CHAPTER - III

METHODOLOGY
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In planning a research study the researcher attempts to select the method or methods and procedures most appropriate to the particular problem under investigation. The quality of research depends not only on the adequacy of the research design but also on the fruitfulness of the measurement procedures employed. In this chapter the investigator dealt with the design, sample, tools of measurement, and process and procedure adopted for data collection of the study.

SAMPLE & SAMPLING

The investigator adopted the following Criteria for Selection of the Sample for the study.

1. The Divorced Women who constituted the sample were legally divorced.
2. The List of such Divorced Women was procured from the Family Courts of Kanpur and Lucknow cities.
3. The Divorced Women Fifty (50) in number of Early Stage (Age Range 20 years to 35 years) were selected.
4. The Divorced Women Fifty (50) in number of Late Stage (Age Range 36 years to 50 years and above) were selected.
5. All the Divorced Women were educated, and resided in urban localities and belonged to middle class (high and low) families of Hindu community.
6. The Divorced Women belonging to Muslim and Christian communities were not included in the sample, for the obvious reason that divorce is highly prevalent and rampant in the families of the Muslim community. The cases of divorce are also not rare in the families of the Christian community.
7. The Married Women Fifty (50) in number of Early Stage (Age Range 20 years to 35 years) were selected.
8. The Married Women Fifty (50) in number of Late Stage (Age Range 36 years to 50 years and above) were selected.

9. The Married Women were matched to their Divorced counterpart on the basis of age range, education, locality and S.E.S. (Socio Economic Status) etc.

10. The professionally qualified Divorced Women belonging to high professions like Doctors, Engineers, Defense Officers, and Management & IT Professionals in big business houses and corporate sector were excluded of the sample.

The total sample for the present investigation constituted of N=200 Women selected following the above criteria. The Divorced Women Fifty (50) in number of Early Stage (Age Range 20 years to 35 years) and Fifty (50) in number of Late Stage (Age Range 36 years to 50 years and above) were selected. Similarly, the Married Women Fifty (50) in number of Early Stage (Age Range 20 years to 35 years) and Fifty (50) in number of Late Stage (Age Range 36 years to 50 years and above) were also selected.

The obvious reason for low count of sample is, firstly the non-availability of the Divorced Women in large numbers in our society, and secondly their unwillingness to disseminate any information about themselves and to cooperate the researcher in the psychological testing sessions. The revisiting of their divorce process might be a painful and an emotionally upsetting experience for most of them. Even of being reminded that they are divorced might be unpleasant.

The sampling technique employed for the purpose of selection of sample was Systematic Purposive Sampling, because the Random or even the Stratified Random Sampling techniques were neither suitable nor possible for selecting such a special class of sample i.e. the Divorced Women for the present investigation.

**TOOLS**

The appropriate tools for the problem under investigation were selected after careful review of the related literature. The tools were selected with the criteria that (i) all
the tests were in Hindi Language, (ii) Indian adaptations or indigenously made, (iii) standardized, and (iv) suitable for the population to be tested, i.e. apt and appropriate for the population (Divorced and Married Women) age-wise and educational qualification wise.

Thus the tests found apt and appropriate for the purpose of carrying out the measurements on the variables of the investigation i.e. (1) Behavioural Characteristics and (2) Personality Characteristics, were:-


The Personal Data of the respondents i.e. Name, Educational qualification, Profession, Family Income; and Marital Status information, like age at which married, age at which divorced, relevant information regarding the family, parents, husband, in-laws and post-divorce life, own family and support available was gathered from each and every divorced and married women. A Personal Data Sheet for Interview of the subjects was specially designed for the purpose.

As a matter of fact Psychologists need no introduction or description of the world famous Thematic Apperception Test (T.A.T.) and Eysenck’s Maudsley Personality Inventory (M.P.I.), but as it is customary to give at least some psychometric properties of the tests used for measurement, so a brief description of these tools are being presented in the following paragraphs.


The Thematic Apperception Test (T.A.T.) is essentially a tool employed for assessment of personality. There are various methods of assessing personality but all these can be categorized into three i.e. Subjective, Objective and Projective. The last one,
Projective, is both Subjective, and Objective. It has an advantage over the two methods in the sense that it can assess and diagnose deeper layers of an individual’s personality and as such its clinical value is very high. Murray and Morgan of the University of Harvard, (USA) prepared the Thematic Apperception Test in the year 1935, which in short is termed as T.A.T. It is purely a Projective test of personality and is used widely to measure the deeper layers of one’s personality.

The story made by the subject on any of the T.A.T. pictures or blank card is nothing but the projection of the narrator’s personality and this projection is an ascription of the feelings, the sentiments, the needs and the drives of the subject on objects of the outside world.

