

Adolescents of Shillong: Their Reactions to Frustration

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Abstract: Frustration is the state of some desire or tendency being unfulfilled. Evidently, frustration is the outcome of obstacle in the part of an individual's goal or objective. Some individuals who have phenomenal will power overcome all such obstacles but sometimes the obstacles that hinder an individual's objective are so caused as to be unsurmountable. In such a situation, it is only natural for one's to be frustrated. Frustrations are felt more by adolescents. Adolescence is the period of psychological and social transition between childhood and adulthood. Adolescents struggle with their anxieties, conflicts and confusion. In today world most of adolescent face a problem in making adjustment with others which leads to frustration especially in Co-education school. The inability to reach a goal or achieve something which caused to frustration. Family problems, economic and financial problems, bullying, backwardness in a particular subject may also frustrate an individual who is motivated to learn a particular course or choose a particular vocation, conflicting desires or aims, individual's moral standards, code of ethics and high ideas which also lead to frustration. Adolescents of Shillong also face numerous problems leading to Frustration.

Key words: reaction to frustrations, adolescents, anxiety

I. INTRODUCTION

Frustration is one of the most dominating factor influencing the individual behaviour. The sources of frustration are many and diversified. The specific situations that bring about frustration are endless but they can generally be put into three categories- Physical environment. Man's biological limitations and psychological make-up. Besides its inevitability, frustration is a phenomenon of a great consequence to human happiness. Many psychologists have pointed out the importance of frustration towards constructive side. The frustration may spur individual to greater and more well organised efforts, determined to achieve ultimate success and satisfaction. It may increase the strength of the motive and to outstanding achievements in human, social and individual history have sprung out of deeply frustrating situations or backgrounds.

Definitions

1. Carroll : "A frustration is the condition of being thwarted in the satisfaction of motive."
2. Good : "Frustration is the feeling of being blocked or thwarted in satisfying a need or attaining a goal that individual perceives as significant.*"
3. According to Stagner (1961), "frustration is a state of emotional stress characterised by confusion, annoyance and anger. Interruption to goal seeking behaviour causes frustration."
4. Rosenzweig (1941), Frustration occurs whenever the organism meets a more or less insurmountable obstacle or obstruction in its route to the satisfaction of any vital need."

Reaction to Frustration

Frustration results in various types of reactions according to its intensity and nature of the individual experiencing frustration. Some have frustration tolerance to the extent that

they bear the consequences with a little injury to the self or society; while others (or the former in the special situations) become too violent and aggressive. In this way the reactions to frustration may be classified into two major categories.

A. Simple Reactions

Under these reactions we may include the following:-

1. Increasing trials or improving efforts:- under the period of frustration, some individuals go through introspection and for overcoming the obstacles either increase their efforts or bring improvement in their behaviour or procedure.
2. Adopt Compromising Means: - Repeated failure in one direction may lead organisms to change the direction of their efforts. For example an aspirant of I.A.S. in the case of failure may direct his energy to pass the Provincial Civil Service Examination. A girl's mother failing to marry her daughter to a handsome boy may be contented by a tolerable complexion.
3. Withdrawal:- The individual learns to be away from situations that cause him frustration. A child withdraws himself from the game that he does not know. A young man refuses to marry because of his sexual incompetency due to some physiological deformities.
4. Submissiveness:- Here the individual surrenders himself and accepts his defeat before the frustration causing conditions. A child may become too much submissive after getting failure in his attempts in some direction.

B. Violent Reactions

In addition to the above mentioned simple reactions the individual becomes too much emotionally tense and resorts to aggressive activities. This aggression is of two types- External and Internal.

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1. External Aggression:- “the aggression, “as Carroll observes “may be directed towards either the person or persons who caused the frustration or towards a substitutes.” A boy experiencing frustration n the playground may try to knock the boy down who is not giving him chances to try the ball or may use his younger brother or parents as substitute for relieving his tension.
2. Internal Aggression:- It is an aggression that is turned inward towards the self. Instead of realising one’s emotional tensions by attacking others one resorts to attack one’s self. Instead of blaming another, the individual blames himself. No doubt certain amount of self criticism does not do any harm but the excessive aggression towards the self is sure to destroy he self. Eventually the person becomes a mental patient or tries to escape by committing suicide. In this way, as far as the well-being of the individual is concerned this inward aggression is more dangerous than outward aggression.

