

## STUDY OF ADOLESCENCE PROBLEMS IN RELATION TO FRUSTRATION OF MANSA DISTRICT

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### ABSTRACT

The need of the individual and the requirements of the society are never identical. But the flexible person is resolve the two demands into an acceptable synthesis. In every School, we can perceive adolescent who differ greatly in their School, we can get adolescent who differ greatly in their tolerance of frustration and conflicts and in the type of adjustment without under stress and strain. An adolescent who adjust well can be regarded as a young person who experiences relatively little tension in his daily activities contrariwise, an adolescent who habitually adjusts poorly tends to experience tension to a marked degree. Main intention of research exertion is to estimate the carious problems of adolescence and their effect on behavior of the individual. The findings also call for further inquiry into affective family, home, school, social relations so as to cause least frustration in the adolescence.

**KEYWORDS:** Adolescence Problems, Frustration, Adolescents

### INTRODUCTION

Educators, parents, commercial and government leaders agree that we need to develop folks with healthy or high self-esteem characterized by lenience and respect for others, entities who accept responsibility for their actions, have veracity, take pride in their deeds, who are self-motivated, willing to take risks, capable of handling criticism, loving and lovable, seek the challenge and stimulation of worthwhile and demanding goals, and take command and control of their lives, in other words, we need to help foster the development of people who have healthy or authentic self-esteem because they trust own being to be life affirming, constructive, responsible and trustworthy.

Education today is not purely a question of the education of formative years; it is a question of the education of parents, because so many parents have lost their hold on their children. Once reason for this is that they insist on laying down the law without allowing a free intellectual interchange of ideas between themselves and the younger generation. As we grow older we gain some wisdom, but we cannot take it for granted that our wisdom will be accepted by the younger generation. We cannot simply expect them to say, "Our older people have had experience and they have proved to themselves certain things, therefore they are right." They want to experience for themselves. They are perfectly willing to talk to older who are shocked by their ideas, nor do they want to talk to older people who are not realistic.

### ADOLESCENCE PROBLEMS

The problems faced by adolescences as a result of parental indifference, problem in schools, problem due to teachers, social inferiorities, personal handicaps constitute adolescence problems.

The question is whether pubescent is a joy or a burden has been pondered by many psychologists as well as many

adolescents. A study showed that people in their adolescents were most confused and their morale at its lowest ebb. They maintained such difficulties as striving for recognition from peers of their own opposite sex being under anxiety producing pressures from their parents for scholastic and social achievement and trying to establish their independence while till financially dependent on their parents.

As a result, they face a number of problems, school/school problems can broadly be classified as adolescence related problems.

## **FAMILY PROBLEMS**

### **Problems of Family Adolescent Relations**

As we know, an adolescent often finds that the attitudes of his enlarging social group differ greatly from those that he has acquired in the home. Some of these differences may be relatively insignificant, but to the adolescent they may take catastrophic proportions.

### **Problems**

The conflicts that arise between an adolescents and his parentages do not limit themselves to differences of opinion a large issues. There often is constant argument concerning matters that may seem relatively trivial to the parent although they loom large in the mind of the developing adolescents. Conflicts may arise between the adolescent and his families that are different to resolve if neither is willing or able to negotiation. The conflicts may be due to a number of factors already discussed involving the maturation of the adolescents and the maturation of the parents: the biological changes of puberty, cognitive changes involving increased idealism and logical reasoning, social changes focused on impendence and identity, violated expectations and physical, cognitive and social changes in parents associated with middle adulthood. Moreover, there is often a lack of communication between mature adults and adolescents.

## **DELICATE PROBLEMS**

**Prof. Clark L. Hall** makes no distinction between a theory of behavior and a theory of personality adjustment. The stage of teenagers or adolescents, particularly at high or higher secondary level is a period of great stress and strain. The teachers as well as the psychologist tem this period as the phase of turnmoil and problems. It is a prerequisite necessity to extend some useful help to the students' knowledge about their surroundings, adjustment and behavior as this information confurnish an insight into their personal problems.

Emotionally the adolescent grow independent of parents and prepares himself for entering into other relationship that are needed in marriage, in work and in the community. Sex consciousness develops and this influences the emotional as well the social roles and responsibilities of child change and which requires adjustment to new situations in a different way. Parents and society expect him to think and act like an adult of which he is not physically and intellectually mature enough. The adolescence fail to decide his status in social setting and failure to adjust to new environment. So, the strict discipline restrictions on movement and lack of understanding their interest and point of view are the chief sources of emotional disturbance. The most pressing problem of Indian adolescence is the future vacation after schooling that makes him disturbed and depression develops in his mind. Adolescence is more or less freighted at times. They often struggle with fear that arise out of the problem they "were most concerned about". **Bonner (1942)** listed getting a job, preparing for avocation, war problem (this was in early forties) school problem and social problem.

**Mathur (1970)** studied the cause of frustration in an adolescents and its relation with level of aspirations on the students of XI class. He found that causes of frustration were level mainly in health. A boy may become unduly aggressive. He act as through his parents' chief function is to serve him and to cater to his wants. He may tend to wear sloppy or over conspicuous clothes. He may assume a superior attitude towards younger children as well as towards adults at the same time, in various ways he may attempt to impress his peer groups, both boys and girls. An adolescent boy may become moody and unduly sensitive to the attitudes displayed toward him by others in his group, or he may develop a boisterous, self-assured attitude that serves as a cover up of his inner feelings of insecurity.

The kind of attitudes displayed by adults in the presence of adolescent may cause the later to develop either desirable attitudes or attitudes of bitterness or of personal futility. Both boys and girls can give evidence of aggressive behavior when their interests are thwarted. There are sex differences. However, although boys generally are considered to be more aggressive than girls.