In T.A.T. Pictures the subject generally identifies himself/herself with one or more characters in the picture. While identifying himself/herself with some character, he/she projects his/her ideas which reflect his inner personality. He/she also reveals some aspects of his personality which he/she would generally not admit because he/she himself/herself is not aware of those. In other words, whatever is stored in his/her unconscious and subconscious mind is reflected through the stories, he/she framed on the pictures presented to him/her. In doing so he/she is not aware of the fact that he/she is revealing the contents of his/her own personal experiences, drives, emotions, sentiments, complexes and conflicts.

The test of T.A.T., in reality assesses the individual’s needs, drives, emotions, and sentiments, as well as, their interaction among themselves and with social environment. It also reveals the underlying inhibited tendencies of the person. In this respect this test is very valuable, as it makes the person admit hidden aspects of his personality which he/she is not consciously aware of.

**PROJECTIVE TECHNIQUES**

The Projective techniques for assessment of personality are considered of vital importance because they provide the subject with a stimulus situation, giving him/her an
opportunity to impose it on his/her own private needs and his/her particular perceptions and interpretations. In these techniques the person, through unstructured or semi-structured contents expresses, his/her needs, feelings, wishes, drives, emotions, sentiments, aspirations, conflicts, defenses used; and his/her personality could be understood at grass root level.

**MURRAY’S TEST**

The Murray’s Test consists of thirty (30) pictures and one (01) blank card. Out of these eleven (11) pictures (1, 2, 4, 5, 10, 11, 15, 16, 19, and 20) are meant for both the sexes and for all ages; seven (07) are for boys under fourteen (14) and males over fourteen (marked BM), seven (07) are for girls under fourteen (14) and females over fourteen (marked GF), one (01) for boys and girls under fourteen (marked BG), one (01) for males and females over fourteen (marked MF); one each suitable for boys (B), for girls(G), for males over fourteen (M) and for females over fourteen (F).

Generally twenty (20) cards, nineteen (19) containing black and white pictures and one blank card, are presented to the subject at a time, one by one. In selecting the cards, the sex and age of the subject is taken into consideration. A set meant exclusively for male subjects should contain all those pictures which are meant for males; similarly the set meant for female subjects should contain all those pictures which are meant for females, besides the eleven common pictures. A blank card is included in both the sets and is introduced towards the end of the test.

**INDIAN ADAPTATION OF MURRAY’S T.A.T.**

The Indian Adaptation of Murray’s Thematic Apperception Test was done by Dr. Mehrotra by Indianizing and modifying the original T.A.T. Pictures. The original T.A.T. pictures being essentially foreign in content, the pictures were modified to facilitate identification by individuals coming from Indian background. The changes in faces and dresses with minor changes in background have been executed to Indianize, as far as,
possible. It was, however, ensured that the stimulus value the original pictures remain intact and is not spoiled.

**Characteristics of the T.A.T. Pictures**

1. Some of the Pictures are contextually well structured and some are contextually ambiguous.
2. Some pictures deal with ordinary or usual events and some with events that are unusual.
3. Some pictures are bizarre.
4. One Blank Card.
5. Some have a simple form and some are complex in form.

**Selection Criteria for T.A.T. Pictures**

a. Those pictures that generally encourage fantasy and imagination.

b. Those pictures that provide ambiguous figure for possibility of identification with both the sexes such as 3BM and 14.

c. Those pictures, which depict important family and social relationships.

d. Those pictures that refer to various emotional areas such as anxiety, aggression, depression, guilt, fear, ambition, inferiority, love etc. stimulating the subject to reveal his/her ideational content and attitude.

e. Those pictures can be selected with a view of finding out the existing problems of the boys and girls arising in an un congenial and unhappy school and home environment.

Bellak & Abrams (1997) has given a gender balanced standard sequence of T.A.T. Picture cards in exact order 1, 2, 3BM, 4, 6BM, 7GF, 8BM, 9GF, 10 and 10 FM. These pictures illuminate powerful emotions, basic human relationships, ego- functions, needs, conflicts and personality traits. Here too, the same set of Picture Cards was used for measurement.

**INSTRUCTIONS FOR ADMINISTRATION OF T.A.T.**

“I will present to you some picture cards one by one. Every picture card will be presented to you for One (01) minute’s duration. You have to make a story on each one of these. I want to see your imagination and have an idea about how good you are at making
stories. There are four points which you have to bear in mind while making stories on these pictures:

(1) You have to describe the scene in the picture and give the reason for that situation (the past), (2) You have to tell what is happening at present in this picture (the present)?, (3) Further you have to tell who are the people in the picture, and what are they feeling and thinking about?, and (4) Lastly, what will happen later in this picture (the future)?

You are free to make any kind of story and will be given approximately 5 minutes to complete one story. Is everything clear? “Now you write down the stories.”

After giving the above instructions, the test administrator/tester presented the first card and said, “Now this is the first picture. Look at it carefully, and make a story. Please keep in mind that you have to give the past, the present, the people’s feelings and thoughts in the picture, and the future or end of the story.”