Adolescence

Adolescence is the period of psychological and social transition between childhood and adulthood. As a transitional stage of human development it represents the period of time during which a juvenile matures into adulthood. “Adolescence” is a cultural and social phenomenon and therefore its end points are not easily tied to physical milestones. The word is derived from Latin verb *adolescere* meaning “to grow up” (Soundar 2005). Adolescent is the stage where extreme emotions are expressed (or experienced) with the intensity of adulthood. But devoid of adult perspective, it is a time of vulnerability implying potential pain. Adolescents struggle with their anxieties, conflicts and confusions.

Each individual has different desires, wishes, ambitions, and aims in life and their successful accomplishment always leads to happiness. Whereas obstruction, barrier, restriction or interference leads to frustration. We strive to gratify our wants and desires. Our goals, aims and ambitions. Frustration is a human emotion that occurs in situation where one is blocked from reaching a personal goal. The more important goal, the greater the intensity of frustration. Frustration may lead to downfall and deviation because it wastes precious thinking ability and attention, which otherwise would have been used elsewhere in constructive and/or creative work. Individual differ in their ability to tolerate frustration and that for any person there may be adjustment areas of relatively high or low frustration.

II. REVIEW OF RELATED LITERATURE

Biswas (1989) in his study Reaction to Frustration in School children it has been found that sex had little differential effect, age had significant differential effect and the family structure and tension had significant effect, whereas rural/urban, SES and school climate had little differential effect on frustration reaction patterns.

Raychaudhuri (1989) conducted a study on Frustration Reactions of school children associated with some psycho-social variables and it was found that the developmental changes in aggression were discernable; sex had little impact on frustration reactions; social economic status,

achievement, neuroticism and various reactions were correlated significantly with various reactions patterns. However, the nature of the correlations differed. The frustration variables could be predicted from the psycho-social variables. All the psycho-social variables, except extraversion could be predicted from the frustration reactions.

Dill & Anderson (1995) in their research on Effects of Frustration Justification on Hostile Aggression. The study tested Berkowitz’ reformation of the frustration-aggression hypothesis which states that any negative or aversive stimulus such as frustration, even if justified, will result in some measurable tendency to aggress. Participants’ attainment of an expected gratification was blocked in an unjustified manner, blocked in a justified manner, or not blocked at all. Degree of hostile aggression directed at the frustrating individual was measured. As predicted, justified frustration produced less hostile aggression than unjustified frustration, but even justified frustration produced more hostile aggression than non frustration at all. Results support Berkowitz’ frustration-aggression reformation.

Yao (2010) studied on Effect of different stress stimulation on Frustration Tolerance of female college students with different temperament. The results showed that frustration tolerance of female college students with phlegm temperament significantly increased with increasing stress stimulation. Frustration tolerance of female college students with choleric temperament, sanguine temperament and melancholic temperament varied with increasing stress stimulation, but the difference was not significant. Frustration tolerance of female college students with choleric temperament and sanguine temperament increased rapidly under high-intensity stress stimulation. Frustration tolerance of female college students with melancholic temperament showed U-shape under different levels of stress stimulation.

Bajwa, Kang et.al (2012) they conducted a study on Frustration Tolerance among Adolescents and results revealed that most of the respondents possessed low frustration tolerance and a very few adolescent respondents showed high frustration tolerance.

Dave (2013) investigated on Construction and tryouts of Frustration Inventory for the Students of Secondary School. The major findings are the effect of gender was not found on frustration of students of secondary schools. It means that gender does not create effect on frustration.

Statement of the problem

The present study finds out the level of reactions to frustration faced by the students in Shillong.

Objectives

1. To study the Reactions to Frustration of adolescence of Shillong.
2. To find out the level of Reactions to Frustration of Male and Female students.
3. To find out the difference in Reactions to Frustration among students of Urban and Rural.
4. To find out the difference in Reactions to Frustration among students of different class.
5. To study the difference in Reactions to Frustration among students from different Tribes.