Over aggressive teenagers often are permitted to develop habits that interfere with their present and later present and later interpersonal relationships some adolescents become demanding for the fulfillment of their desires. They are likely to increase these selfish demands they grow and develop unless some are assists them in redirecting self-aggrandizing motives.

### **School Problems**

An adolescent's school experience exert a potent influences on his developing personality pattern. The school shares with the home the responsibility of helping a helping a young person achieve those behavior characteristics that can ensure of making of a satisfactory adjustments to the demands on him of the various areas of his present and future life activities. The degree of success he earns as a secondary school student depends on factors such as appropriateness of the curriculum in the right of his learning needs the choice of major fields of his teachers and fellow students, his participation in the social life of the school, the amount and kind of guidance he receives and parental ambitions for him. Moreover, fundamental determiners of his school progress are his degree of intellectual capacity and his towards continued education.

### **Educational Problem**

Present educational theory and practice are far perfect and require constant revision and improvement in order meet the needs of the group and to satisfy the interest and abilities of the individual. No matter how well the school is organized, how excellent the curriculum or how proficient the teaching personnel problem will arise as individual students attempt to adjust to school life. The ideal of the right of every citizen to avail himself to the fullest extent of those educational opportunities which fit his needs and his interests has resulted inevitably in mass education. Large schools, oversize classes quickly and sometimes inadequately trained teachers, too little understanding of child and adolescent psychology, a bewildering array of elective subjects on the high school and school levels, an orgy of experimental teaching methods-all these combine to develop state of educational chaos, of which too many young people are the victims, resulting in dissatisfaction with schools and schools people. At one time, young person's felt that their responsibility for the schooling of their children went no further than to have them that point. In the same way, school authorities excluded parents from the educational program of their pupils, except as an individual boy and girl appeared to be unwilling or unable to meet study requirements or school regulations.

### **Factors Affecting Attitudes Towards School**

When a young person enters high school, he has many adjustments to make. Learning to adopt himself to new teachers and school mates, deciding upon the course or subjects that he should select, and training himself to accept personal responsibility for his success beyond what was expected of him in elementary school. All these combine to create bewilderment and perhaps serious discouragement unless there is available much sympathetic guidance and assistance in the meeting of such problems.

Further, a young person's decision concerning plans after high school must be given serious thought.

After a young person has been admitted to the school of his choice he is faced by problems that are closely connected with his achieving success not only as a student but also as a member of the school group. Efficient methods and conditions of study, examination passing techniques value of curricular offerings, participation in extra class room activities and the desirability of engaging in part time work while attending school may cause anxiety in the high school or school student. Often a young person's habitual attitude towards himself and other people may make his attempted adjustment to his school life very difficult. Fortunately adolescent attitudes are attitudes are subject to change. Teenage boys and girls live a very intense life in school and take themselves and their activities much more seriously than were sometimes realize. If we as parents and educator were to meet our obligations conscientiously and intelligently, many fears and worries of adolescence could be lessened or even eliminated. Thus a more pleasant and profitable school life would be assured to adolescents.

### **Social Problems**

An individual so called "Social attitudes and behavior" permeate all his interpersonal and inter group relations. At the same time his degree of social awareness and adaptability is rooted in his total development pattern, physical, mental and emotional. It could be argued that developmental progress also in basic in home, school and vocational adjustments. Fundamentally this is so, but adolescenceful experiences in these areas of human relationships appear to be more or less conditioned by particular situational factors. Social adjustment implies a relatively broad base of operations. A young person's social adjustment reflects the influence upon him to his experiences in the more adjustment areas, but goes beyond them as the adolescent attempts to respond to all the human interrelationship by which he constantly and consistently is stimulated.

### **Adolescent Problem of Social Relationships**

Adolescent tend to believe that in their social relationships they have the right to behave according to adult standards on such matters as relations between the sexes, recreational activities, speech. Mode of dress and attitude towards the government religion and community affairs. They quickly recognize the attitude and behavior of their elders.

### **Adult Influences Upon Adolescent Urges and Interests**

Since the adolescent rarely does things by halves, not only does he tend to mold his conduct in terms of the examples that are set before him by his older associates but he goes a step further and throws himself enthusiastically into whatever activity he finds exciting or affords immediate satisfaction. He seldom either reconsiders or recognizes the fact that the results may be disastrous. He often is stirred by a desire to reform the world. He takes seriously the social ills that are called to his attention. He has an urge to improve the sorry state of affairs in the world. Fortunately, he is therefore

capable of being influenced by the ideals of his elders as they attempt to guide his behavior into socially desirable channels.

Teenage boys and girls want to go outside the home to engage in various kinds of social activities and games. They want the independent that matches their increasing strength and maturity. They want to be permitted to make greater use of their enlarged reasoning powers. The denial of these desires often make them discontented and restless. As we know the struggle between adolescent urges seeking expression and attempts at their own behavior, leads to bewilderment and sometimes to defiance of social customs and mores.

Many adults who thus attempt to direct the conduct of young people go blithely along in their own behavior practices giving satisfaction to their immediate urges, prejudices and desires with no regard for the effect of then conduct upon the lives of others. Unfortunately some adults who show a divergence between their own conduct and what they tell others to do are civic, educational or social leaders whose behavior has a tremendous influences upon those with whom they come in contact.

### **Social Adjustment Linked to Home and School**

A young person's social adjustment is not a thin apart, but is closely linked with his adjustment to his home and school relationships. It usually follows that a boy or girl who experiences a normal and well-integrated home and school life carries over into all his other associations a similar wholesomeness of attitude and control of behavior.

