

A STUDY OF FRUSTRATION AMONG SCHEDULED CASTE AND SCHEDULED TRIBE BOYS AND GIRLS IN RELATION TO THEIR INTELLIGENCE, SOCIO-ECONOMIC STATUS AND ADJUSTMENT

Dr. Raj Kumar Nayak
Associate Professor

Fakir Mohan University, Vyasa Vihar, Balasore
Former Professor, BMCE, Choudhary Ranbir
Singh University, Zind Haryana
Visiting Expert N.C.T.E. Inspection Team,
Life Time Member of AIAER, The Global
Community, IATE
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Siddharth Routray

M.Sc (Zoology), Integrated B.Ed-M.Ed

Abstract

Frustration has become very common these days for different reasons. People are frustrated for different reasons, they are aggressive as well. The aggression leads to many conflicting situations leading to issues that can't be handled easily. Frustration is basically a psycho-social phenomenon, yet it exerts more negative role on the mental makeup of the teenagers who are school/college going students. Some of them are so affected that their life takes a turn and they become a victim of frustration-aggression. There is a critical need to revisit the frustration theories in order to analyze, grasp and use them to deal with the frustration affected students to bring them to the main stream. This paper is theoretical-analytical in approach which may lead to implications if an empirical study is carried out in the present Indian educational context. The outcome will be utilized as a theory building-enhancing research, however descriptive in nature.

1. INTRODUCTION

Man is ambitious by nature. He has aspirations and desires to be fulfilled. He plans and strives hard for realization, but it may be possible that despite his best planning and efforts he may not get the desired success. At times he finds himself in a state of confusion with all the paths ahead blocked. With repeated failures, he reaches a state or condition of frustration. Frustration conditions are integral part of our development from birth to death and exist commonly in our daily life. Frustration may be caused by minor obstacles in the environmental situation, by economic deprivation, by social customs, traditions and taboos. Frustration creates an uncomfortable emotional tension which engages an individual in various tensions reducing activities. Frustration is a sort of mental disorder, a state of helplessness and disgust. According to Good, "Frustration means emotional tension resulting from blocking of a desire or need. According to Barney and Lenner, "frustration refers to failure to satisfy the need because of either condition in the individual or eternal obstacles".

1.1 STATEMENT OF THE PROBLEM

A STUDY OF "FRUSTRATION AMONG SCHEDULED CASTE ADOLESCENT BOYS AND GIRLS IN RELATION TO THEIR INTELLIGENCE, SOCIO-ECONOMIC STATUS AND ADJUSTMENT"

1.2 DEFINITION OF THE TERMS USED

Frustration

Frustration has been defined as psychological state which results from the blocking of goal-directed activity (Kisker, 1964); thwarting of need or desire (Coleman, 1974) as a hypothetical construct produced either by some type inhibitory condition or by an excitatory tendency leading to accumulation of strength (Brown and Farber, 1951).

Intelligence

Intelligence, the dictionary says, is "the capacity to acquire and apply knowledge". Generally speaking, "alertness", with regard to actual situation of life is an index of intelligence. A variety of definitions have been given by psychologists but the most commonly accepted are as such: - According to Wachsler (1958) 'Intelligence is the aggregate or the global capacity of an individual to act purposefully, to think rationally and to deal effectively with the environment.

Economic Status

The term socio-economic status was used in the present study, includes parental occupation, father or guardian's education, parents or guardians monthly income, house type, household

material possession, monthly expenditure on magazines and books, a cultural sub-factor, education of children, brothers and sisters, level of aspiration, concept of social prestige.

Adjustment

Adjustment is a process by which an individual attempts to, cope with, master and transcend the challenges of life by utilizing a variety of techniques and strategies. According to James Drower (1952) "Adjustment means modification to compensate for or meet special condition". The adaptability to environmental hazards goes on increasing as we are put in more complicated situations. Human beings, among other living beings, have the highest capacity to adapt to new situations. Human beings are able to adjust to the physical, social and psychological demands that arise from living inter-dependently with other individuals. But it is generally found that most of the people experience ever all types of adjustment problems in society.