Test Responses- The Reaction Time and Total Time of story is recorded. In addition any questions, or comments, or emotional expressions like restlessness, signs of blocking, anxiety, laughter etc. are also recorded by the test administrator/tester.

INQUARY

After the story writing is completed by the subjects/testees, the test administrator/tester made inquiry regarding the incompleteness, ambiguity, omissions, non-responsiveness, something hiding deliberately or the actual interpretation of the objects, characters, situations, inter-personal relationships, conflicts and needs-presses that he/she encountered while reading the stories. Inquiry is actually a part of T.A.T. administration and immensely helps the test administrator/tester in analysis and interpretation of stories.

The inquiry is made by the test administrator/tester on the following points:-
(a) the four aspects of instruction, (b) the plot (thema), (c) identification and empathy, (d) ambiguities, (e) omissions, (f) introduced content, (g) peculiarities of utterances,
METHOD OF INTERPRETATION

Dr. Mehrotra, did not only found, the Murray’s Need- Press theory incomplete, he also found that other techniques for interpretation of T.A.T., viz. Bellack, Wyatt and William E. Henry are not very satisfactory. He, therefore, adopted an Electric Approach, which utilized Murray’s Need – Press theory to understand the interaction between individual’s motives and urges (needs) and the external environment (presses); on the other hand psycho-analytic interpretation as given by Bellack and Wyatt have also been used to ravel the inner dynamics of the individual’s personality, combined with the form analysis which has been greatly emphasized by Rapaport and Henry in assessing the cognitive aspect of personality.

Dr. Mehrotra has cautioned the Psychologist/Examiner/Tester assessing the personality of an individual through T.A.T., regarding its interpretation in the following words, “It is, therefore, evident that a psychologist taking up the interpretation of T.A.T. on the above lines, should have a thorough knowledge of Personality Psychology and should have an open and critical mind. They should be able to synthesize, without introducing any personal element, the various approaches to a clear understanding of dynamic pattern of an individual’s personality through T.A.T. We may add here that intuition alone is highly unreliable. What is required, according to Murray, is a rigorously trained and critical intuition, which can develop only when the interpreter’s background in the dynamics of Personality Psychology is sound.”

The T.A.T. stories framed by the subjects of each of the pictures were analyzed and interpreted on the basis of the following:-

pauses, hesitations, rejection and the like, (h) perceptual distortions, (i) story interruptions, (j) the best liked and least liked pictures, and (k) emphasis on time.
1. **Analysis of Form:** (i) Plot (a) structured – unstructured, (b) real – bizarre – appropriate (ii) Organization, (iii) Fantasies – Imagination, (iv) Language, (v) Observation of Details.

2. **Analysis of Contents:** (i) The Hero and Type of Contents (a) Hero identification (Type and Level), (b) Type of Content, (ii) Thema and Interpersonal Relations—Thema (a) Need-Press, (b) Outcome, and Interpersonal Relations.


4. **Significant Conflicts and Defenses:** While analyzing the T.A.T. stories for significant conflicts and defenses used for their resolution are ten in number and are listed as follows: (1) Coping, (2) Denial, (3) Displacement, (4) Identification, (5) Isolation, (6) Projection, (7) Reaction Formation/Undoing, (8) Regression, (9) Repression, and (10) Withdrawal and Avoidance.

5. **Feelings and Emotions:** The analysis of T.A.T. stories is accomplished on the basis of following feelings and emotions. Different feelings and emotions in each story are rated on three point scale on the basis of their intensity, duration and frequency. The feelings and emotions are twelve in number, viz.(1) Love-affection, (2) Guilt, (3) Anxiety, (4) Jealousy, (5) Inferiority, (6) Ambition, (7) Confidence, (8) Fear, (9) Independence, (10) Dejection, (11) Anger, and (12) Pity.

6. **Basic Personality Traits:** The T.A.T. stories are analyzed on the basis of the following Basic Personality traits. These personality traits reflected in each story are rated on three point scale on the basis of their intensity, duration and frequency.
The Basic Personality Traits are twelve in number, viz. (1) Emotionality (excitement of feeling), (2) Endurance (patient suffering), (3) Impulsion (mental urge), (4) Creativity (innovativeness), (5) Anxiety ridden (troublesome), (6) Extraception (objective viewpoint), (7) Intraception (subjective viewpoint), (8) Exocathexis (release of feelings in outer world), (9) Endocathexis (release of feelings within self), (10) Deliberation (consultation), (11) Changing (undergoing changes), and (12) Conjunctivity (combindly).

7. **Reaction Time:** To record Reaction Time and Total Time of each story (in Seconds) is also desirable and is of vital importance.