### **Need to Avoid Maladjustment**

Although maladjustment cannot be labeled as completely home, school vocational or social, it usually is true that unless early home or school difficulties can be adjusted, the uncontrolled behavior of the young person progress (or rather, regresses) into actual delinquency or mental illness and becomes a serious problem. Poverty, parental ignorance or indifference and physical or mental disability are contributing factors in the setting up of a pattern of social inadequacy. The problems of social adjustment that are common to all normal young people who are growing up in normal environment becomes intensified if the young person has developed abnormal characteristic and is living in an unhygienic environment.

Fortunately, the majority of young people bring problems of social living a background of healthy attitudes and behavior practices. In spite of the fact that even normal adolescents are consistent in their desire for independence of behavior in their social relationship, they are equally consistent in seeking sympathetic advice concerning problems that may arise in their social life.

### **Need to Make Good First Impression**

Girls and boys often find themselves ill at ease and tongue tied in the presence of members of the opposite sex. This is usually caused by a natural desire to make a good impression. The boy tends to brag about his accomplishments. The girls may affect in artificial, sophisticated manner. Little is gained by attempting to be what one is not. Adults who are simple and unaffected in manner, who are careful of their vocabulary, and who practice good taste in their conversation with their friends and associates present excellent models for young people to follow.

### **Achieving Popularity**

Poise dignity social ease and consideration for others, rather than too free spending. Elaborate dressing, loud talking or aggressive behavior are the secrets of popularity. Much of the enjoyment of school or business life is dependent upon a young person's relations with his fellows. The well-adjusted young person possesses a few friends and many acquaintances among the group.

### **Friends and Companions**

Young people are very much concerned about their friendships with other boys and girls. Their questions are specific and indicate the emotional disturbance that can rise as a result of unpleasant experiences in the realm of friendship.

### **Bases of True Friendship**

Friendship is based upon personality qualities that lie deep beneath the surface. Economic status, prestige, personal, attractiveness and national or religious background are relatively unimportant as the bases of friendship. Very often parents and other adults fail to recognize this fact. They may disapprove of a friendship between two wholesome democratic adolescents because they, the adults, are evaluating the relationship in terms of superficial standards.

### **Loyalty Important to Friendship**

Friends should be loyal to one another, they should share their pleasures and other activities in so far as this will not interfere with any obligations.

### **Problem of Accepting or Refusing an Initiation**

A girl sometimes hesitates to refuse an invitation, even though, she would prefer not to accept it, lest she lose the friendship of the boy.

This is especially true if she is forced to refuse two invitations in succession probably in her reasons in her reasons for the refusal are legitimate. She can convince the boy of her sincerity. A friendship lost because of super sensitivity on the part of the boy under such circumstances need cause a girl no regret.

### **SEX DIFFERENCE**

No two individuals are alike in this world interesting fact is that variations are not only found between the individuals but even within the same individual. The former are inter individual differences and later are called intra-individual differences. Individual differences are found in men and women. These sex differences are known as inter-individual differences. The intelligences test have shown that both genders have an average similar IQ but some other differences between boys and girls were discovered by Mcaemar and Terman (1921). On't the basis of some studies they have discovered that woman have sensory distinctions superior in language, more susceptible for suggestions and men have greater motor ability, excel in mathematics and logic, show greater reaction and conscious of size, weight and illusion superior in physics and chemistry. On the other hand, there are studies especially studies done in recent years, which indicate that there is no significant effect of sex on attitude. Sex has little no relation to attitudes and other personality characteristics are becoming fewer in modern society.

Thus, the investigator is curious to find out whether the scientific attitude has any relation to difference in sex.

## URBAN-RURAL ENVIRONMENT

The human nature is shaped through the interaction, which takes place between the human or organism and environment. Environment is habitations in fullest sense. Not only our physical surroundings but also the people around social customs, traditions, cultural and our educational training all constitute our environment. Social heritage, ideas and deals are also part of environment.

The influences of this environment on the interests, attitudes and other characteristics of personality have been systematically studied by as number of investigator.

Every individual's bears an imprint of the environment in which he is brought up. The difference between rural and urban background is very sharp. In Urban areas, the people lead a very comfortable life and most of them have luxury items like refrigerators, TV, VCR etc. Radio and Television broad casts, motion picture programmers and the vast amount of printed reading matter that is readily available all contribute to the adaptation and development of those who are stimulated by influences that affect adjustment either desirably or undesirably.

Life in rural areas is quite hard. They don't have many comforts more over; the majority of parents in rural areas are less educated than the parents in urban areas. Adult illiteracy is found more in rural areas, which leads to too many superstitions and believes. On the other hand urban times provide a better mental and educational environment. There is an availability of good libraries, better schools and advanced educational facilities in rural areas. Social and religious environment is also different in these areas. Rural people have their own philosophy of life their own beliefs.

Adjustment patterns are not developed or formed in isolation. The adaptability possessed by a particular person reflect in a large part the kinds of environment the individuals has lived through. In order to understand the adolescent adaptability it is necessary to know something that concern the difference in views and values which characterize the different sub cultures in which the adolescents mature.

Thus investigator feels that there is difference in the environment of rural and urban areas, which subsequently influences the adaptability of adolescents. Adolescents living in both types of environment have their own privileges and handicaps and hence their adaptability varies to some extent according of the environment in which they live.

## FRUSTRATION

Frustration refers to the situations or the event that blocks the way to goal. It also means a sense of disappointment that is the result of being blocked. The course of life is not always smooth. In our daily life we encounter barriers between our goals and ourselves. The process of blocking or thwarting of needs causes frustration in human beings. Frustration has important part of our development from birth to death and is inevitable in our daily life. We have a number of desires, which are not fulfilled due to certain obstacles. There is more or less minor frustration, which is encountered every day – a person misses the bus; causing a late arrival for an appointment; the office assistant is ill; delaying the preparation of an important report. There is, of course, much greater frustration in life. A boy who always wanted to marry his childhood beloved is jilted for another. A student fails in the school entrance examination and is denied admission. A sense of psychological disorder interrupts a brilliant career.