1.3 OBJECTIVES OF THE STUDY

The present investigation was conducted to realize the following objectives

1. To study the difference in scores of Frustration between the Scheduled Caste male students belonging to two levels (High and Low) of Intelligence, SES and Adjustment.
2. To study the nature of interaction between Intelligence and SES, Intelligence and Adjustment, SES and Adjustment and among Intelligence, SES and Adjustment, when Frustration was taken as dependent variable in respect of Scheduled Caste adolescent boys.
3. To study the difference in scores of Frustration between the Scheduled Caste girls students belonging to two levels (High and Low) of Intelligence, SES and Adjustment.
4. To study the nature of interaction between Intelligence and SES, Intelligence and Adjustment, SES and Adjustment and among Intelligence, SES and Adjustment, when Frustration was taken as dependent variable in respect of Scheduled Caste adolescent girls.

5. To study the differences in scores of intelligence between the students belonging to different levels of frustration, socio-economic status and sex.
6. To study the nature of interaction between frustration and Socio-Economic Status, Frustration and Sex, Socio-Economic Status and Sex, and among Frustration, Socio-Economic Status and Sex when intelligence was a dependent variable.
7. To study the differences in scores of adjustment between the students belonging to different levels of frustration, socio-economic status and sex.
8. To study the nature of interaction between frustration and Socio-Economic Status, Frustration and Sex, Socio-Economic Status and Sex, and among Frustration, Socio-Economic Status and Sex when adjustment was a dependent variable.
9. To study the differences in scores of SES between the students belonging to different levels of frustration, Intelligence and sex.
10. To study the nature of interaction between frustration and Intelligence, Frustration and Sex, Intelligence and Sex, and among Frustration, Intelligence and Sex when SES was a dependent variable.

1.4 HYPOTHESES

Ho1:- There is no significant difference between the Frustration of the Scheduled Caste adolescent male students possessing:

- i. High and low Adjustment (A).
- ii. High and low Socio-Economic Status (SES)
- iii. High and low intelligence (I)

Ho2:- There is no significant difference in the interaction effect on Frustration of Scheduled Caste adolescent male students due to:

- a) A x SES
- b) A x I
- c) SES x I
- d) A x SES x I

Ho3:- There is no significant difference between the Frustrations of the Scheduled Caste adolescent girls students possessing

- i. High and low Adjustment (A).
- ii. High and low Socio-Economic Status (SES)
- iii. High and low intelligence (I)

Ho4:- There is no significant difference in the interaction effect on Frustration of Scheduled Caste adolescent girls students due to

- a) A x SES
- b) A x I
- c) SES x I
- d) A x SES x I

Ho5:- There is no significant difference between the Intelligence of the Scheduled Caste adolescent students possessing

- i. High and low Adjustment (A).
- ii. High and low Socio-Economic Status (SES)
- iii. Sex (S)

Ho6:- There is no significant difference in the interaction effect on Intelligence of Scheduled Caste adolescent students due to

- a) A x SES
- b) A x S
- c) SES x S
- d) A x SES x S

Ho7:- There is no significant difference between the Adjustments of the Scheduled Caste adolescent students possessing:

- i. High and low Intelligence (I).
- ii. High and low Socio- Economic Status (SES)
- iii. Sex (S)

Ho8:- There is no significant difference in the interaction effect on Adjustment of Scheduled Caste adolescent students due to:

- a) I x SES
- b) I x S
- c) SES x S
- d) I x SES x S

Ho9:- There is no significant difference between the Socio-Economic Status of the Scheduled Caste adolescent students possessing:

- i. High and low Intelligence (I).
- ii. High and low Adjustment (A)
- iii. Sex (S)

Ho10:- There is no significant difference in the interaction effect on Socio-Economic Status of Scheduled Caste adolescent students due to:

