t-values indicate that :

1. Subjects of system IV had integrated the inconsistent informations at 6.25 mean level, which was higher in comparison to the subjects of the other systems. The integrated mean values for the subjects of other systems in descending orders were for system III at 5.07 level ; system I, 4.50; and system II at 4.07 level.
2. The mean integration level for subjects of system III was 5.07, significantly higher than the subjects of system I, 4.50 and system II 4.07.
3. There was no significant sex and situation difference.

Homeostasis or Signal-and-Search :

It was mentioned in first introductory chapter that there were two major models prevalent to interpret the way one reacts to inconsistency. According to 'homeostatic model' the presence of inconsistency gives rise to a state of tension. The existence of this psychological tension motivates the person to eliminate inconsistency, thereby restoring what may be called a state of dynamic equilibrium. According to 'signal and search model' inconsistency acts as a signal that something unusual is there which may or may not bother the person. The person

may or may not be stimulated to explore the basis of the inconsistency and its consequences. The end result may or may not include an attempt to resolve the inconsistency itself. Objective No. 8 of the present work was, 'to observe which model is more applicable out of the two models, namely homeostatic and signal-and-search. No hypothesis was developed.

The models just described namely : homeostatic and signal-and-search were mainly varified with the data where the person reacted to one's own inconsistency while in present study the inconsistent person was the other one or the perceived person : and reactor to inconsistency was perceiver person. In other words perceiver person was not reacting to his own inconsistency (as usual experimental paradigm) but was reacting to others' inconsistency.

No direct test or measurements were applied to study the objective. But the way the subjects had reacted to whole situation (all results discussed uptil now) was to be observed and interpreted. In the chapter of discussion this objective has been discussed in more depth and detail. Here some very important and directly related datas have been re-presented or rearranged from the earlier tables, without further interpretation. The Table No. 4.41 presents rearranged table for the objective No. 8.

Table :4.41: Rearranged Results for Two Models

Sr.No.	Variables	Third Person		Relative		N	Total	From Table No
		Pretest	Posttest	Pretest	Posttest			
1	Degree of Inconsistency	5.98	6.07	-	-	-	-	4.28
2	Degree of Botheration	4.38	4.63	5.61	5.43	-	-	4.30
3	Degree of Tolerance	5.97	5.83	5.74	5.70	-	-	4.31
4(a)	Modes Used - Degree of Inconsistency	5.65	5.96	-	-	152	-	4.29
(b)	Modes Not Used - Degree of Inconsistency	5.97	6.17	-	-	136	-	4.29
5	Reactions without Modes	-	-	-	-	[illegible]	682	4.32
6	Modes of Inconsistency Reductions	-	-	-	-	-	248	4.36

N = Number of Observations

General :

Under general, remaining results have been presented, specifically related to the structured questionnaire. Structured questionnaire has been given in Appendix 4

Inconsistent Behavior : Question No. 5 of the structured questionnaire was ' do you agree with the statement that most of us behave in similarly inconsistent way in normal day to day life ? ' The question was asked on four point agreement scale : strongly agree, agree, disagree and strongly disagree. Sex and systemwise frequencies and percentage were calculated. The results have been given in Table No. 4.42. On the whole 13 students strongly agreed, 61 agreed, 20 disagreed and 2 strongly disagreed. In other words, 77.08 per cent agreed and 22.97 percent subjects disagreed with the statement.

The results reveal that :

(1) Majority of the subjects believed that most of us behave inconsistently. Nearly 77 percent agreed while 23 percent disagreed.

Inconsistent Thinking : In structured questionnaire Question No. 7 was asked on two point scale (Yes / No). The question reads as ' do you think that persons portrayed in three different situations think differently than what people in general think ?' Frequencies and percentage were obtained from the subjects' reactions and presented in Table No. 4.43.

Table :4.42: Frequencies and Percentage for Do Most of us Behave Inconsistently

Levels	Strongly Agree	Agree	Disagree	Strongly Disagree
Boys	5	33	10	0
Girls	8	28	10	2
System I	4	13	7	0
System II	5	16	3	0
System III	1	17	5	1
System IV	3	15	5	1
Total	13	61	20	2
Percentage	77.08		22.91	

Table :4.43: Frequencies and Percentage for Do We Think Differently

Levels	Yes	No
Boys	28	20
Girls	24	24
System I	14	10
System II	13	11
System III	11	13
System IV	14	10
Total	52	44
Percentage	54.16	45.83

The results presented in Table No. 4.43, indicate that :

1. Out of total 96, 52 subjects agreed that people in general think differently than the persons portrayed while, 44 disagreed to it. Nearly 54 per cent subjects believed it and 46 percent did not believe it.

