

FRUSTRATION AMONG TRIBAL YOUTH IN RELATION TO THEIR PSYCHO- SOCIAL ADJUSTMENT

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ABSTRACT:

In this modern era, stress has become a universal phenomenon. Abrol discussed that every person wants more and more for the attainment of pleasure, due to this competition is increased in every field of life and this competition generates stress among people, no doubt the competition is must but we don't ignore its result in the recent years as more and more women are coming to take on many jobs. "the tendency to aggress on frustration is instinctive and exists in adults as well as children whenever techniques are inadequate to achieve goals. Frustration results when the individual is denied the achievement of the goal which he seeks. Frustration included cessation of reward, followed by an emotional reaction which facilitated interfering response. A sense of meaning in life can also make a difference in the degree to which frustrations get us down, perhaps because the major goals seem so much more important than the kinds of situations that may be blocking them. The concept of adjustment is originally biological as propounded in Darwin's theory of Natural selection and adaptation to the environment'. The concept of adaptation was borrowed by psychologists and named as 'adjustment'. Satisfaction of one need as opposed to other needs may not provide full satisfaction. On the other hand, failure to gratify a strong need or to respond to a strong external demand may result in painful tensions. Binet: - "Intelligence is a capacity to think well, to judge well and to be self-critical. This shows that significant difference exist in frustration level between scheduled caste students (Girls), having high and low Intelligence groups.

Keywords: *Frustration, Adjustment, Intelligence, Tribal Youth, Personality*

INTRODUCTION:

Modern era is the era of science and technology where everyone is striving to excel in his/her field whether it is at home or at work place. In this modern era, stress has become a universal phenomenon. Abrol discussed that every person wants more and more for the attainment of pleasure, due to this competition is increased in every field of life and this competition generates stress among people, no doubt the competition is must but we don't ignore its result in the recent years as more and more women are coming to take on many jobs. It is a general belief in many cultures that the role of women is to build and maintain the homely affairs like task of fetching

water, cooking and rearing children. In the traditional society, women's role was naturally limited to the family. Since she was the bearer of children, she was fully occupied with her duties as a mother and homemaker. This was no small feat, since the traditional household may be described as both a production and a consumption unit. Man's responsibility was to provide the household with raw materials, which were then converted by the woman into consumable products or conditions by means of rudimentary methods and tools. Among the group of women, there is diversity of values.

OBJECTIVES:

To find out the relationship between Frustration and High and Low Intelligence of students having High and Low levels of SES and Adjustment.

The objectives tested are as :

1. 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.
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.

FRUSTRATION

Frustration has been defined as a psychological state which results from the blocking of a goal directed activity (Kisker, 1964); thwarting of a need or desire (Coleman, 1974) as a hypothetical construct produced either by some type of inhibitory condition or by an excitatory tendency leading to accumulation of strength (Brown and Farber, 1951). Frustration behaviour lacks goal - orientation, feeling of intensive need deprivation and have a different set of behaviour mechanism which appears more or less senseless due to compulsive nature (Chouhan and Tewari, 1973). Carroll (1962) talked about, "Frustration as the condition of being thwarted in the satisfaction of motive". According to Good (1950), "Frustration means emotional tension resulting from blocking of a desire or need." According to Kotensic, "Frustration is the feeling of being blocked or thwarted in satisfying a need or attaining a goal that the individual perceives as significant." According to Barney and Lehner, "Frustration refers to failure to satisfy the need because of either condition in the individual or eternal obstacles."

The Yale theory regarding the hypothesis explained that (1) the strength of frustration is dependent, in part, on the strength of motivation; (2) frustration frequently produces aggression; (3) aggression against other may be inhibited by an atmosphere of

social restraint; (4) aggression against others is directed towards those persons who are perceived as interfering agents; (5) social restraint decreases the ratio of direct to indirect aggression; (6) there is some inconclusive evidence that the occurrence of aggressive behaviour has a cathartic effect." Symonds says that frustration occurs when the blocking or interference of the satisfaction of an aroused need takes place through some barrier or obstruction. According to Maslow, "Frustration involves two concepts -deprivation and threat to the personality". Frustration is "a state of emotional tension produced by opposing forces one of which is a restraining force. It produces tension in the individual, and if the tension is denied expression either due to lack of the conditions necessary for such expression or due to the extremely severe nature of the frustration that produced it, it may seek indirect ways. The individual adopts the aggressive methods that may be directed either against him or against any other object which seems to him to be the obstacle.