8. **Integrated Summary:** Finally, the Analysis of T.A.T. Stories is summarized and the Integrated Summary is written on the basis the following points: 1. Intellectual Level, 2. Personal and Social Adjustment, 3. Important Needs, 5. Main Defenses, 6. Emotional Maturity, 7. Ego-structure, 8. Super-ego-structure, and 9. Personality Traits

**T.A.T. USED FOR A SPECIAL PURPOSE: QUANTITATIVE MEASUREMENT OF BEHAVIORAL CHARACTERISTICS (ON THE BASIS OF ANALYSIS OF NEEDS)**

The T.A.T. is one of the most potent tests for assessment of personality. The measurements it results are qualitative as well as quantitative. While it is very extensive, it is extremely intensive too. The results have assessment, as well as, diagnostic applications. In this research the use of this most potent and respected test, T.A.T., has been delimited to the measurement of the Variables of research only. Here, the quantitative analysis and interpretation of T.A.T. alone, has been utilized; while the qualitative analysis and interpretation has entirely been ignored, being out of the scope of this piece of research.

In the present investigation the Indian Adaptation of Murray’s Thematic Apperception Test (Mehrotra) has been employed to serve a special purpose and need.
Here the T.A.T. has been employed to measure quantitatively the Dependent Variables of the research i.e. the seven (07) Behavioural Characteristics, viz. 1. Frustration, 2. Thought Pathology, 3. Depressive Emotions, 4. Insecurity, 5. Rationalization, 6. Decision Making 7. Sexual Pathology.

These Behavioural Characteristics have resulted from the Analysis of Needs of T.A.T. stories of the subjects. Each of these Behavioural Characteristics has been extracted/determined by grouping different relevant needs in one set. The details of these grouping are presented as under:-

1. **Frustration** – Aggression, Regression, Repression, Inf-avoidance, Anger, and Guilt.
2. **Thought Pathology** – Achievement, Deference, Understanding, and Independence.
3. **Depressive Emotions** – Rejection, Inferiority, Dejection, Emotionality, Anxiety, and Isolation
4. **Insecurity** – Jealousy, Fear, Harm- avoidance, and Projection
5. **Rationalization** – Rationalization
6. **Decision Making** – Autonomy, Confidence, and Independence.
7. **Sexual Pathology** – Sexual Love-affection, and Affiliation

This is how the Thematic Apperception Test (T.A.T.) has been employed to serve a special purpose and need i.e. extracting/measuring the aforesaid Behavioural Characteristics of the subjects, quantitatively.


The Indian adaptation (Hindi and Punjabi versions) of Eysenck’s Maudsley Personality Inventory (M.P.I.) was designed, developed and standardized by Dr. S.S. Jalota and Dr. S.D. Kapoor for the purpose of measuring the degree of Neuroticism.
stability and Introversion - Extraversion dimensions of Personality among Indian adolescents and adults. The Indian youth hailing from the Hindi and Punjabi speaking belt of northern part of the country, who were not well versed in English and could not understand the meaning of English sentences and phrases, in their right spirit, was the target group. Besides there was an incessant need for such an inventory by the non-English people also.

M.P.I. is a brief, standard, and easily administered and scored test. The M.P.I. is suitable for adolescents and adults of age 15 to 16 years and above, normal and abnormal both. It can be used as an Individual or as a Group test. The test is constituted of 48 items in all. Out of which 24 items measure Neuroticism (N) and remaining 24 Extraversion (E). This is the Long Scale for the two dimensions. The Short Scale is constituted of 12 items in all, 6 items for each of the two dimensions Neuroticism (N) and Extraversion (E); the items of Short Scale are provided on the front page of the Inventory. No time limit has been specified for the test but the long test usually takes 15 to 20 minutes and short scale from 3 to 5 minutes. The dimension-wise distribution of items, maximum score for each dimension and correct response direction for each item of the M.P.I. are presented in the table given below. A few Items of Hindi Version of the Test are also presented as example.

The Hindi and its prima facie equivalent version in Punjabi, thus prepared, was administered to a group of 150 postgraduate students at Chandigarh (Jalota, 1964; 1965). Both the sexes were equally represented, being 75 each. The Long Scale of the test gives a maximum score of 48 on Neuroticism (N), and 48 on Extraversion (E). However, first 12 items yield a maximum score of 12 for Neuroticism (N), and 12 for Extraversion (E).

Each of the 48 (12 for Short Scale) test item is to be answered by marking a TICK (√) into any one of the three boxes provided against each, i.e. Yes (✓) □, ? □
No (ugh)□; and is scored 0, 1, 2 from lower to higher levels of Neuroticism (N), and Extraversion (E) and any single item contributes to only one of the two dimensions.