The results obtained by the Question No. 7 were in slight contrast to the results of Question No. 5. Comparing two tables, Table No. 4.42, and 4.43 reveal that most of the subjects believed that most of us behave inconsistently while more than 50 percent of the subjects believed that most of us think differently. This contrast can be accounted to (1) Question No.5 was positively worded while Question No. 7 negatively, (2) in Question No. 5 four point agreement scale was given while for Question No. 7 only two point scale was given for responses. Nothing conclusively can be drawn from these contradictory results, but in general it can be said that majority of the persons agreed that people in general behave inconsistently.

Are Women More Inconsistent : A Question No. 6 was asked, 'do you agree that in comparison to men, women are more inconsistent' on four point agreement scale. Sex and systemwise frequencies were counted and total percentage drawn and presented in Table No.4.44.

The results presented in Table No. 4.44 reveal that :

1. Nearly 60 percent subjects believed that women are more inconsistent in comparison to men. Majority of the subjects believed that women are more inconsistent.

Table :4.44: Frequencies and Percentage for ' Are Women More Inconsistent'.

Levels	Strongly Agree	Agree	Disagree	Strongly Disagree
Boys	3	19	17	9
Girls	12	25	10	1
System I	3	11	9	1
System II	7	6	7	4
System III	4	13	5	2
System IV	1	14	6	3
Total	15	44	27	10
Percentage	61.46		38.54	

2. Out of total 48 girls, 37 believed that women are more inconsistent while only 22 boys believed the same. It means more number of girls in comparison to boys believed that women are more inconsistent.
3. Majority of the subjects of all the systems agreed that women are more inconsistent.

It seems that majority of the respondents more specifically girls agreed that women in general are more inconsistent in comparison to men.

Liking Scale : To know whether the respondents liked to have any relationship with inconsistent person or not a question was asked in the structured questionnaire. Question No.8,

' would you like to have persons portrayed as your ... father / friend / neighbour, relative or have no relationship.' This question in the form of liking scale was a kind of social distance scale. Results of liking scale have been presented levelwise in Table No. 4.45.

Table :4.45: Levelwise Frequencies and Percentage for Liking Scale

Levels	Type of Relationship				
	Father	Friend	Neighbour	Relative	No Relation
Boys	2	11	11	4	27
Girls	7	21	9	9	19
System I	1	9	1	2	13
System II	2	5	6	2	14
System III	1	8	1	1	13
System IV	5	10	12	8	6
Total	9	32	20	13	46
Percentage	10.66	35.55	22.22	14.44	51.11

The results reveal that :

1. Out of total 96 respondents, 46 were not ready to have any relationship, while 9 wanted inconsistent persons as father, 32 as friend, 20 as neighbour and 13 as relative. Most of the respondents preferred friendship with inconsistent persons.
2. Out of 48 boys, 27 were not ready to have any relationship while only 19 girls did not want any relation. More number of girls wanted closer relationship in comparison to boys.

3. More number of the subjects of system IV wanted closer relationship in comparison to other systems.

4. Majority of the respondents of system I, II and III were ready to accept, inconsistent persons as friends but were not ready to have any further closer relationship.

The follow up inquiry revealed some of the points for favoring or dislike different relationships as -

For father - specifically inconsistent person of situation III who was more humanitarian.

Against father - specifically inconsistent person of situation I who was beating his wife and children.

For friend - just for fun - no further closer friendship

Against friend - close friends should not be inconsistent.

For neighbour - Just for fun - and not to keep any closer relation.

Against neighbour - inconsistent neighbours are of no use, they may create problems daily.

For relative - specifically for inconsistent person of situation III.

Against relative - close relative should not be inconsistent.

In general, it can be said that those who preferred relationship, preferred it mainly for fun or they considered humanitarian characteristics in inconsistent person.