Frustration is sometimes common but sometimes it is uncommon. Every person wants a job, but if he does not get it, it is common frustration. But it is quite possible that a person like to become a king over-night. This would be an uncommon frustration because of abnormal desire. However, the impact may be the same.

Different psychologists have defined the term frustration in different ways. Generally speaking definition can be classified into two categories, i.e. frustration as a state of an organism and frustration as a hypothetical construct. Most of them however agree in emphasizing the role of interference.

**According to Freud (1920)**, “Frustration occurred when ever pleasure seeking or pain avoiding behavior was blocked.”

**Davitz (1942)**, “Frustration is the blocking of desire evoked behavior”. In the Encyclopedia of psychology, R.R. Sears (1942) says in essay frustration and aggression that it is interference with the goal response or with instrumental acts leading to it. Sears (1942) defined frustration, as “the condition which exists when goal response suffer interference”.

**According to Rosenweig (1944)**, “Frustration occurs wherever the organism meets a more or less instrumental obstacle or obstruction in its route to the satisfaction of the vital needs.” The obstacle may be of active or passive sort.

**Harriman (1946)** says frustration is defined as, “the condition of being thwarted in the satisfaction of motive.”

**Maier (1949)** defined, frustration as change in the conditions of the organism and through it a different set of behavior mechanism is set into operation.

**Maslow and Murphy (1954)** viewed frustration as, “The blocking of motivated action.”

**On the other Amsel (1958) defined**, “Frustration as a conceptualization of a hypothetical implicit reaction elicited by non – reward after a number of prior rewards.”

**Estes (1958)** says that frustration included cessation of reward, followed by an emotional reaction which facilitated interfering responses.

Some psychological outlined an approach in which frustration was treated as a hypothetical construct. Thus it seems that most of the psychologists have laid emphasis upon the interference in the goal directed activity of a person.

**In the Dictionary of Education (1959)**, frustration has been defined as, “Emotional tension resulting from the blockage of the desire or need or attempt mode or reaction.”

**Symonds (1966)**, views frustration as, “the blocking or interference of the satisfaction of an aroused need through some barrier or obstruction.”

**Gilmar, B. Vonhaller (1966)**, defined, frustration as, “the state of an organism resulting when the satisfaction of motivated behavior is made difficult or impossible, when goal is blocked.”

**Bhatia (1969)**, “Frustration is the blocking or thwarting of one’s needs and desires.”

**According to Kuppuswamy (1969)**, human being are trying to fulfill their needs in order to live happily and function affectively, but these needs cannot always be adequately satisfied on account of several obstacles and obstruction cause frustration and produce tension. Continuous frustration of our basic needs may lead to serious maladjustments or condition of mental ill health.

According to Aggarwal and Biswas (1971), "Frustration is the state of being baffled, balked or thwarted when trying to satisfy one's desire."

Karn H.W. and Weitz (1971), in his book "Introduction to psychology" have said, "Unless the individual is motivated he cannot be frustrated."

Drever (1976), defines frustration as blocking of the organism's path towards a goal seeking is conscious or unconscious.

The New Dictionary of Psychology, Chaplin (1979), defines frustration as, "Blockage or thwarting of goal directed behavior anxiety and heightened sympathetic activity resulting from blockage or thwarting."

According to Elizabeth B.Hurluck (1980), "Frustration is the feeling of helplessness, disappointment, inadequacy or anxiety that comes when ever any drive is blocked."

According to Bhalla (1984), "a state of tension may be produced by organic needs, which have to satisfy for the preservation of life. Frustration results when these needs are not satisfied. Unless these needs are met, the behavior is likely to deviate from that of the group."

## FACTORS OF FRUSTRATION

Factors that lead to non-fulfillment of desires are the causes of frustration. Causes of frustration may be studied under:

- External Environment Factors
- Internal Environment Factors

### External Environment Factors

External factors are conditions, which are the environment. They influence the individual from outside. Some of the important external factors of frustration are as under:-

- **Physical Factors:** Many of needs remain unfulfilled due to the physical obstacles. For example rain, flood, famine, fire, earthquake may destroy normal condition and lead to non-fulfillment of needs and desires. This non-fulfillment leads to frustration. In feministic areas people are compelled to go without food their hunger needs are frustrating.
- **Social Factors:** Our society is based on certain norms and rules and members of society have to work according to those norms and rules. These norms and rules may lead to non-fulfillment of desires and cause frustration. A person may be anxious to marry a particular beautiful girl. But because of social situation he may not be able to be appreciated, loved and respected. If this desire for love and respect is not met, the result is frustrating.
- **Economic Factors:** Poverty is the cause of many frustrations. Some people are not able to fulfill these physical needs due to poverty. They are not able to get proper food and sufficient clothing. They also remain frustrated. Unemployment, lack of security in employment, inadequate wages and harsh treatment by employers and lack of opportunities cause frustration.