### TABLE-3.1- DISTRIBUTION OF ITEMS (NEUROTICISM AND EXTRAVERSION): LONG AND SHORT SCALE OF THE M.P.I.

<table>
<thead>
<tr>
<th>Scale</th>
<th>Dimension</th>
<th>Item Number</th>
<th>No. of Items</th>
<th>Max. Raw Scores</th>
<th>Correct Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Long Scale</td>
<td>Neuroticism</td>
<td>2,3,6,7,10,11,13 15,17,19,21,23,25, 27,29,31,33,35,37, 39,41,43,45 and 47</td>
<td>24</td>
<td>48</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>Extraversion</td>
<td>1,4,5,8,9,12,20, 26,28,32,34,38,42, 44,46,48</td>
<td>16</td>
<td>32</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>14,16,18,22,24,30, 36 and 40</td>
<td>8</td>
<td>16</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>Total (E)</td>
<td></td>
<td>24</td>
<td>48</td>
<td></td>
</tr>
<tr>
<td>Short Scale</td>
<td>Neuroticism</td>
<td>2,3,6,7,10 and 11</td>
<td>6</td>
<td>12</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>Extraversion</td>
<td>1,4,5,8,9 and 12</td>
<td>6</td>
<td>12</td>
<td>Yes</td>
</tr>
</tbody>
</table>

### TABLE-3.2- ITEMS OF HINDI VERSION OF M.P.I.

(A FEW ITEMS - FOR EXAMPLE)

<table>
<thead>
<tr>
<th>Personality Dimension</th>
<th>Item No.</th>
<th>Items</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NEUROTICISM</strong></td>
<td>2</td>
<td>D; k v k d ls v D l j , s k H h y x r k g S fd v w f c u k f d l h o t g d s g h v i u s d l s d H h r k s m n w v k s d H h v i t u k i r g S s l</td>
</tr>
<tr>
<td></td>
<td>11</td>
<td>D; k v k d k L o H o f c u k f d l h o t g d s c n y r k j g r k g S s l</td>
</tr>
<tr>
<td></td>
<td>25</td>
<td>D; k v k N w h &amp; N w h c l r i a j c j k e g l w d j r g S</td>
</tr>
<tr>
<td></td>
<td>37</td>
<td>f d l h d f B u h Z d l s i k j d j y s d s c k n D; k v w v D l j ; g l p r s g f d v w s u s o u g h f d d a k t k s v k d l s d j u k p k g ; s H k</td>
</tr>
<tr>
<td></td>
<td>47</td>
<td>D; k v k d l s d H h b r u h i j s l u H g l s h g S f d v k n j r d d j l Z i j u g h a c b l d r s</td>
</tr>
<tr>
<td><strong>EXTRAVERSION</strong></td>
<td>1</td>
<td>D; k f d l h , d d k e e a c g q t Y n h d h t : j r g s r l s D; k m l s d j u s e a v k d l s c l s T ; k n k [ k j k h g l s h g S ]</td>
</tr>
<tr>
<td></td>
<td>12</td>
<td>D; k v k f d l h d k ; Z d h ; k s u k c u k s d s c t k ; m l s d j g h M k y u k i l U h d j r g S a</td>
</tr>
<tr>
<td></td>
<td>38</td>
<td>D; k l j l w k s d s o a v W [ k w v k u h m B k l d r s g S ]</td>
</tr>
<tr>
<td></td>
<td>40</td>
<td>D; k v k , s k k d e l l U h d j r g S F t l e a v f / k d / ; k u y k u k i M k g S</td>
</tr>
<tr>
<td></td>
<td>48</td>
<td>D; k v k n w j k a d k e t k d m M l u k i l U h d j r g S</td>
</tr>
</tbody>
</table>

**VALIDITY AND RELIABILITY**
The Validity of Hindi Version of M.P.I. had been established, by comparing the Means and SDs of Male and Female groups combined, on Neuroticism and Extraversion dimensions on Full Scale and Short Scale, for English, as well as, Indian Samples. There were no differences of any significance between males and females and the data suggested that the Indian group was slightly more neurotic and extraverted than the English standardization group. The table gives the details (Means & SDs)

### TABLE-3.3 - COMPARISON OF ENGLISH AND INDIAN SAMPLES

<table>
<thead>
<tr>
<th>Scale Dimensions</th>
<th>Indian Sample* Male and Female Groups Combined</th>
<th>English Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>S.D.</td>
</tr>
<tr>
<td>Full Scale</td>
<td>Neuroticism</td>
<td>23.2</td>
</tr>
<tr>
<td></td>
<td>Extraversion</td>
<td>27.8</td>
</tr>
<tr>
<td>Short Scale</td>
<td>Neuroticism</td>
<td>7.1</td>
</tr>
<tr>
<td></td>
<td>Extraversion</td>
<td>8.2</td>
</tr>
</tbody>
</table>

*N = 150  (N<sub>Male</sub>=75 + N<sub>Female</sub>=75)