- a) I x A
- b) I x S
- c) A x S
- d) I x A x S

1.5 DELIMITATION OF THE STUDY

The present study was delimited to:-

- I. The investigation was confined to 10+1 class of Senior Secondary Schools of Odisha State.
- II. Only 1200 adolescents Scheduled Caste students ranging between the age group of 15 to 17 years were selected on random basis from the Senior Secondary Schools of Odisha State.
- III. Out of 1200 student sequel number of boys and girls were taken (600 male and 600 female).
- IV. The Study of social determinants was limited to socio-economic status.
- V. Identification of frustration among students was limited to the performance on Frustration Test by Dr.RajkumarNayak and SiddharthRoutray
- VI. The intelligence of the students was limited only to those dimensions which are measured by General Mental Ability Test constructed and standardized by Dr. Jalota.
- VII. Adjustment among students was limited to the performance on Adjustment Test by Dr.A.K.P. Sinha and Dr.R.P. Singh.
- VIII. Socio-Economic Status Scale (S.E.S.S.) by Dr. Rajeev Lochan Bhardwaj, (Km.) Shama Gupta and Dr. N.S.Chauhan was used to measure the SES of student

1.6 SAMPLE

The population in the present study constitutes students studying in 10+1 class in Senior Secondary Schools of 19 Districts of Odisha State. The sample of the present study was selected from 10 districts randomly selected out of 19 districts. A detailed list of all Senior Secondary Schools of these 10 Districts was prepared and 50 Girls schools and 50 Boys schools were selected randomly from the list. A sample of one-thousand two hundred Scheduled Caste students, six hundred boys and six hundred girls of 10+1 class were randomly selected from these schools. Thus a total sample of twelve hundred constitutes a true representative sample for the present study was selected by Cluster sampling method. Data were collected from the sample with the help of appropriate tools.

1.7 TOOLS

The following tools were used for data collection:

1. Frustration Test Developed by N.S. Chauhan and D. Govind Tiwari.
2. General Mental Ability Test (GMAT) by S.S. Jalota to measure intelligence.
3. Socio-Economic Status Scale (S.E.S.S.) by Dr. Rajeevichan Bhardwaj, (Km.) Shama Gupta and Dr. N.S. Chauhan was used to measure the SES of students.
4. Adjustment Inventory for School Students (AISS) by Dr. A.K.P. Sinha and Dr. R.P. Singh.

THE PROCEDURE FOR DATA COLLECTION:-

The present study was conducted in four phases.

- Phase-I covered the conduction of Frustration Test to all the students for identification of students possessing high and low Frustration.
- In phase-II the psychological tests viz Intelligence Test, socio-economic status scale and Adjustment Test were administered to all the students of the sample.
- In phase-III, the identified cases on the basis of Frustrations core were further bifurcated on the basis of socio-economic status. Since socio- economic status is a very important factor, which affects the personality development of the student, it was very essential to make this variable as an independent variable.
- In phase-IV, the classified data of 'ANOVA', detailed line of action and mode is given.

Procedure of Phase-I

In this phase, a decision had to be taken regarding the method of identification of the students possessing high and low Frustration Score. So, in the matter of identification of above said students, the investigator administered a tool named "Frustration Test" to 1200 Scheduled Caste students of 10+1 class taken from 100 schools of Odisha State. In collecting data on this measure, care was taken of the fact that the subjects have completely understood each situation and response categories clearly. In order to do so (according to the instructions given in the manual of the test) the investigator was required (a) to learn whole set of items, (b) familiarize with the local dialect, (c) describe each situation in a most natural way. The investigator was free to explain the items and response categories to the subjects in any manner. But the subject's responses were recorded only when they had understood it well.

Administration of Frustration Test

The researcher established a rapport to elicit true and honest responses from the subjects. A very cooperative and healthy environment was created. The Frustration Test was then distributed to the subjects following the general instructions. They were also encouraged to clear any sort of doubt if they had. The subjects in various institutions were seated quite apart from one another in the classrooms. After

these preliminaries they were asked to start the work, giving their bio-data and other necessary queries given at the cover page of the questionnaire as shown in manual.