### Internal / Personal Factors

Sometimes internal or personal causes are responsible for frustration, personal causes frustrate the individual from within, the person himself is the cause of frustration. Some of the important causes of frustration are as under:-

- **Physical Defect or Abnormality:** Frustration may be caused due to physical defect such as blindness, deafness, lameness etc. An ugly face, dark complexion, very heavy or thin body, very small or big stature may be source of frustration.
- **Mental Deficiency:** Frustration may be caused due to mental deficiency. Deficiency in one's intelligence or studies may frustrate an individual. A person may be anxious to get first division in B.Ed. examination, but because of mental deficiency he may not get it. This would cause dissatisfaction and frustration.
- **Conflicting Desires:** Frustration may be caused due to conflicting desires of the person. For example, a young boy wishes to marry a particular girl of his choice, but also wishes to avoid it as it interferes to obtain a Ph.D degree, which requires four years study in a university.
- **Moral Values:** Sometimes moral values also cause frustration. A person wants to steal an attractive living, but his moral values stop him from doing so. Similarly cheating in examinations versus not cheating places the persons in a similar dilemma. In such a situation he can fulfill only one need and this leads to conflict and frustration.
- **High Level of Aspiration:** Sometimes very high level of aspiration causes frustration. For example, a school student who hardly gets pass marks in various examinations aspires to become a lecturer. Such aspirations are found to lead to frustration.

### Real and Imagined Sources of Frustration

The source of frustration may be either real or imagined. The conditions that thwart purposive behavior may actually exist, or they may be fantasies or the imaginations. One salesman may be frustrated because there is little market for his product, while another may be frustrated because he falsely believes no market exists and hence does not exert the needed effort. Whether the cause real or imagined the frustration is a real one for the individual concerned. It is too easy to accuse the frustrated individual indulging in unrealities, pointing out that the sources of frustration are false. To make this interpretation indicates a lack of insight into the motivational dynamics involved and prevents effective steps from being taken towards the readjustment of the individual.

Furthermore, many situations are anomalous. The different interpretations that may be applied to the same state of affairs may be equally sound. For example, workers may complain that there is little opportunity for promotion in an organization. Management may respond by saying that this is not true since each year 5% of line workers do receive promotions. Who is to say such a promotion rate is a small or large? It will depend upon the individual and his system of values. As a result it is necessary to be cautious in categorizing a source of frustration as real or imagined in a situation that allows honest differences of opinion.

### CONSEQUENCES OF FRUSTRATION

The individual who fails to achieve his goal may react in a variety of different ways. This kind and intensity of the reaction will depend upon the nature of the individual, the strength of the motivation and the source of the frustration.

A worker who has been brought up in culture that does not condone emotional demonstrations may have strong internal reactions that continue over a period of time, while one who has been brought up in the opposite type of culture may curse and throw his tools about then manifest no further reaction.

Where there are strong motivations and highly prized goals, reactions to frustration are likely to be strong. However, there is by no means a perfect correlation between intensity of reaction to blocking and the strength of motivation. Sometimes failure to achieve a goal that is only mildly wanted will result in strong reactions. Finally, the intensity of reaction is related to the source of the frustration. Workers are more likely to accept what is to them an undesirable situation from a superior who is considered a "good boss" than from one who is not so considered.

The individual who fails to achieve a highly desired goal may generalize his dissatisfaction to other related areas. Katz and Hyman point out workers display a "spill-over" of dissatisfaction to areas where there is no intrinsic dissatisfaction. They compared the attitudes of workers in a plant who had been resentful over a wage dispute with the attitudes of workers who had no such dissatisfaction. All other plant and community conditions were approximately the same. The first group of workers was not only less the total community situation.

The consequences of frustration are not necessarily bad. The individual who fails as a salesman may take a job as a clerk and so rechanneled his efforts that he achieves success on the new job. Frustration is likely to lead to an intensification of efforts. This increase in effort may not be directed toward the original goal but rather may be expanded in other directions where success is more likely to be achieved.

## REACTIONS TO FRUSTRATION

Whether it is a result of environment obstacles, personal obstacles or conflicts has a number of possible reactions. Some of the immediate reactions to frustration are given below. These reactions have been studied by **Banker, Demelo and Lewis (1941)** through their experiments on effects of frustration on children's play behavior.

**Restlessness:** One of the immediate reactions to frustration is restlessness in behavior. Restlessness is associated with many actions indicating unhappiness and an increase in tension or level of excitement. Restlessness and tension are noticed in both children and adults.

**Aggression:** There is a close relationship between tension and restlessness movements. Both are feelings of anger that lead to destructiveness. Aggression is expressed directly against the individual or object that is the source of frustration for example, when a small child takes a big toy from another child; the recent child is likely to attack the first in an attempt to regain the toy. In case of an adult's aggression may be verbal rather than physical. Frequently the frustration. Sometimes the source is vague and intangible. The person does not know what to attack; yet feels angry and seeks something to attack. Something the person responsible for frustration is so powerful that an attack would be dangerous when arguments block direct attack on the cause of frustration, for example the husband fails to attack his wife express his resentment on his office staff.

**Apathy:** Although a common reaction to frustration is active aggression another reaction is it opposes apathy, indifference, and withdrawal. A girl has been frustrated in love affair with his boyfriend, may later show indifference towards all the other boys even though all the boys may be very good. An extreme form of such indifference may be avoiding men and living as a spinster.

**Fantasy:** When the problem becomes too much for us we sometimes seek the solution of escape into a dream world, a solution based in fantasy rather than reality. The pin-up girls in soldier's barrack symbolic a fantasy life that goes in when normal social life with women is frustrated man on a starvation diet face their interest I women and interest hang walls pictures of prepared food cut from magazines.

**Stereotype:** Another consequence of frustration is stereotype behavior that is tendency to exhibit repetitive; fixated behavior. Ordinarily problem –solving requires flexibility; striking out in new directions when the original path the good is flocked. When repeated frustration baffles a person; some flexibility appears to be lost; and the person will stupidly make the same effort again and again; though experience has shown its futility. Once the stereotype habit has been adopted it is very resistant change. The persistence of difficulties in arithmetic and reading among some fright children also may be explained in part as a consequence of errors stereotype by early frustration.