The Reliability was established by computing the Correlation Coefficients. The Correlation between N and E for long scale was  \( r = 0.223 \) which was in good agreement with the English norms. The Reliability Coefficient was determined by Split- half Method (i) between First half and Second half for N (r = +0.567) and for E (r = +0.358), these figures are lower than the English data. The Odd–Even reliability was not computed, but it is likely that it would be higher than the figures of First half and Second half Reliabilities. The Correlation Coefficients are given below:-

### TABLE-3.4 - RELIABILITY COEFFICIENTS OF HINDI VERSION OF MPI

<table>
<thead>
<tr>
<th>Reliability Coefficient</th>
<th>Correlation r</th>
<th>Corrected r</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Neuroticism (N) &amp; Extraversion (E)</td>
<td>0.223</td>
<td></td>
</tr>
<tr>
<td><strong>Split Half Reliability (First Half &amp; Second Half)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>for Neuroticism (N)</td>
<td>+0.567</td>
<td>+0.71</td>
</tr>
<tr>
<td>for Extraversion (E)</td>
<td>+0.358</td>
<td>+0.42</td>
</tr>
</tbody>
</table>

INSTRUCTIONS FOR ADMINISTRATION
The Testee(s) was/were seated comfortably in a room and good rapport was established with them. They were asked to cooperate and give their answers frankly and trustfully, which will be in their own interest. They were assured that their responses will be kept confidential. Test Booklets were distributed among testees and they were asked to fill in the desired information. They were instructed not to read test items until and unless they were asked to do so. The Instructions printed on the test booklet were read out to them aloud, they were instructed to read those silently. The questions of testees were invited and answered and their doubts were removed. It was ensured that testees have understood the instructions clearly. The testees were asked to give only that response to any question which occurred to them at the first instance and not to think over any question and then answer. Then the Test was started, the testees answered each and every question by marking a tick in the appropriate box selecting out of the three boxes provided for the purpose. The test was thus completed. The testees were also asked to check back and make sure that no questions remained unanswered and they have filled in the desired information on the front page of the booklet.

INSTRUCTIONS FOR SCORING

The test is scored directly from the booklet by using Scoring Stencil. The anchoring points have been provided on the booklet. Prior to scoring the test booklets were scanned to ascertain that tick marks are properly placed within the boxes and each and every question is answered. All the test items belonging to YES category and answered “YES” are assigned a score of Two (2). Each item answered as “?” are assigned a score of One (1). Only eight (8) items belonging to Extraversion dimension when answered as “NO” are assigned a score of Two (2) otherwise a Zero (0). These items are – Item No. 14, 16, 18, 22, 24, 30, 36 and 40. The response directions of correct answer (KEY) are given in Table-3.1 - Column 5. The raw scores are then converted into Standard Scores to compare the degree of neuroticism and extraversion with the norms.

NORMS
The Standard Scores Norms have been provided. The Norms are based on 4250 college students with a mean age of 21 years. Norms for the Male and female are the same. The Raw Scores of the Neuroticism (N) and Extraversion (E) dimensions of MPI's Long and Short scales have been expressed as Standard Scores in a distribution of M=50 and S.D.=10 which are given in Tables.

The position of a testee in relation to others cannot be ascertained on the basis of his/her raw scores on the test. The Scores are converted into normative scores, for the purpose.

TABLE-3.5- STANDARD SCORES FOR LONG SCALE

<table>
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<tr>
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<td>43</td>
<td>31</td>
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<td>57</td>
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</table>

Raw Score Mean: 23.294 28.081
Raw Score S.D.: 10.819 6.312

TABLE-3.6- STANDARD SCORES FOR SHORT SCALE

<table>
<thead>
<tr>
<th>Raw Scores</th>
<th>Standard Scores</th>
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<tr>
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<td>50</td>
</tr>
<tr>
<td>8</td>
<td>53</td>
</tr>
</tbody>
</table>
DESIGN

The present study is exploratory type and Ex-post-facto research in nature. Considering the type and nature of the study Quasi-Experimental Design was adopted to conduct the research. In order to investigate upon the effects [Main and Interaction] of Independent Variables [Marital Status and Stage (Age)] on the Dependent Variables [Personality Characteristics (02) and Behavioural Characteristics (07)] of Divorced and Married Women a Quasi-experimental 2 x 2 Factorial Design [MARITAL STATUS * STAGE (AGE GROUP)] (Between Subjects Design) was employed. The aforesaid 2 x 2 Factorial Experiments were analyzed by using Two Way (2 X 2) Analysis of Variance (Between the Subjects) technique. However, in order to investigate upon the relationship between the variables Correlational Analysis was also been carried out.

VARIABLES

The variables under study are as follows:-

INDEPENDENT VARIABLES (I.Vs.)

Marital Status: The Marital Status of Women has two (02) factors, viz.
1. Divorced Women, and 2. Married Women

Stage (Age): The Stage of Women also has two (02) factors, viz.
1. Early Stage (Age 20 - 35 Yrs.), and 2. Late Stage (Age 36 - 50 Yrs.)

