INTRODUCTION
CHAPTER I

INTRODUCTION

Ever since Mischel's (1969) contribution in the field of personality correlates and their subsequent impact on an individual's behaviour, psychologists and social researchers have reformulated their thinking regarding the impact of such correlates. Mischel surveyed a number of variables and established that no personality characteristic, save intelligence, stays constant. The earlier studies, however, have time and again established that behaviour is contingent on some of the personality characteristics like extraversion/introversion, neuroticism and degree of intelligence (Eysenck 1960, and Tyler 1947). The survey of research studies compiled by Sarason (1970) have invariably shown that there are some personality factors which remain static and determine the overt and covert behaviour of an individual. On the other hand, Mischel has established that, by and large, behaviour cannot be static because personality characteristics are always in the process of change, which may be due to factors within the individual or without. Psychologists in the field of motivation like Maslow (1954) and Atkinson (1964) - have established that behaviour of an individual is primarily an outcome of intrinsic
extrinsic drives. Some of the drives, in view of the circumstances, become active and accelerate the behaviour of an individual towards a particular direction and sometimes these very drives become secondary in importance because of the new priorities which keep on surfacing in day-to-day life situations of an individual.

The statistical assumption is that personality characteristics are evenly distributed among people of different shades and cultures. In other words any personality trait or correlate can be explained in the form of normal probability, which means that eccentricism in the behaviour of an individual can be due to the dominance of particular characteristic, as compared to other personality characteristics. This has also been established by Eysenck 1960, Cattell 1968. In Eysenck's study on extraversion and introversion, the research studies have shown that subjects who have high score on extraversion are low in introversion. In this way every personality trait or characteristic is found on a continuum among people who have been selected at random for observation. Any characteristic which figures as a dominant factor of personality, determines the behaviour of an individual despite the presence of other personality correlates, which remain subservient.
Experts in the field of abnormal psychology right from Kretschmer (1925) to Elford Adler (1935) have also shown that individuals differ in their personality traits because of the dominance and recessiveness of factors present in each individual. Even the Type Theory Psychologists like, Sheldon (1954) have proved that no individual can be totally classified as Ectomorph, Endomorph or Mesomorph. It is only a streak of a particular characteristic that makes a person predominantly either Ectomorphic, Endomorphic or Mesomorphic. Similar studies which have been conducted by Rosenzweig (1950) have also shown that the pattern of self-defence like ego-defence, obstacle-dominance or need persistence are normally distributed among people of different shades and cultures and it is only dominance of one of the patterns that makes a person predominantly extrapunitive, intropunitive, impunitive or the like.

Owing to the dominance of one or the other personality characteristic every individual behaves in a particular manner with his friends, relations and family members. Even in the day-to-day relationship, either in the world of vocation or social get-together, an individual is prone to behave in accordance with the dominance of his personality characteristics. There are also inferences which have proved the adjustment/
mal-adjustment of a person, on the basis of dominance of personality characteristics. Rather, this is the basis of some of the personality tests which have been developed in the field of adjustment, vocational success, dominance of interest and the like. Super (1949) has shown that there are a number of inferences which have proved that the vocational success and vocational competence is subject to the personality characteristics of an individual. Lately, there have been some studies which have been conducted by psychologists in the field of education. These studies have shown that degree of neuroticism or frustration interfere with the scholastic achievement of students at various grade levels - Oakland (1969), Cox (1961), Butcher, Ainsworth and Nesbitt (1963) and Rushton (1966).

Reviewing the literature on personality correlates and their impact on social and psychological behaviour of a person, it is obvious that a person, who is composed, will have a better adjustment in his social life as compared to a person whose mood keeps on swinging between elation and depression. This is equally true about the success and failure of a person in his world of vocation or about a student in his scholastic achievement and inter-personal relationship with his pair group.

Degree of frustration is also associated with deviancy and abnormal behaviour of people who are otherwise
psychologically and physically normal. Keeping in view the history of criminal psychology, Lombroso (1966) and his associates have found that unhappy family conditions which breed frustration among adolescents, lead them to such acts as are socially forbidden and legally punishable. Freudians have gone a step further in explaining cause and effect relationship between frustration and its concomitant factors. The assumption of this school is that a weak super-ego which cannot resist the pressures from the "id" impulses leads a person towards social and moral confrontation and thus render him helpless amidst conflicting situations.

The review of various theories regarding frustration supports the logic that in the midst of equally attractive or repulsive situations, when a person has to choose one and is unable to do so, becomes frustrated. This logic is applicable in any situation whether social, vocational or inter-personal relationship.
PURPOSE OF THE PRESENT STUDY:

In view of the enormity of frustration as an over-pervading factor, it is obvious that every individual is confronted with one or more frustrating situations, depending on his personality type and life expectancy. If it is true that frustration is the breeding ground for mental tension, mild neuroticism and antisocial behaviour; in that case it is pertinent to study the degree of frustration and its relationship with neuroticism and deviancy. Though there have been some studies on frustration and aggression - Dollard and Miller (1950) - and frustration among high and low scholastic achievement - Mathayya (1964) - yet there is a reason that the degree of frustration be studied in relation to degree of neuroticism and antisocial behaviour i.e. deviancy.