**Regression:** regression is another reaction to frustration. Regression is defined as a return to make primitive modes of behavior that is to modes of behavior characterizing. An older child seeks the love affectioN bestowed upon him in childhood by behaving again as he did during younger ages. This type of regression is called retrogressive behavior.

We have discussed a number of observable factors of frustration. In order to explain these factors psychologists have introduced the concept of anxiety. By anxiety we mean the unpleasant emotion characterized by the terms 'worry' apprehension and fear that we all experience at times in varying degrees. Because anxiety is a very uncomfortable emotion.

### **NEED AND SIGNIFICANCE OF THE STUDY**

The adolescent undergoes a continuous process of adjustment. His personal and social behavior does not develop in a vacuum. Those interests and modes of behavior that are particularly the result from the relationship that exists between his personal desires, needs or inherit potentialities and existing environmental conditions by which he is stimulated. Frustrations and conflicting situations may confront the adolescent almost continuously in his growing up process. In his attempts to meet his personal and social needs the adolescent makes a variety of adjustments. He may satisfy his own need and those of society. He may experience inadequate adjustment. He may fail so completely to adjust the emotional or mental breakdown results.

A psychologist is called upon not only to understand people, but also to help them modify their behavior. It is better to be happy than hinder the adjustment of other persons. A teacher or psychologist should understand and appreciate the needs of human beings because every person is urged upon to act by these needs and desires. He is never completely at rest with himself, as his life is a continuous struggle for food warmth, achievement, affection, recognition and economic emotional security. The need of the individual and the requirements of the society are never identical. But the flexible person is able to resolve the two demands into an acceptable synthesis. In every School, we can see female students who differ greatly in their tolerance of frustration and conflicts and in the type of adjustment without under stress and strain. A school students who adjust well can be regarded as a young person who experiences relatively little tension in his daily activities contrariwise, a school students who habitually adjusts poorly tends to experience tension to a marked degree.

In the main goal of my thesis is to estimate the carious problems of adolescence and their effect on behavior of the individual. The findings also call for further inquiry into affective family, home, school, social relations so as to cause least frustration in the adolescence.

## STATEMENT OF THE PROBLEM

### “Study of Adolescence Problems in Relation to Frustration of Mansa District”

#### Objectives of the Study

- To study the relationship between adolescence problems and frustration of students of schools of Mansa District.
- To study the difference in adolescence problems of students of schools of Mansa District with respect to gender.
- To study the difference in the frustration level of students of schools of Mansa District with respect to gender.

#### Hypothesis

- There will be significant relationship between adolescence problems and frustration of students of schools of Mansa District.
- There will be significant difference in mean scores of frustration level of student of schools of Mansa District with respect to gender.
- There will be significant difference in mean scores of adolescence problems of students of schools of Mansa District with respect to gender.

## DELIMITATIONS OF THE STUDY

- The sample was drawn from schools of Mansa district.
- The study was delimited to 60 students of schools of Mansa district.
- The study was delimited to 30 urban and 30 rural students of school of Mansa district.
- The study was delimited to 30 male and 30 female students of schools of Mansa district.

#### Review of Related Literature

A review of related literature is an important pre-requisite to actual planning and the execution of any research work. The existing researches that are directly or indirectly related to the present studies are given below:

**Symonds (1939)** stressed in his study that a rejected and over anxious child is likely to become more aggressive and hostile and may resort to truancy lying and stealing.

**Baldwin (1949)** conducted a study on school children to study their home atmosphere and its impact on child behavior and concluded that children from democratic homes were more outgoing, active, competitive, resourceful and hence less stressed and frustrated.

**Mohsin, S.M. (1951)** found that the effect of frustration on problem solving behavior repeated experience of failure of goal directed activity produces frustration.

**Cole (1964)** found that the period of greatest conflict comes when the children are between 13 and 19 years i.e. during the years of beginning of emancipation from parental control.

**Anthony (1970)** noted that the behavioral problems of adolescents like jealousy, bullying teasing, are the result of sibling frustration.

**Mithal, S.L (1975)** in his study found that the frustrated students expressed their aggressive mainly towards to the external environment or towards self.

**Reddy (1978)** in his study on adolescent adjustment observed a significant relationship between adjustment and level frustration.

**Tripathi, K.K. (1978)** in his study named “frustration among school going children adolescents” found that both boys and girls were frustrated and there was no significant sex difference.

**Dubey, P (1979)** found that frustrated individuals were more affected by suggestions.

**Veereshwar, P (1979)** studied, “The mental health and adjustment problems of school going girls, urban and rural” and found that adjustment problems for girls existed in all areas but the percentage of extreme cases was average. Family problems, educational problems and personals were shown less by urban girls and the difference was significant.

**Bhatia, K.T (1984)** found that family atmosphere was more tense and unhappy for girls in Indian environment. In many families parents were more favorably inclined towards boys.

**Balbir, K. (1987)** studied that over chosen children are less frustrated. They possess a power of abstract thinking and socially desirable traits. They possess a power of abstract thinking and socially desirable traits. They are emotionally stable, most zestful and like group action. They are adjustable and submissive. Under chosen students possess socially undesirable traits. They are affected by feeling emotionally stable. In order to get attention they become aggressive, stubborn and dominant.

**Kashyap, V (1989)** in her investigation reported that adolescent problems were positively related to anxiety, frustration insecurity and emotional immaturity and negatively to intelligence.

**Sharma, Sonia (1992)** found that adolescents have to face maximum number of problems, whereas urban boys have more family problems.