DEPENDENT VARIABLES (D.Vs.)

The following are the Nine (09) Dependent Variables, investigated upon in the present study:-

PERSONALITY CHARACTERISTICS (02): 1. Extraversion, and 2. Neuroticism

BEHAVIOURAL CHARACTERISTICS (07): 1. Frustration, 2. Thought Pathology,

CONTROL OF EXTRANEOUS VARIABLES

The following extraneous variables were controlled by matching the two groups, Experimental Group (Married Women) and Control Group (Married Women) i.e. Age, Education, Locality and Socio-Economic Status. The Married Women were matched to their Divorced counterparts on the basis of the above Control variables. The Married Women were selected in such a way that these match to the Divorced women on aforesaid variables.

<table>
<thead>
<tr>
<th>VARIABLE</th>
<th>CONTROL</th>
</tr>
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<tbody>
<tr>
<td>Age</td>
<td>Matching</td>
</tr>
<tr>
<td>Education</td>
<td>Matching</td>
</tr>
<tr>
<td>Locality</td>
<td>Matching</td>
</tr>
<tr>
<td>Socio-Economic Status</td>
<td>Matching</td>
</tr>
</tbody>
</table>

PROCEDURE FOR COLLECTION OF DATA
PRELIMINARIES

The procedure adopted for Collection of Data for the present study is outlined in the following paragraphs:-

Initially under the guidance and patronage of The Hon’ble Judge, Family Courts, Kanpur District and with the help of Practicing Counsels and staff of the Courts, a List of legally Divorced Women was prepared. It was ensured that only Hindu women find their place in the aforesaid list. The Divorced Women of Muslim and Christian religion and community were kept out of the list. Out of the list of divorced women, prepared in the above manner, two categories of the Divorced Women i.e. of Early Stage (Age 20 - 35 Yrs.) and of Late Stage (Age 36 - 50 Yrs.) were formed. It was ensured that each category
of these women comprised of at least 70 women. This target group of Divorced Women served as Experimental Group.

The Married Women (Hindus only), which served as Control Group for this study was a matched group, selected on the basis of matching the age, education, locality, and socio-economic status of these women to the Divorced Women of each category. Once again due consideration was given that Married Women too, in each of the two categories viz. Early Stage (Age 20 - 35 Yrs.) and of Late Stage (Age 36 - 50 Yrs.) were not less than 70 in number.

After finalizing the sample for the study and the tools to be utilized for measurement of variables of study, a programme for data collection (testing) was chalked out and arranged with each of the Divorced and Married Women and her family. The programme of data collection (testing) was divided into four phases, (i) Divorced Women of Early Stage (Age 20-35 Yrs.), (ii) Divorced Women of Late Stage (Age 36-50 Yrs.), (iii) Married Women of Early Stage (Age 20-35 Yrs.), and (iv) Married Women of Late Stage (Age 36-50 Yrs.). Each of the four phases of data collection was completed one by one.

For the purpose of data collection, all the elements of the sample were contacted, individually, on phone or in person. They were told that the investigator wanted them to spare about 1½ to 2 hours time in one sitting for testing & interview; and secured their consent and acceptance for the testing & interview. The investigator fixed the date, time, and place for their meeting (preferably at the home of either the subject/testee or the investigator) or whichever was convenient to the subject/testee. Prior to proceeding to the place of meeting with the subjects, the investigator confirmed her appointment with the subject, at least twice, once on the day previous to the appointment and then secondly on the date of the appointment.

After securing confirmation to the appointment the investigator proceeded for the place assigned by the subject/testee. On reaching the place assigned by the subject, the
investigator arranged and prepared the place for testing. She selected a quiet, well illuminated and ventilated room/place where at least one table and two chairs were available. The investigator sat on a chair in front of the subject. She intimated the subject that testing session would require 1½ to 2 hours time from her in one sitting and requested her to ensure that both of them (tester and the testee) should not be disturbed during the testing session. On meeting first of all the letter of introduction and request for cooperation and help from the investigator, duly recommended by her Supervisor and the Principal of her College, was presented to each of the divorced and married women, comprising of the sample for the present investigation. Thereafter the investigator got a

Form for Particulars of Subjects, (requiring information about self, husband, children, Parents’ family, siblings, in-laws’ family etc.) filled in by the subject/testee and secured her written Consent (on a printed form - duly signed by her) that she had accepted and was ready for being tested by the investigator and she had no objection to it. The subject/testee was then requested to be frank and trustful and was ensured that the information elicited from them, through interview and test, will strictly be kept confidential and will only be used for the purpose of research only.

TEST ADMINISTRATION SESSION:

The investigator initially, introduced herself to the subject/testee to form rapport with her, the (subject/ testee). Later she explained the nature and purpose of study to the subject/ testee, stating that she was interested in eliciting some information regarding some of her Personality and Behavioural Characteristics and solicited her cooperation in collection of data.