Rosenzweig distinguished between, "need-persistence" and ego defensive", reactions, the later representing greater frustration. Zander maintains that frustration is that mental condition which exists when a response towards a goal, believed to be important and attainable by a person, suffers interference resulting in a change in behaviour characteristic of that person and situation.. Resignation is an emotionally tinged attitude of active response going back to a situation which we have previously been making. In this type of frustration we obtain elimination of needs, no plans, no definite relation to future (Zawadski and Lazaruafield, 1935). In nutshell frustration behaviour has its own system and dynamics, speaks out of language of the unconscious.

In frustration -Aggression hypothesis (Dollard and others), it is assumed that aggression is always a consequence of frustration. The occurrence of aggressive behaviour always presupposes the existence of frustration and existence of frustration always leads to some forms of aggression. Aggression is according to Dollard "an act where goal - response is injury to an organism (Organism

Surrogate)". Thus overt aggression directed against the frustration agent itself will be inhibited or displaced on to some 'neutral' agent whenever experience teaches the individual that overt aggression will lead to further frustration condition under which frustration leads to aggression – it occurs (1) when frustrated proximate to the goal, (2) depending on the arbitrary character of the frustration situation, (3) depending on the punishment - thwarting value of the investigator, (4) strength of the instigation to the frustrated goal response, (5) economic condition and (6) social standards, justifiability of the frustration and anticipation of punishment. Morland is of the opinion that frustration often results in aggression but frustration does not necessarily cause aggression. Ichheiser proposed a hypothesis of frustration-defence in place of frustration aggression hypothesis. He insists that people, in their own perspective by and large, are rather 'defending' themselves and at the same time are being miss-interpreted by other people as 'Aggressive'. Another commonly observed reaction to frustration is withdrawal or resignation. It appears to be a learned reaction. The social conditioning, previous experience or anticipation of pain or punishment is some of the causes affecting resignation or withdrawal behaviour.

Fixation is also a reaction to frustration. Klee finds that unequivocally frustration is the primary factor in the production of abnormal fixation. Frustration may produce different emotional reactions such as fear, anxiety, inferiority or shame sometimes without any trace of anger, hostility and jealousy.

Mention may be made of some non-aggressive reactions to frustration suggested by Sears (1) persistent or non-adjustive repetition of the same instrumental acts, a different set of instrumental acts may be adopted to put the organism in a position to perform the same goal response, (2) a different set of instrumental acts may be instigated in order to put the organism in such position that it may perform a different goal response from that which was originally frustrated. The new goal response may have similar properties of the original frustrated goal response and in some degree reduces the strength of

the primary instigation. This kind of response to frustrations is called as a substitute response. Frustration, in a pilot study was found as an association phenomenon (Marx, 1956). It was held that the organism had simply learned to make a more vigorous response when frustrated. Sargent's contention regarding emotionally as core to frustration was confirmed, (Lazarus and Baker, 1957) when affective arousal was found as fundamental in the definition of stress.

NATURE OF FRUSTRATION:

Nature of frustration, on the basis of research findings was determined. Frustration included cessation of reward, followed by an emotional reaction which facilitated interfering response (Estes, 1958). Non-reward as an important variable contributing to frustration was also emphasised (Amsel, 1958). It was held that after a response had been rewarded a sufficient number of times to permit the development of anticipatory goal response non-reward would elicit a primary motivational condition termed as frustration. Finding about 'frustration effect' (Amsel and Rousset, 1952) in animals were confirmed in experiment on children (Parney, 1960). Did this frustration effect vary as a function of the amount of the reduction of reward, it was noted, that it did not go with the speed of reduction of reward (Bower, 1962). Frustration as an 'association phenomenon' (Marx, 1956) was not found as such (Amsel and Penick, 1962). Frustration was found as an inhibitor of horn trotting responses (Doob and Gross, 1968). Thus frustration has been noted to be a motivational determinant (Amsel and Rousset, 1952; Brown and Farber, 1951;