**Yeaman, Janis Irene (1994)** in her study described the pervasive stress on school campuses. The data showed that the resilient subject experienced less pressure – overload, anger frustration, anxiety and depression than either average or vulnerable groups. Male and females were not found to differ with regard to pressure – overload, anger frustration, anxiety levels anxiety, stressor magnitude, health distress, social support and philosophical spiritual resources.

**Jacknicke – Prochnau, Catherine Ann (1998)** in their qualitative study revealed, personal hardships accompanied palliative care practice in the form of feelings such as sadness, frustration and anxiety and even developed into stress and loss of control. Coping with such difficulties was accomplished through self-expression, self-nurturance, laminating relationships, control taking and rationalizing.

**Monaco, Linda (1999)** indicates that marital discord, disruption of family social life, frustration and financial strain commonly result for the stress OCD (obsessive Compulsive Disorder) places on the family. Regression analysis indicated or depression. Denial or disengagement coping strategies mediated the relationship between psychological adjustment variables and hope.

**Shweta (2002)** revealed in her study found significant relationship between adjustments was found in adolescence in relation to their gender as well as habitation.

**Chadha, M (2003)** in her study concluded that psycho-social correlates the anxiety, achievement, adjustment and family environment contribute to 97% of the frustration in students of professional schools.

She at different significant differences among the students of professional schools at different levels of frustration with respect to the above predictor.

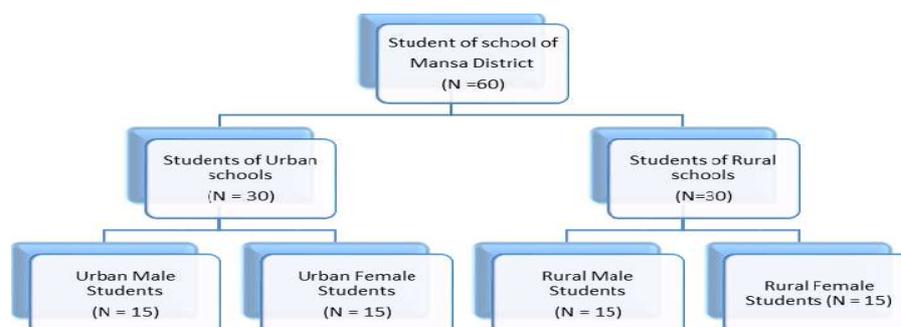
## METHODS AND PROCEDURE

**T.H. Hillways (1969)** said, "If the scholar cannot clearly describe his/her method, the chances of study may become vague and yield unsatisfactory.

### Design of the Experiment

The present study was a descriptive survey, which was conducted on schools' students of Mansa District. The study was conducted in different phases.

**Phase-I:** The investigator classified the sample into two by randomly selecting equal number of students from urban schools and from rural schools. These students were further categorized into male and female students.



**Figure 1**

**Phase-II:** In the second phase of study the investigator measured adolescence problems in regard to frustration. Coefficient of correlation was calculated to know the relationship between the variables. Significance between means worked out to know the sex difference and t-ratio was calculated.

## SAMPLING OF THE STUDY

### Sample

In present study keeping in view the limited sources of time and money only 60 students from schools of Mansa District were randomly selected. Out of selected students, 30 were taken from urban school and 30 were from rural school. Out of 30 students from rural school, 15 males and 15 females were selected. Similarly, 15 males and 15 females were selected from urban school.

## TOOLS USED

The selection of suitable tools or instrument is of vital importance for the collection of data in any research study. Tools used in the present study.

- Guide to using Nairashya Maapa (Frustration Test) by N.S Chauhan and G.P Tiwari (1972)
- Adolescence Problems Inventory by Dr. Mrs. M. Verma (1971)

## COLLECTION OF DATA

Tools used for collecting data were Frustration test by Dr. N.S. Chauhan and G.P. Tiwari and Adolescence Problems inventory by (Mrs.) M. Verma.

Both the tests are group as well as individual tests. Students from high schools have been selected randomly for both the tests. Certain time gap was given between the administrations of both the test. Congenial atmosphere was provided to the students for properly administering the test and for getting the natural response from students. Instructions were given to students after developing rapport and confidence of results was ensured.

### Operational Definitions of the Terms Used

For the convenience of precision and to avoid any ambiguity the operational definitions of the term included in the present study are given below:

## ADOLESCENCE PROBLEMS

The problems associated with the adolescence covered under four areas family problems, school/school problems, personal problems and over sensitivity. These problems may be due to parental indifference. Problems in schools, and problems due to teachers, social inferiorities, and personal handicaps. (M. Verma, 1971)

## FRUSTRATION

Frustration has its own system and dynamics; is multi modal operation speaks the language of the unconscious.

Aggression indicates frustration, dynamic at war with hostile situation. Regression and fixation related to withdrawing frustration where regression is a condition of fixation. Resignation is withdrawal from reality. Frustration affects interests a typically. (Chauhan & Tiwari, 1971)

## STATISTICAL TECHNIQUES USED

- Mean, median and standard deviation was calculated to find out the nature of distribution of the scores.
- Product – Moment coefficient of correlation was calculated to find out the relationship between variables.
- T-Ratio was employed to find out significance of difference between mean scores of variables.

## ANALYSIS AND INTERPRETATION OF DATA

Total 60 students were selected from different schools and sample was taken randomly. The parental encouragement and adjustment test were taken.

**Table 1: Mean Scores of Adolescence Problems of School Students of Mansa District**

Variable	N	Mean	SD
Adolescence Problems	60	139.85	11.08

Table 1 shows mean scores of adolescence problem of school students of Mansa District. The mean scores of adolescence problems of school students are 139.85 with SD 11.08. This reveals that school students have high adolescence problems.