The subject/testee was told that two psychological tests would be administered on her. The first being the EYSENCK’S MAUDSLEY PERSONALITY INVENTORY (M.P.I.) (Hindi Version) (1965, 1975) by S.S. Jalota & S.D. Kapoor (The Psycho Centre, New Delhi) and the second the THEMATIC APPERCEPTION TEST (T.A.T.) (Indian
Adaptation) (1982) by L.P. Mehrotra (Psy.Com Services, New Delhi). While the first i.e. MPI would measure her Personality Characteristics and the second i.e. T.A.T. would measure her Behavioural Characteristics.

For administration of M.P.I. the subject/testee was intimated that she would be supplied with the Test Booklet and would be required to fill it up, with the answers to each and every question, as per instructions given, and to return the same to the investigator after completion of the test. The investigator then read out the instructions printed on the booklet aloud and asked the subject/testee to read those silently. Her doubts, if any, were invited and removed by the tester. The investigator then requested the subject/testee to respond to each and every question freely, frankly and honestly. The subject/testee was requested to give only that answer which occurred to her mind first and not to brood over any of the questions. After the subject/testee has completed answering to the questions and returned the test booklet, the investigator reviewed it quickly and ensured that each and every question has been answered and the ticks have been marked within the appropriate boxes. As and when required the testee was made to do corrections. This is how the M.P.I. was completed.

Thereafter, the T.A.T. was administered. The subject/testee was given the T.A.T. Blank and requested to fill in the required information on its front page. The subject/testee was then intimated that she would be presented with some picture cards (10 in number) one by one for one (01) minute’s duration, and would be required to write an interesting short story on the basis of each picture. This was the test of her imagination and her ability of making good stories; she is free to make any kind of story. The story should be completed within five (05) minute’s duration, should be of about 300 words and written at the place specified for the same in the T.A.T. Blank. The investigator then read out the instructions printed on the booklet aloud and asked the subject/testee to read those silently. Her doubts, if any, were invited and removed by the investigator. She was then presented first picture card for one minute’s period, the card was then inverted and
placed on the table. She was reminded of the four points she would bear in mind while framing the stories and was instructed to frame and write the story on that picture. The subject/testee then started writing the story on the first card. When the time (five (05) minutes) prescribed for writing the story was over the tester instructed her to stop writing. The test administrator/tester also recorded the Reaction Time and the Total Time of story. The time in each case was measured through a stop watch.

In the similar manner the investigator presented another nine (09) picture cards one by one to the subject/testee and made her to write stories on each one of those pictures. The ten (10) T.A.T. Picture Cards (T1, T2, T3, FG, T4, FG, T5, T6, T7, T8, T9, T10) were presented by the investigator to the subject/testee, one after another in a sequence. When all the ten (10) stories were completed and the tester had reviewed those and made inquiries regarding each one of them, she collected the T.A.T. Blank form the subject/testee. Thus T.A.T. was also completed.

In this manner, the first test administration session was over and data was collected for the first element of the sample. The investigator then thanked the subject/testee profusely for the cooperation and help extended by her, and left the place.

In the similar manner the investigator conducted test administration sessions for each element of the sample (of the subject/testee), numbering over two hundred and collected the data for this study.

After the Data was collected on the entire sample, Test Booklets of MPI were scored first as per directions contained in its manual and Personality Characteristics of subjects/testees were measured. Thereafter, the stories contained in the T.A.T. Blanks were analyzed and Behavioural Characteristics were extracted/measured on the basis of Analysis of Needs and their quantification. The analysis of T.A.T. stories and extraction/measurement of Behavioural Characteristics out of these stories, quantitatively, is a highly technical and very sophisticated and tedious job requiring hours of sustained skilled labour in each case.
The actual Instructions for Administration of the above Tests and the detailed Scoring procedure of these tests are contained in the respective Manuals of these tests. However, the same has been discussed in some detail in the foregoing paragraphs.

The number of subjects on which data was collected was much higher in each category than was required as sample for the study. The Divorced and Married women of Early stage and Late stage on whom data was actually collected were at least 60 each. Thus the data was actually collected on over 240 subjects against the requirement of 200 subjects. This was done as a measure of foresight, so as to enable the investigator to bank upon and lie back for support, on this additional segment of data in case it is found at some later stage of Scoring, that data of a few cases was incomplete and not worth using.

The Data collected in the above manner, was scored as per directives contained in the manuals of the respective tests and the quantitative data resulted consequent to scoring was finally Tabulated in a Master Chart and subjected to appropriate Statistical Analysis, as per Aims, Objectives, and Design of the study. The Analysis of Data and Interpretation of Results obtained as consequence of analysis are presented in detail in the ensuing Chapter IV entitled “Analysis of Data and Interpretation of Results.”