CONSEQUENCES OF FRUSTRATION:

Frustration is an unpleasant or negative experience, but it does not necessarily cause people to behave in negative ways. True, frustration can have unpleasant consequences: it often leads to anger, which may in turn lead to aggression. Frustrations that affect large groups of people may lead to political instability or rioting, as in the race riots of the 1960s in our country. The broken windows, stripped cars, and pointless graffiti that can be found in virtually every

American inner city area stand as mute testimony to the frustration of ghetto life. Frustration may also have positive consequences, however. As evidence, consider your own responses to frustration. If you're a fairly good tennis player, but you just can't seem to beat your friend, your response will probably not be aggression, or depression at least not at first, but perseverance. The most common response to frustration is to "try, try, try again to rise to the challenge. Thus, frustration is a motivating force that often impels people toward greater efforts.

FRUSTRATION TOLERANCE:

A number of factors influence frustration tolerance, the capacity to continue functioning during times of frustration (Allport, 1961). One factor is our own goals and perceptions. As with other elements of stress, situations that are frustrating to you may not be seen in the same way by someone else. If you are a punctual person who hates to be late, a traffic jam will be much more frustrating to you than it is to someone who doesn't mind listening to the car radio and who isn't in a hurry. A second important factor in frustration tolerance is thought patterns: can you put frustrations into perspective, or are you so annoyed that you focus all your thoughts on nothing else? Your cognitive patterns have a great deal to do with your emotional responses to frustration, and changing these patterns can be a step in learning to cope with frustration. The box Three Questions for Dealing with Frustration presents some thoughts that may help you to use cognitive techniques to keep frustration in perspective.

A sense of meaning in life can also make a difference in the degree to which frustrations get us down, perhaps because the major goals seem so much more important than the kinds of situations that may be blocking them. One other factor in dealing with frustration is the ability to find a release for pent-up feelings. This factor will be discussed later in this chapter, as we explore ways of coping with stress. A principle that states that frustrations and pressure build up until they finally reach a point at which the individual must release them through anger. The final frustration may be mild, but because

it is added to the pressures already accumulated, the reaction may seem out of proportion.

NATURE OF INTELLIGENCE:

During your school days, you might have heard the teacher saying 'A' is a very intelligent boy, because his performance is higher than that of other boys in the class. There is a distinction between intelligence and performance. Students, whose performance are higher and are regarded as highly intelligent, do not always perform efficiently in every walk of life. Better performance may be one expression of intelligence, but it is not intelligence itself. Moreover, for any individual, intelligence can vary. To define intelligence is really a difficult task. Psychologists all over the world have made attempts to define intelligence in their best possible language but a satisfactory definition could not be evolved up till now. While the teachers try to cultivate intelligence and the Psychologists try to measure it; nobody seems to know exactly what intelligence is. It is worthwhile to quote some of the definitions here.

DEFINITIONS OF INTELLIGENCE:

Binet: - "Intelligence is a capacity to think well, to judge well and to be self-critical. Burt: - "Intelligence is the capacity of flexible adjustment." Spearman: - "Intelligence is rational thinking." Terman: - "Intelligence is the ability to think in terms of abstract ideas." Thorndike: - "Intelligence is the ability to make profitable use of past experiences."

CHARACTERISTICS OF INTELLIGENCE

Following features can be drawn out from the different definitions of intelligence:

1. Intelligence is innate natural power.
2. It helps in learning and adjustment.
3. There is no effect of sex on intelligence.
4. Intelligence of everyone is different from other.
5. It is helpful in finding solutions of difficult problems.

6. Heredity affects the level of intelligence of an individual.
7. Environment, training and education also affect the degree of intelligence in a person.
8. More is the intelligence possessed by an individual, more rationally and abstractly he can think.
9. Socio-economic and cultural factors and racial differences affect the intelligence of an individual.

TYPES OF INTELLIGENCE

Thorndike classified intelligence into three categories:

1. Abstract Intelligence

It is the ability to understand words, numbers and letters and to use them effectively. Abstract Intelligence is required in ordinary academic subjects in schools such as reading, writing and solving academic problems. The highest level of abstract intelligence is manifested in the thoughts of poets, philosophers and writers.