Tolerance : Question No. 9 was, ' Can you tolerate if they (Mr. A, X and P) would have been your father / friend / neighbour / relative.' The responses were in either yes or no form. Relation, sex, system and situationwise frequencies of 'yes' responses were counted and percentage calculated. In Figure No. 4.9, levelwise percentages have been shown. The results indicate that :

1. Nearly 53 percent respondents said they can tolerate inconsistent neighbour, while 43 percent each for relative and friend; and 40 percent said that they can tolerate inconsistent father. For more number of respondents inconsistent neighbour was tolerable while for less number of respondents inconsistent father was tolerable.
2. Nearly 53 percent boys said that they can tolerate inconsistent person while only 34 percent girls showed their willingness to tolerate inconsistent person. In comparison to the girls more number of boys showed their willingness to tolerate inconsistent person.
3. Nearly 58 percent of system IV subjects showed their willingness to tolerate inconsistent person, 45 percent of the system I; and 38 percent of each, system III and IV.

In comparison to other systems, more number of subjects of system IV were willing to tolerate inconsistent person.

4. Nearly 55 percent respondents said that they could tolerate inconsistent person of situation III. For the situation I and II nearly 40 percent respondents showed their tolerance. The inconsistent person of situation III was tolerable for most of the respondents.

FIG. 4·9 PERCENTAGE OF THE RESPONDENTS WHO SHOWED TOLERANCE

In sum, more number of respondents said that they can tolerate inconsistent relative, and situation III ; specifically, boys and system IV subjects.

Number of Sentences Used : For each situation 10 sentences were given. The respondents were supposed to write their impressions based on the given statements. They were free to use any number of statements (naturally from 1 to 10) for their impressions. Number of statements used for each impression were counted. In Table No. 4.46, levelwise frequencies of impressions using particular number of sentences have been given. The table reveals that :

1. The subjects of system II used only one sentence 214 times for making an impression and 174 times they used two sentences.
2. The subjects of system IV, only 74 times used one sentence to write an impression, while 51 times three sentences were used.
3. Overall some 838 times the respondents used two sentences for writing impressions, 556 times one sentence, 118 times three sentences, and 75 times remaining different combinations.

In sum, it can be said that most of the impressions were based on one, two or three sentences.

Table :4.46: Levelwise Frequencies of Number of Sentences Used

Levels	Number of Sentences										Total
	1	2	3	4	5	6	7	8	9	10	
Boys	288	418	63	18	7	3	3	2	2	5	809
Girls	268	420	55	21	4	3	-	-	-	7	778
System I	154	234	30	6	2	-	-	-	2	-	428
System II	214	174	16	3	1	-	-	-	-	1	409
System III	114	218	21	10	2	1	-	-	-	3	369
System IV	74	212	51	20	6	5	3	2	-	8	381
Situation I	199	292	39	15	5	-	3	2	-	6	561
Situation II	164	278	37	13	2	3	-	-	2	4	503
Situation III	193	268	42	11	4	3	-	-	-	2	523
Total	556	838	118	39	11	6	3	2	2	12	1587

Table :4.47: Frequencies and Means of Impressions based[a] on Different Types of Statements

Levels	Impressions based on Conflicting Statements		Impressions based upon One Statement		Impressions based upon more than one Non-conflicting Statements		Total Mean Impression
	Frequency	Mean	Frequency	Mean	Frequency	Mean	
Boys	467	3.25	288	2.00	59	0.40	5.65
Girls	484	3.36	268	1.16	21	0.14	4.66
System I	233	3.23	154	2.13	21	0.29	5.65
System II	185	2.57	214	2.99	20	0.27	5.83
System III	235	3.26	114	1.58	20	0.27	5.11
System IV	308	4.28	74	1.02	19	0.26	5.56
Overall	951	3.30	556	1.93	80	0.27	

Conflicting - Nonconflicting : The respondents were allowed to write their impressions on any combination of statements. Broadly, three combinations of statements were classified : impressions based on (1) conflicting statements; (2) on one statement, and (3) based upon more than one non-conflicting statements. Levelwise, frequencies of impression based on the different type of combinations and their means were calculated, and presented in Table No. 4.47. The Table No. 4.47 reveals that, overall 951 impressions were based on conflicting statements, 556 on single statements and 80 on non-conflicting but more than one statements, leading to total 1587.

> The subjects of system II, used conflicting information 185 times and subjects of system IV, used 308 times, while subjects of system III, used 235 times and, system I, 233 times. The subjects of system II had written less number of conflicting impressions, while the subjects of system IV had written highest number of conflicting impressions.

In the present chapter results and interpretations were given. In the next chapter the results have been discussed.