Hypotheses

- i. There is no significant difference between Male and Female in their Reactions to Frustration.
- ii. There is no significant difference between students from Urban and Rural in their Reactions to Frustration.
- iii. There is no significant difference in Reactions to Frustration between students of class VIII & IX.
- iv. There is no significant difference in Reactions to Frustration between students of class VIII & X.
- v. There is no significant difference in Reactions to Frustration between students of class IX & X.
- vi. There is no significant difference in Reactions to Frustration between Khasi and Jaintia students.
- vii. There is no significant difference in Reactions to Frustration between Khasi and Garo students.
- viii. There is no significant difference in Reactions to Frustration between Garo and Jaintia students.

III. METHODS

Descriptive survey method was used by the present study. The population for the study consisted of students from class VIII to X. The sample for the study consisted of a total of 175 adolescents class VIII, IX & X. The sample for the study was evenly distributed over two sexes (i.e. boys:87, girls:88). The purposive sampling technique was used to select sample from the population. The standardized tool Reaction to Frustration Scale (RFS) developed by B. M. Dixit and D. N. Srivastava (2005) was used for various assessment and observation on the selected sample subjects.

Findings

Reactions to Frustrations of Adolescence of Shillong

Table No.1: Means scores of adolescents on Reactions to frustrations

	N	Mean	Std. Deviation
Aggression	175	20.7	4.2
Resignation	175	23.7	3.6
Fixation	175	26.4	3.9
Regression	175	30.7	5.5
Total	175	101.4	9.4

The means scores of Reactions to Frustration of adolescence of Shillong is 101.4 with standard deviation 9.4. The means scores is highest in regression which is 30.7 with standard deviation of 5.5. The mean score in aggression is 20.7 with standard deviation of 4.2. The mean score in resignation is 23.7 with standard deviation of 3.6. The mean score in fixation is 26.4 with standard deviation of 3.5. It is interesting to see that these adolescence are trying to escape the problem by reacting in a regressive way more then fixation, resignation and aggression.

Level of Male and Female in their Reactions to Frustration

Table No. 2: Frequency scores of male students in reactions to frustrations

Score level	Percentile	Frequency	Percentage	Interpretation
115 – 159	80 -100	10	11.5	Very High Frustration
110 – 113	70 – 75	14	16.1	High Frustration
101 – 107	42 – 60	43	49.4	Average Frustration
94 – 96	25 – 30	6	6.9	Low Frustration
72 – 91	5 – 20	14	16.1	Very Low Frustration

It was found that 49.4 % of the male students have average frustration and very few students i.e. 16 and 6.9 % have high and low frustration. 11.5 % have very high frustration. This shows that around 26 percent male students are suffering from more frustration as compared to 22 percent having low frustration. It's a time the school need to pay attention to these 26 percent male students before this frustration turns into aggression and other behavioural problems. The study shows that these twenty six percent boys are reacting in a violent way to the frustrations like by misbehaving, fighting, by showing temper and tantrums.

Table No. 3: Frequency scores of female students in reactions to frustrations

Score level	Percentile	Frequency	Percentage	Interpretation
112 – 124	80 – 100	6	6.8	Very High Frustration
108 – 110	70 – 75	5	5.7	High Frustration
99 – 104	40 – 60	45	51.1	Average Frustration
93 – 94	25 – 30	16	18.2	Low Frustration
72 – 91	5 – 20	16	18.2	Very Low Frustration

It was found that 51.1 % of female students have average frustration and 5.7% and 6.8 % have high and very high frustration respectively. 18.2 have low and very low frustration respectively. The study show that around 12.5 % female are showing reacting aggressively to resigning to fate or luck, getting fixed to material or thoughts or through regression. Mostly the students are from the local tribal background which is a matrilineal society which gives value to the daughter, which may be the cause that majority of female students feel accepted and are not frustrated however, further research is required in this field.

Table No.4: Mean scores of male and female students on Reactions to frustrations

Sex	N	Mean	Std. Deviation
Male	86	102.9	10.7
Female	89	100.04	7.8

The mean scores of male is 102.9 which is higher than female that is 100.04 with standard deviation 10.7 and 7.8 respectively. This indicate the male students are more frustrated as compared to female students

Hypothesis 1: There is no significant difference between Male and Female in their Reactions to Frustration.