2. Concrete Intelligence

It is the ability to understand and deal with things and not with the ideas. Concrete intelligence can be seen in skilled workers, mechanics, dancers, sportsmen etc. This is also known as Mechanical or Motor Intelligence. In education, concrete intelligence is required in learning dances and participating in games and sports.

3. Social Intelligence

It is the ability of an individual to deal effectively and efficiently with his social and cultural environment. Social intelligence is exposed, when a person is able to establish and develop desirable social relations with his social and cultural norms.

Theories of Intelligence

1. Unifactor or Monarchic Theory

This is one of the oldest theories of intelligence. It was developed by Binet and supported by Terman and Stern. This theory holds that Intelligence is a unitary construct i.e. it is one power or energy which affects all activities of the individual. In other words, if an individual is successful in one area of life, he will be

successful in other areas of life also. If we held this theory true, "Newton could have been a poet, had he turned his mind to poetry" which is not true in practice. This theory has been criticized on the ground that a child who is bright in languages may not be bright in Maths despite serious interest and hard work. There is nothing like a unitary concept and thus this theory was rejected.

2. Two Factor or Eclectic Theory

This theory was propounded by Charles Spearman in 1904. He concluded that Intelligence consists of two factors namely general ability known as 'g' factor and specific ability known as 'S' factor, 'g' factor is involved in all walks of life and 'S' factor is reflected in a specific or particular ability such as musical ability and artistic ability etc. Hence Performance = General Factor + Specific factor or $P = g + S$

3. Group or Oligarchic Theory

Thurston was the chief proponent of this theory. This theory is also known as the Sampling Theory of Intelligence. According to this theory, the intellectual abilities are related to some groups which do have mutual relationship. If a child is intelligent in the science group, then there is possibility that he may not be intelligent in arts group. He can be intelligent in the other subjects of the group, such as, if he is intelligent in physics, he can be intelligent in chemistry.

ADJUSTMENT:

The process of adjustment starts right from the birth of the child and continues till his death. The problem of adjustment is both, internal as well as external. It is related to arriving at a balanced state between the needs of the individual and their satisfaction. The process of adjustment is complicated because a person's interaction with one demand may come in conflict with the requirement of another. Conflict can arise either because two internal needs are in opposition or because two external demands are incompatible with each other or because an internal need opposes an external demand. Conflict presents special problems of adjustment. Satisfaction of one need as opposed to other needs may not provide full

satisfaction. On the other hand, failure to gratify a strong need or to respond to a strong external demand may result in painful tensions. These tensions can disturb psychological comfort, produce physical symptoms or result in abnormal behaviour. In the formal schooling class room teaching comprises chiefly the interaction between teacher and the taught. In this situation of class-room-interaction, the teacher is mainly concerned with the average students and the main aim of this interaction is directed towards increasing academic achievement of the children. This is because of the fact that academic performance is valued very high in the latter life of the students. For any career in the later life of the child, academic performance constitutes the essential criterion. It is for this reason that most of the efforts on the part of the teacher and the child are directed towards increasing the academic performance. One can say that the quality of school and the success of the teacher depend upon him how high the students achieve in their academic areas. This may not be the whole truth of the teaching-learning process but it is an existent fact. For the learning process to occur effectively, many techniques and methods have been developed by learning theorists and educators. These methods and techniques are quite useful for the children who are motivated. But a study of the individual differences in students reveals that every technique or method is not equally effective for each of the child. Generally, adjustment is discussed from various points of view namely biological, statistical and psychological, which are described below:

1 Biological Meaning

From biological point of view, Adjustment is a mode of survival. It is a process of living in which, individual strives to satisfy his needs and even modifies them.

2. Psychological Meaning

From the psychological point of view, 'Adjustment' is the process by which, individual attempts to maintain a level of psychological equilibrium. Thus it becomes a tension reducing process.

3. Statistical Meaning

According to statistical view, "Adjustment is a matter of views." Statistically, an individual can be regarded well adjusted only when, he approaches the norm or group average and avoid deviations to either end psychologically. This view does not sound well as it ignores the Fundamental Doctrine of the Uniqueness of the individual i.e. Individual Differences.