Thereafter, the researcher with his assistants provided by the institutions supervised the administration vigilantly. During the administration of the tests it was especially checked that all the testees had completed the questionnaire along with their complete bio-data in accordance with the specific instructions in all respects. After this the booklets were thoroughly checked for completion, collected and kept in the envelopes. In the end, each student was thanked for his/her hearty cooperation. The same procedure was followed in the case of students met in the second phase or personally at different occasions.

Scoring of the Responses on Frustration Test

After administering the tool to the entire sample i.e. 1200 including 600 males and 600 females Scheduled Caste Students of different schools of Odisha State. The next step was to score the response on this test. The probability level was the unit of measurement. The subject's score in an item was the level of probability chosen by him. For example if a subject got a higher score on the Frustration test, then he was placed in high Frustration Categories and on the other side if a subject got low score on Frustration test then he was treated as low Frustrated student. The low score implied low Frustration and high score represented high Frustration.

Identification of the Students Having High And Low Frustration

Since, one of the objectives was to identify the students having high and low Frustration, therefore, it was thought appropriate that the entire sample of 1200 Scheduled Caste students would be bi-furcated into two categories i.e. students belong to high Frustration and low Frustration on the basis of percentile (P) score.

Thus, both the categories viz. boys and female students were subjected to percentile analysis. Those who got above P_{75} on the frustration score were identified as the students possessing 'High Frustration' and those who got below P_{25} were designated as the students having 'Low Frustration'. Cases falling between P_{75} and P_{25} were deleted to avoid over lapping without any doubt and dispute.

Phase-II

In this phase, all other psychological tests motioned earlier were administered personally to the 1200 students of the sample. The complete data were collected in five sittings in a particular school with the interval of one day to avoid fatigue effect and to create maximum motivation and rapport as well. The detailed instructions for the students were printed along with the columns for their personal data on each of the tests. All so as to elicit frank and honest responses from them the students in each sitting were motivated well before the actual administration by familiarizing them with the aims and objectives of the study. The case was taken to ensure that all the students had followed the instructions well. They were also given appropriate examples in all the respective psychological tests. Cooperation and assistance of some of the teachers was also sought to check cheating on the part of students and ensuring good discipline as well. There was no need of explaining the instructions time and again because they were, intelligent enough to follow and act accordingly. After allowing the testees their due time for completion of each test, the test booklets or inventories along with the answer-sheets in each sitting were collected and kept for further proceedings.

Phase- III

In this phase, the data collected in the second phase for all the tests mentioned earlier were scored personally with the help of scoring keys. Thereafter, the master lists were papered. Then, there was a need for formulating two homogeneous groups of boys as well as female students keeping in view sex as one of the independent variables. 600 cases were taken just to keep the equal number in all the bi-furcated

categories. Further, it was thought appropriate that the identified 600 cases on the basis of Frustration in both the categories viz. boys and girls were classified on the basis of socio-economic status.

Since the investigator was interested in controlling socio-economic status, as this has deep impact on the personality development as well as on the other different attributes of the individual, so it was thought desirable to keep the SES as one of the independent variable along with the Frustration and sex. Besides, to justify our objectives, it was essential to control the socio-economic status. So, these 600 cases were further classified on the basis of percentiles. Those who got above P_{75} on socio-economic status index scores were classified as the students belonging to " High Socio-economic Status" and those who got below P_{25} were designated as the students having ' Low Socio-Economic Status'. In this way student who got above P_{75} on Frustration as well as or socio-economic status were identified as students possessing high Frustration as well as high socio-economic status. The students who got below P_{25} on Frustration as well as on socio-economic status were classified as students possessing low Frustration with low socio-economic status. Cases falling between P_{75} and P_{25} were left out to avoid over-lapping. Likewise students who got below P_{25} and above P_{75} on intelligence as well on adjustment were also classified as student's possessing high adjusted and low adjusted.