**Table 2: Mean Scores of Frustration of School Students of Mansa District**

Variable	N	Mean	SD
Frustration	60	111.32	9.47

Table 2 shows mean scores of frustration of school students of Mansa District. The mean scores of frustration of school students are 111.32 with SD 9.47. This reveals that school students have high frustration level.

**Table 3: Coefficient of Correlation between Adolescence Problems and Frustration of School Students of Mansa District**

Variable	N	R	Significance
Adolescence Problems	60	.92**	Significant
Frustration	60		

\*\* Significant at .01 level

Table 3 shows the coefficient of correlation between adolescence problems and frustration of school students of Mansa District. The coefficient of correlation is .92, which is significant at both levels of confidence i.e. .05 and .01 level. This indicates that there exists significant relationship between adolescence problems and frustration of school students of Mansa Districts. Hence, hypothesis stating “there will be significant relationship between adolescence problem and frustration of students of schools of Mansa District” stands accepted.

**Table 4(a): Coefficient of Correlation between Adolescence Problems and Frustration of Male School Students of Mansa District**

Variable	N	R	Significance
Adolescence Problems	60	.52**	Significant
Frustrations	60		

\*\* Significant at .01 level

Table 4 (a) shows the coefficient of correlation between adolescence problems and frustration of male schools students of Mansa District. The coefficient of correlations is .52, which is significant at both levels of confidence i.e.05 & .01 levels. This indicates that there exists significant relationship between adolescence problem and frustration of male school students of Mansa District.

**Table 4(b): Coefficient of Correlation between Adolescence Problems and Frustration of Female School Students of Mansa District**

Variable	N	R	Significance
Adolescence Problems	60	0.145*	Significant
Frustration	60		

\* Significant at .05 level

Table 4 (b) shows the coefficient of correlation between adolescence problems and frustration of female school students of Mansa District. The coefficient of correlation is 0.145, which is significant at .05 level of confidence. This indicates that there exists significant relationship between adolescence problems and frustration of female school students of Mansa District.

**Table 5: Mean Scores of Frustration of School Students of Mansa District with Respect to Gender**

Variable	Gender	N	Mean	SD	SE <sub>D</sub>	T-Ratio	Significance
Frustration	Male	30	111.72	33.26	4.695	0.17	Not Significant
	Female	30	110.93	33.14			

Table 5 shows the mean score of frustration of school students of Mansa District with respect to gender. The mean scores of frustration of male school students are 111.72 with SD 33.26 and mean score of frustration of female school students are 110.93 with SD 33.14. The value of t-ratio is 0.17, which is not significant at both levels of confidence i.e. 0.05 and 0.01. This indicates that there exists no significant difference in the mean scores of frustration of school students of Mansa District with respect to gender.

Hence, the hypothesis stating, "There will be significant difference in mean scores of frustration level of students of schools of Mansa District with respect to gender" stands rejected.

**Table 6: Mean Scores of Adolescence Problems of School Students of Mansa District with Respect to Gender**

Variable	Gender	N	Mean	SD	SE <sub>D</sub>	T-Ratio	Significance
Adolescence Problems	Male	30	136.74	11.69	1.67	3.73**	Significant
Adolescence Problems	Female	30	142.97	11.95			

\*\*Significant at .01 Level

Table 6 shows mean scores of adolescence problems of male school students of Mansa district with respect to gender. The mean scores of adolescence problems of male school students are 136.74 with SD 11.69 and mean scores of adolescence problems of female school students are 142.97 with SD 11.95. The value of t-ratio is 3.73, which is significant at both levels of confidence i.e. .05 and .01 level. This indicates that there exists significant difference in the mean scores of adolescence problems of school students with respect to gender. It is further observed that mean scores of female school students are more favorable as compared to male schools students. The reason may be restrictions and many physical changes.

Hence, the hypothesis stating "there will be significant difference in mean score of adolescence problems of students of schools of Mansa District with respect to gender" stands accepted.

## CONCLUSIONS

The analysis of data, their discussion and interpretation put forth the following conclusion.

- The coefficient of correlation between adolescence problems and frustration of students of schools of Mansa District is .92, which is significant at .01 level of confidence. So it is concluded that there exists significant relationship between adolescence problems and frustration of students of schools of Mansa District.
- The mean scores of frustration of students of schools of Mansa District with respect to gender are 111.72 and 110.93 respectively. The t value is calculated as 2.01, which is not significant. So it is concluded that there exists no significant difference in mean scores of frustration of students of schools of Mansa District with respect to gender.
- The mean scores of adolescence problems of students of schools of Mansa District with respect to gender are 136.74 and 142.97 respectively. The t-value is calculated as 2.01, which is significant at .01 level of confidence. So it is concluded that there exists significant difference in mean scores of adolescence problems of students of schools of Mansa District with respect to gender.

## EDUCATIONAL IMPLICATIONS

The findings of the investigation may provide help to the parents and school teachers to help the students of

channelize their energy into useful and productive areas. The present study offers some significant relationship between adolescence problems and frustration. This study would help to extent in reducing the problems of the adolescence by emphasizing the need of congenial and non-frustrated situations.

The study shows significant difference in the frustration level of students belonging to urban and rural areas. The difference generally is due to social, psychological and economic conditions. Frustration shows almost the same level irrespective of gender bias. Girls show as much frustration as the boys.

Problems of adolescence show variation with respect to the habitation as well as gender biasness. Girls have been found to have more problems than the boys. The reasons may be assorted. It may be due to the society's attitudinal pattern in case of boys. As the study speaks conformity of high level of frustration and high level of adolescence problems among students of schools. So it will help parents and teachers to understand the personal problems of the children. The teachers can help them to apply positive goals without making them submit to resistance mechanism. The parents can also reduce the extent of frustration by looking after child properly and satisfying their needs.

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