CONCEPT OF ADJUSTMENT:

The concept of adjustment is originally biological as propounded in Darwin's theory of Natural selection and adaptation to the environment'. The concept of adaptation was borrowed by psychologists and named as 'adjustment'. According to Haller, "Adjustment involves a four way relationship - inter-personal, person to person, person to group and person to object." According to James Drewer, "Adjustment means modification to compensate for or meet special condition". According to C.V.Good , "Adjustment is the process of finding and adopting modes of behaviour suitable to environment or to the changes in the environment". According to Gates, "adjustment is a continuous process by which a person varies his behaviour to produce a more harmonious relationship between himself and his environment".

According to Lazararus, "Adjustment consists of the psychological processes by means of which, the individual manages or copes with various demands or pressures." According to L.S.Shaffer, "Adjustment is the process by which, living organism maintain a balance between its needs and the circumstances that influence the satisfaction of these needs."

According to Crow and Crow, "An individual's adjustment is adequate, wholesome or healthful to the extent that he has established harmonious relationship between himself and the conditions, situations and persons who comprise his physical and social environment."

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 with 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 several types of adjustment problems in society. After being in the world the infant encounters social and physical environment and tries to adjust itself with the changing environment all through its life.

JUSTIFICATION OF THE STUDY:

One of the most challenging problems faced by the educational administrators today seems to be that of accurate prediction of psychological, sociological and cognitive variables of the students possessing different level of Frustration. This problem has aroused the attention of many educationists, psychologists, psychiatrists, planners and administrators and is assuming greater importance day by day as our society is advancing industrially and technologically and also as the pattern of education is growing more and more complex. In view of these factors, it is a vital importance for an educator to understand the dynamic potentialities of each and every student possessing different levels of Frustration as well as stress and strain, for they may be helped and reared to develop very healthy and integrated dimensions of personality to become productive and creative members of the society. This clearly stresses the need of a study of different psychological sociological and cognitive traits of an individual, like the types and temperaments, the underline and precipitating factors determining the behaviour of the individual attitude and values, strength and weakness, capacity to cope with tensions and tolerance to frustration i.e. understanding of the total personality while put in operation. Even modern education and its concept generally involved through research lays stress among other things on personality dynamics i.e. the extent to which a person is well balanced and adjusted to his environment, and has to face different kinds of problems in his day to day life. Facing the demands of the problems of day to day life, to a great extent, depends upon the organization of one's

personality structure. It is due to this fact that now a day's educators are concerned not only with the students' intellectual growth or academic performance but also with their social and emotional adjustments, intellectual behaviors, achievement motivation, neuroticism, value patterns, ego frustration, self-concept and other factors involved in personality trait.

It is well known fact that if we know the different traits of individual, only then we create a good and healthy relationship amongst the members of the class and maintain their mental health and allow them to think, feel and act freely. Healthy development of adjustment gives rise to healthy sentiments, feelings and desirable attitudes. A free and contented mind is able to concentrate and this enables the person not only to learn more but also efficiently. Bad and unhealthy relations between students create mental tension and give rise to feeling of Frustration and frustration and allow the development of conflicts and complexes which, in turn, spoils the balance and equilibrium of the minds

OBJECTIVES OF THE STUDY

- To study the difference in scores of Frustration between the tribal youth (girls) belonging to two levels (High and Low) of Intelligence, SES and Adjustment.
- To study the difference in scores of Frustration between the tribal youths belonging to two levels (High and Low) of Intelligence, SES and Adjustment.
- 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 as a dependent variable.
 - 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 as a dependent variable.