Phase- IV

In the fourth phase, In order to apply analysis of variance for calculations the investigator applied the process of categorization as only 80 cases were selected for each calculation out of 600 in the present study. As only 80 cases were involved in the study, which was also the minimum requirement of 'ANOVA' because in 8 cells, the number of cases in respective combinations came out to be unequal. For convenience sake, the investigator kept the equal number of cases i.e.10 in each cell, because it was the minimum number present in each combination. Hence, the investigator picked up 10 cases from each cell randomly leaving aside the rest of the cases.

STATISTICAL TECHNIQUES USED

In this study, the investigator used the following statistical techniques

- P_{75} and P_{25} were computed for dichotomizing the Students into two categories viz. students possessing high Frustration and students possessing low Frustration respectively.
- P_{75} and P_{25} for demarcation of students having high and low socio-economic status respectively.
- P_{75} and P_{25} for demarcation of students having high intelligence and low intelligence respectively.
- P_{75} and P_{25} for demarcation of low adjusted and high adjusted respectively.

Mean, Standard Deviation etc.:-

For computation of Intelligence index as well as for classifying the students into different categories, the Mean, S.D. etc. were computed.

Analysis of Variance

To fulfill the objectives of the present investigation the researcher applied multi-variety analysis. This reduces the physical manipulation of the variables and progressively more complex variables can be investigated with a minimum alteration of natural settings in which they exist. Hence, the investigator has applied three way analysis of variance.

FINDINGS

In the light of the interpretations of the results of the present study as already discussed in chapter IV the following are the findings:-

The inferences based on Frustration as Dependent variable and Intelligence, SES and Adjustment as independent variables for Scheduled Caste boys and girls are given below:-

- I. There exists significant difference in frustration level between Scheduled Caste students (Boys), possessing high and low Intelligence. The Scheduled Caste boy students possessing High Intelligence have lower level of frustration in comparison to Low Intelligence Scheduled Caste male students who have higher level of frustration.
- II. The Scheduled Caste male students who have high level of Adjustment differ significantly from the students having low level of Adjustment on scores of Frustration. The well Adjusted Scheduled Caste Male students have lower level of frustration in comparison to Low Adjusted Scheduled Caste Male students.
- III. There is no significant difference exist in frustration level between Scheduled Caste students (Boys), belonging to high and low SES groups.
- IV. The interaction A x B (Intelligence X Socio-Economic Status), A x C (Intelligence x Adjustment), B x C (Socio-Economic Status x Adjustment) and also the triple interaction effect A x B x C (Intelligence x Socio-Economic Status x Adjustment) were found to be insignificant at any of the two levels of confidence. Hence, it was concluded that there exists no significant difference between any of the mentioned groups on Frustration. Their joint effect had nothing to do on frustration.
- IV. There exists significant difference in frustration level between Scheduled Caste female students possessing high and low Intelligence. The Scheduled Caste female students possessing High Intelligence have lower level of frustration in comparison to Low frustration.
- V. There is significant difference in frustration level between Scheduled Caste female students belonging to high and low SES groups. The Scheduled Caste female students who have high level of SES differ significantly from the students having low level of SES on the scores of Frustration. The High SES female students have lower level of frustration in comparison to Low SES female students.
- VI. There is significant difference in frustration level between Scheduled Caste female students belonging to high and low Adjustment groups. The Highly Adjusted Scheduled Caste female students have lower level of frustration in comparison to Low Adjusted Scheduled Caste female students.
- IX. The interaction A x B (Intelligence X Socio-Economic Status), A x C (Intelligence x Adjustment), B x C (Socio-Economic Status x Adjustment) and the triple interaction effect A x B x C (Intelligence x Socio-Economic Status x Adjustment) were found to be in-significant at any of the two levels of confidence. There exists no significant difference between any of the mentioned groups on Frustration in Scheduled Caste female students. Their joint effect had nothing to do on frustration.