Table No.5: Mean, standard deviation and t value of male and female students on Reactions to frustrations

Sex	N	Mean	Std. Deviation	t value	Remark
Male	86	102.9	10.7	2.0	Significant at 0.05 level
Female	89	100.04	7.8		

It is observed that t-value is 2.0 with df is 173, which is significant at 0.05 level. These indicate that there is significant difference in Reactions to Frustration between Male and Female students. Therefore a null hypothesis “there is no significant difference between Male and Female in their Reactions to Frustration” is rejected. This indicate that male students react differently to frustration through aggression, misbehaving or fighting or escaping from reality like fixation or regression. The female students are less frustrated which indicate that they are more realistic and adjusted may be they are more valued in tribal families of Shillong.

Difference in Reactions to Frustration among students of Urban and Rural.

Table No. 6: Mean scores of Urban and Rural students on Reactions to frustrations

Locality	N	Mean	Std. Deviation
Urban	62	102.8	10.6
Rural	113	100.7	8.7

The mean score of Urban is 102.8 which is higher than Rural that is 100.7 with standard deviation 10.6 and 8.7 respectively. This pints out that students from urban areas are more frustrated as compared to rural areas.

Hypothesis 2: There is no significant difference between Urban and Rural students in their reactions to frustrations.

Table No.7: Mean, standard deviation and t value of Urban and Rural students on Reactions to frustrations

Locality	N	Mean	Std. Dev	t value	Remark
Urban	62	102.8	10.6	1.34	Not significant at 0.05 level
Rural	113	100.7	8.7		

It is observed that t-value is 1.34 with df is 173, which is not significant at 0.05 level. This indicates that there is no significant difference in Reactions to Frustration between Urban and Rural students. Therefore a null hypothesis “there is no significant difference between Urban and Rural students” is accepted.

Difference in Reactions to Frustration among students of different classes

Table No. 8: Mean scores of class wise on Reactions to frustrations

Class	N	Mean	Std. Deviation
VIII	60	101.03	9.5
IX	45	103.27	9.4
X	70	100.61	9.3

The mean score of class IX is 103.27 which is higher than class VIII & X which is 101.03 and 100.61 respectively. This shows that class IX students show more frustration as compared to students of VIII and X.

Hypothesis 3: There is no significant difference in Reactions to Frustration between class VIII and IX students.

Table No. 9: Mean, standard deviation and t value of class VIII and IX students on Reactions to frustrations

Class	N	Mean	Std. Deviation	t value	Remark
VIII	60	101.03	9.5	-1.19	Not significant at 0.05 level
IX	45	103.27	9.4		

It is observed that t-value is -1.19 with df is 103, which is not significant at 0.05 level. This indicates that there is no significant difference in Reactions to Frustration between class VIII and IX students. Therefore a null hypothesis “there is no significant difference in Reactions to Frustration between class VIII and IX students” is accepted

Hypothesis 4: There is no significant difference in Reactions to Frustration between class VIII and X students

Table No. 10: Mean, standard deviation and t value of class VIII and X students on Reactions to frustrations

Class	N	Mean	Std. Deviation	t value	Remark
VIII	60	101.03	9.5	0.25	Not significant at 0.05 level
X	70	100.61	9.3		

The t-value is 0.25 with df is 128, which is not significant at 0.05 level. This indicates that there is no significant difference in Reactions to Frustration between class VIII and X students. Therefore a null hypothesis “There is no significant difference in Reactions to Frustration between class VIII and X students” is accepted.

Hypothesis 5: There is no significant difference in Reactions to Frustration between class IX and X students.

Table No.11: mean, standard deviation and t value of class IX and X students on Reactions to frustrations

Class	N	Mean	Std. Deviation	t value	Remark
IX	45	103.3	9.4	1.48	Not significant at 0.05 level
X	70	100.6	9.3		

It is observed that t-value is 1.48 with df is 115, which is not significant at 0.05 level. This indicates that there is no significant difference in Reactions to Frustration between class IX and X students. Therefore a null hypothesis “there is no significant difference in Reactions to Frustration between class IX and X students” is accepted.