HYPOTHESES:

1. There would be no significant difference between the Frustration of the tribal youths possessing:
 - a. high and low Adjustment (A). b. high and low Socio-Economic Status (SES)
 - b. high and low intelligence .
3. No significant difference would be found between the Frustrations of the tribal youth (girls) possessing:
 - a. high and low Adjustment (A). ii. high and low Socio-Economic Status (SES)
 - b. high and low intelligence (I)
4. There would be no significant difference in the interaction effect on Frustration of

Tribal youth (girls) pattern of analysis, followed was adhered here too in the analysis of SES in relations to two levels of Frustration, Intelligence and Sex. Analysis was done in comparing means for their significant differences in contrasted groups. This involves to apply 't' ratios subsequently many times which would definitely have proved a cumbersome job. To avoid longer calculations and to arrive at the interaction effects, the analysis of variance technique provides a direct index of the dependence, independence of the variables under study and also facilitates the deviation of the interactional effect of the variable on the dependent variable. Since analysis of variance calls for satisfaction of the basic assumptions underlying this technique, therefore, the assumptions underlying 'ANOVA' were all tested for SES scores. The assumptions of homogeneity of variances with sets were experimented by applying Hartley's test of Homogeneity.

For the calculation of the required 'F' ratios 2x2x2 factorial design of 'ANOVA' was formulated on the lines suggested by Guilford (1970), Edward (1971) and Snedecor and Cochran (1973). The analysis of variance was applied by taking up two levels of Frustration, Intelligence and sex as independent variable, while SES was treated as

dependent variable. An outline of the design is shown as under;

I. Independent Variables

A. Frustration

Ai = High Frustration

A2 = Low Frustration

B. Intelligence

Bi = High Intelligence

B2 = Low Intelligence

C. Sex

Ci = Boys

C2 = Girls

II. Dependent Variable

D. Socio-Economic Status

FINDINGS AND SUGGESTIONS:

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

1. There exists significant difference in frustration level between Tribal students (Boys), possessing high and low Intelligence. The Tribal boys students possessing:

High Intelligence have lower level of frustration in comparison to Low Intelligence Tribal boys students who have higher level of frustration.
2. The Triba boys students who have high level of Adjustment differ significantly from the students having low level of Adjustment on the scores of Frustration. The well Adjusted Tribal Boys students have lower level of frustration in comparison to Low Adjusted Tribal Boys students.
3. There is no significant difference exist in frustration level between Tribal students (Boys), belonging to high and low SES groups.
4. The interaction AxB (Intelligence X Socio-Economic Status), AxC (Intelligence x Adjustment),

BxC (Socio-Economic Status x Adjustment) and also the triple interaction effect Ax BxC (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.

5. There exists significant difference in frustration level between Tribal girls students possessing high and low Intelligence. The Tribal girls students possessing High

Intelligence have lower level of frustration in comparison to Low Intelligence Tribal girls students having higher level of frustration.

6. There is significant difference in frustration level between Tribal girls students belonging to high and low. SES groups. The Tribal girls 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 girls students have lower level of frustration in comparison to Low SES girls students.

7. There is significant difference in frustration level between Tribal girls students belonging to high and low Adjustment groups. The Highly Adjusted Tribal girls students have lower level of frustration in comparison to Low Adjusted Tribal girls students.

8. The interaction AxB (Intelligence X Socio-Economic Status), AxC (Intelligence x Adjustment), BxC (Socio-Economic Status

x Adjustment) and also the triple interaction effect Ax BxC (Intelligence x Socio-Economic Status x Adjustment) were found to be insignificant at any of the two levels of confidence. There exists no significant difference between any of the mentioned groups on Frustration in Tribal girls students. Their joint effect had nothing to do on frustration.

(B) The inferences based on Intelligence as Dependent variable

and Frustration, SES and Sex as independent variables for Tribal 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.

CONCLUSIONS:

It has been found that 'F' ratio for the main effect 'A' (Intelligence) came out to be 8.33 which is significant at 0.01 level of confidence. This shows that significant difference exist in frustration level between scheduled caste students (Girls), having high and low Intelligence groups. Again, the mean values vide table 4.7 shows that High Intelligence students score low on frustration as compared to low Intelligence students. It is, therefore, interpreted that High Intelligence students have lower level of frustration in comparison to Low Intelligence students. The Scheduled Caste girls students who have high level of Intelligence differ significantly from the students having low level of Intelligence on Frustration. From the table 4.8 it has been found that 'F' ratio for the main effect 'B' (SES) came out to be 8.02 which is significant at 0.01 level of confidence. This shows that there is significant difference exists in frustration level between scheduled caste students (girls), belonging to high and low SES groups. Again, the mean values vide table 4.7 shows that High SES girls students score low on frustration.

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