The inferences based on Intelligence as Dependent variables and Frustration, SES and Sex as independent variables for scheduled caste students are given below:

1. There is significant difference between High and low frustrated students on the dependent variable i.e. Intelligence. The Low Frustrated students are more intelligent in comparison to High Frustrated students.
2. There is significant difference between the students belonging to High Socio-Economic Status and Low Socio-Economic Status on the dependent variable i.e. intelligence. The students belonging to high Socio-Economic Status are more intelligent in comparison to the students belonging to Low Socio-Economic Status.
3. The Boys as well as Girls students, when compared together, do not differ significantly on the dependent variable i.e. Intelligence.

4. The interaction effects A x B (Frustration x Socio-Economic Status), A x C (Frustration x Sex), B x C (Socio-Economic Status x Sex) and triple interaction effect A x B x C (Frustration x Socio-economic Status x Sex) were found to be insignificant at any of the two levels of confidence. All these combinations, when taken jointly, do not affect the dependent variable i.e. Intelligence and have equal chances on the above mentioned variables.

The inferences based on Adjustment as Dependent variable and Frustration, SES and Sex as independent variables for scheduled caste students are given below:

1. There is significant difference between High and Low Frustrated students on Adjustment. The low frustrated scheduled caste students are better adjusted in comparison to high frustrated scheduled caste students when level led on two levels of Socio-economic Status and Sex.
2. The high and low socio-economic status scheduled caste students differ significantly from each other on the adjustment. The high socio-economic status scheduled caste students are well adjusted in comparison to low socio-economic status scheduled caste students. The scheduled caste boys are more adjustable in comparison to scheduled caste girls students.
3. The interaction affect A x B (Frustration x Socio-economic Status) is significant at 0.1 level of confidence. It may be inferred from the results that the effect of socio-economic status is not independent from the level of frustration on adjustment. The high frustrated and low frustrated scheduled caste students belonging to the high and low socio-economic status differ significantly and their joint effect is independent on the dependent variable.
4. The interaction affect A x C (Frustration x Sex) is significant at 0.1 level of confidence. It may be inferred from the results that the effect of sex is not independent from the level of frustration on adjustment. The high frustrated and low frustrated scheduled caste boys and girls students differ significantly and their joint effect is independent on the dependent variable.
5. The interaction effect B x C (Socio-economic Status x Sex) and as well as the F-value for the triple interaction effect A x B x C (Frustration x Socio-economic Status x Sex) were found to be insignificant at both levels of confidence. All the said values are insignificant, so it is safely interpreted that when these combinations are taken jointly, they do not affect the dependent variable that is 'Adjustment'.

The inferences based on SES as Dependent variable and Frustration, Intelligence and Sex as independent variables for scheduled caste students are given below:-

1. There is significant difference between high and low frustrated students on the dependent variable i.e. SES. The low frustrated student belongs to high SES in comparison to high frustrated students who belongs to low SES.
2. There is significant difference between the students belonging to High Intelligence and Low Intelligence on the dependent variable i.e. SES. The students belonging to high Intelligence belongs to high level of SES in comparison to the students belonging to Low Intelligence.
3. The Boys as well as Girls students, when compared together, do not differ significantly on the dependent variable i.e. SES.
4. The interaction effects A x B (Frustration x Intelligence), A x C (Frustration x Sex), B x C (Intelligence x Sex) and triple interaction effect A x B x C (Frustration x Intelligence x Sex) were found to be in significant at any of the two levels of confidence. All these combinations, when taken jointly, do not affect the dependent variable i.e. SES and have equal chances on the above mentioned variable.

EDUCATIONAL IMPLICATIONS

Keeping in view the general conclusions drawn, the findings of the present study have a bearing for the teachers, researchers, planners, administrators, counselors and guidance workers. The results of the present research clearly indicate that mass educational approach being followed in our educational institutions has a very wrong notion. Results of the present study indicate that frustration is a common phenomenon in the daily life of an individual. Frustration has been discussed by the psychologists as the abnormal state of mind. Whenever an individual feels some difficulties or troubles, he becomes abnormal. But this tendency to react to frustration differs from person to person. One person may feel frustration for a minor trouble, while another person may have capacity to tolerate and thus will be in a position to avoid imbalance.