Difference in Reactions to Frustration among students from different tribes

Table No.12: Mean scores of community wise on Reactions to frustrations

Tribes	N	Mean	Std. Deviation
Khasi	97	103.1	9.9
Jaintia	54	100.2	8.0
Garo	24	97.3	8.8

The mean score of Khasi students is 103.1 which is higher than Jaintia and Garo students which is 100.2 and 97.3 respectively. This shows that students belonging to majority tribe is more frustrated as compared to Jaintia and Garo tribe students. It is observed that Shillong is the only city in Meghalaya and majority of residents belong to Khasi community, the exposure through different media, ambition and competition must have increased frustration among Khasi students as compared to Jaintia and Garo students.

Hypothesis 6: There is no significant difference in Reactions to Frustration between class Khasi and Jaintia students

Table No.13: mean, standard deviation and t value of Khasi and Jaintia students on Reactions to frustrations

Tribe	N	Mean	Std. Dev	T value	Remark
Khasi	97	103.1	9.920	1.96	Not significant at 0.05 level
Jaintia	54	100.2	8.002		

It is observed that t-value is 1.96 with df is 149, which is not significant at 0.05 level. This indicates that there is no significant difference in Reactions to Frustration between Khasi and Jaintia students. Therefore a null hypothesis “there is no significant difference in Reactions to Frustration between class Khasi and Jaintia students” is accepted.

Hypothesis 7: There is no significant difference in Reactions to Frustration between class Khasi and Garo students

Table No.14: mean, standard deviation and t value of Khasi and Garo students on Reactions to frustrations

Tribe	N	Mean	Std. Deviation	t value	Remark
Khasi	97	103.1	9.9	2.83	Significant at 0.05 level
Garo	24	97.3	8.8		

It is observed that t-value is 2.83 with df is 119, which is not significant at 0.05 level. This indicates that there is significant difference in Reactions to Frustration between Khasi and Garo students. Therefore a null hypothesis “there is no significant difference in Reactions to Frustration between class Khasi and Garo students” is rejected. This shows that Khasi students are significantly more frustrated than Garo students as it is observed in Census report of 2011, that Khasis are highly literate than Garos which points out to the fact that Khasi are aware of problems around them like competition etc which makes them more frustrated.

Hypothesis 8: There is no significant difference in Reactions to Frustration between Garo and Jaintia students

Table No.15: mean, standard deviation and t value of Jaintia and Garo students on Reactions to frustrations

Community	N	Mean	Std. Deviation	t value	Remark
Jaintia	54	100.2	8.0	1.38	Not significant at 0.05 level
Garo	24	97.3	8.8		

It is observed that t-value is 1.38 with df is 76, which is not significant at 0.05 level. This indicates that there is no significant difference in Reactions to Frustration between Jaintia and Garo students. Therefore a null hypothesis “there is no significant difference in Reactions to Frustration between Garo and Jaintia students” is accepted.

IV. CONCLUSION

The reactions to frustration among the adolescence is average which means that students from Shillong are moderately frustrated are shown to frustrations however Bajwa, Kang et.al (2012) found low frustration tolerance among adolescence. The study found that gender affect the reactions to frustration which indicate that male and female differ significantly in their reactions to frustration. It means that

male students show more of aggression, resignation, fixation and regression as compared to female students which may be due to their stage where usually male adolescents are more rebellious as well as adventurous as compared to female adolescents. It could also be that the study is based on the tribal society of Shillong, Khasi, Jaintia and Garo which are matrilineal which gives preference to female students as they carry family lineage as a result daughters are well looked after. The positive treatment at home and school must have given more satisfaction and less of frustration as compared to boys However the study conducted by Dave (2013), Yao (2010) and Raychaudhuri (1989) showed that sex do not impact the reactions to frustrations. It is also found that locality do not affect the reactions to frustrations as all the adolescents of this age group from different locality behave and react in a similar way. Where the culture has impact over the reactions to frustration, it is found that adolescents of Khasi and Garo react in a significantly different way. It shows that Khasi students show more aggression, resignation, fixation and regression as compared to Garo students.

V. REFERENCES

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