From the above discussion, it has been noted that frustration is also a very important factor which do influence the cognitive and non-cognitive personality development of an individual. Therefore, we need to create separate infrastructure for frustrated students because the educational efforts required for their education are different. Adequate criteria must be specified to refine the working behavior and temperament of the frustrated students, and social and emotional importance which is a paramount need of the day and without which we cannot do justice with our society and the country on the whole.

The students having low frustration are mentally healthy, they have the ability to adjust themselves with their environment and individual's adjustment to his environment is maintained intact. It is implied from the results that students having low frustration are saved from the mental torture.

The students coming from high socio-economic status group are mentally balanced than the low socio-economic status group. The socio-economic status is an important factor for the frustration of an adolescent. The high frustrated students are aggressive. Aggressive students are not able to adjust themselves in the society. The male students are more aggressive than the female students. It is found that the students coming from deprived home environment were introvert, possessed low self-concept, always depended on others for aid or support. They were often fatigued, having poor intelligence and poor in academic records. Therefore, it is the duty of the parents to help such children to have a proper home environment.

The low frustrated students are more intelligent than the high frustrated student's and show significant difference of intelligence i.e., of its various aspects like, synonyms, number series etc. Therefore, the educational administrators can take measure of intelligence as a screening device while admitting students for science and other important streams.

The low frustrated students are high achievers. Their academic achievement is better than the high frustrated students. The high frustrated students are slow to learn and grasp. They suffer from anxiety and neurotic feelings. Therefore, the etiological factors contributing to such students need to be explored by the educational planners and administrators.

From the above discussion, it has been found that high frustrated adolescents and low frustrated adolescents showed significant differences on various cognitive and non-cognitive differences on various cognitive and non-cognitive attributes. Keeping these differences in view it becomes the ethical and moral duty of all those concerned with the education of the adolescents, when ever, such children are to be guided or they are to be sent for some vocational training or occupation or even for higher learning, their traits must be taken into consideration for their future adjustment.

To conclude, it is essential to note that socio-economic status, parent's attitude, teacher's attitude, home climate, type of schools, society, sex, mental health, intelligence, academic achievement, aggression and personality traits etc., are responsible for the frustration of the adolescents. So, the frustration among adolescent is usually induced by these factors. It becomes the

duty of the researcher not to ignore such factors influencing frustrated behavior. When we talk about the development of the adolescent's personality, due weightage should be given to such factors, so that the present slogan of education i.e., all round development of the child must be fulfilled to enrich the nation as a whole and society in particular. The researcher has justified himself and to his professional ethics by undertaking completion of this research project.

SUGGESTIONS FOR FURTHER STUDIES

Many problems cropped up while making investigation but it was not possible to pay attention to them. They were left in loose strings. Who-so-ever interested can pick up the ends of those strings and proceed further as suggested below:-

1. A series of studies can be initiated to bring out the causative factors which make a person frustrated in the environment.
2. More systematic studies are needed to explore the significance of the personality variables.
3. The present study can be replicated on a much more representative sample taken from different age groups and grade groups as well.
4. A study to analyze the personality traits with the help of projective techniques can be undertaken by taking up different samples and sizes of the population.
5. A longitudinal study to see the change in personality traits of both the sexes with passing times can be undertaken.
6. A factorial study can be taken up by involving the psychological variables to understand the sample factor structure of factor associated with social environment.
7. In the present investigation, the effect of only three independent variables i.e., frustration, socio-economic status and sex had been seen. Due to the paucity of time and energy the other variables were not selected. Thus a further study can be conducted with the help of multivariate design.
8. A similar study can be undertaken for the students studying in the private schools of Odisha state also, as the present study is confined to the Govt. schools of Odisha state.
9. A similar study can be conducted on the adults of Odisha as well as in other states also.
10. A study of cognitive and non-cognitive variable scan can be conducted in relation to Frustration.

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