For instance, in one study which has been conducted by Mathayya (1964) on a sample of high and low scholastic achievers of IX, X, XI class; the author has observed that subjects with low scholastic achievement have a higher degree of frustration as compared to subjects with higher scholastic achievement. The author has not given any plausible argument whether low scholastic achievement is due to high degree of frustration or vice-versa. Similarly it is also questionable whether the
degree of frustration among low scholastic achievers is
due to any other factor like neuroticism or deviancy.
In this way, it is pertinent to say that there are some
missing links in the study of Mathayya, which need to be
studied and linked. There are some more studies related
to reactions to frustration in relation to school climate-
Uniyal and Bishat (1980); Brunner (1985) in the field of
frustration and education; and Barves (1983) on frustration
in relation to neuroticism.

Among all the studies stated above, there is one
solitary study based on the survey of studies in the field
of reactions to frustration. This comprehensive survey has
been conducted by Kundu (1984). The author has classified
the studies on reactions to frustration on four broad areas,
namely reliability, validity, studies based on scholastic
performance and studies based on personality variables.
The author does not mention any study involving reactions
to frustration in relation to degree of neuroticism and
deviancy. Accordingly, the present investigator resolved
to study reactions to frustration in relation to degree of
neuroticism and deviancy. The above statement poses a few
questions. Firstly, whether frustration is the basis of
neuroticism or deviancy or the degree of neuroticism
independently, or the degree of deviancy independently
becomes the basis of frustration? Secondly, if the degree of
neuroticism or deviancy are not directly responsible for generating frustration, what are the other factors like psychosocial and genetic factors which contribute towards reactions to frustration?

In the light of problems which have already been explored and the links that are missing, the present investigator considered to conduct a study of some of the personality correlates among high and higher secondary boys in the Valley of Kashmir. Among the personality factors, the investigator considered factors like degree of neuroticism, extraversion/introversion, proneness to delinquency and level of frustration. The studies which were conducted by Atkinson (1953), have invariably shown that degree of frustration is a very important factor so far as the adjustment of the high and higher secondary school boys and girls is concerned. Even the scholastic achievement of high and higher secondary boys and girls is dependant on the degree of adjustment of these boys and girls. In the Valley of Kashmir, there is a number of high and higher secondary schools meant for boys and girls who represent different sub-classes of the society. So far, no attempt seems to have been made for understanding the factors leading to frustration among the adolescent boys and girls. Neither there is any objective analysis regarding the poor scholastic achievement of boys and girls
in the Valley of Kashmir. It is in accordance with these objectives that the present investigator formulated the problem of research as under:

"Personality Correlates (extraversion, introversion, neuroticism, delinquency) and reaction to frustration among high/and higher secondary school boys of Srinagar District."

The problem has been considered in the light of observations made by the investigator while conducting a study on boys and girls of high and higher secondary schools, for his M.Phil Programme. There were many indications, while collecting data for M.Phil Programme, that many boys were nursing some imaginary factors which led them to frustration or unhappiness at school. Some of the boys, who were interviewed intensively, had shown a tendency towards neuroticism and deviancy accompanied by some streak of frustration.
OBJECTIVES OF THE PRESENT STUDY:

The objectives of the present study were mainly to assess the degree of neuroticism and extraversion/introversion among the high and higher secondary boys of Srinagar District. The second objective of the study was to study the level of deviancy among the high and higher secondary boys. Last but not the least objective was to assess the level of frustration in relation to above-mentioned factors among the subjects. The over-all objective of the study revolves round the degree of frustration and its impact on tendencies towards neuroticism and deviancy. Generally it is believed that adjustment goes with better mental health and better social adjustment. On the other hand, a pronounced degree of frustration goes with tendencies towards neuroticism and social maladjustment.
DELMITATIONS IN THE PROPOSED RESEARCH DESIGN:

It was proposed that the study under investigation be conducted on higher secondary boys of District Srinagar. On the basis of reports from the Directorate of Education, Jammu and Kashmir, there are sixteen higher secondary schools in the District and these are exclusively for boys. Since the number of subjects within the age range of 18 to 20 years in these schools runs into thousands, it was decided that the study be confined only to 1st year T.D.C. male subjects. Inclusion of girls in the present study would have made the study cumbersome and inconvenient because of the differences in the factors leading to frustration, neuroticism and social mal-adjustment between boys and girls.

However, it was decided that among boys the study be conducted on factors of mal-adjustment and frustration while comparing the rural sample of boys with the urban sample.

Scholastic achievement was not included in the proposed research because of variation in the disciplines available in the rural and urban schools. Secondly, most of the rural subjects were found to be first generation learners, whereas most of the subjects from urban schools were from the families who had reasonably good educational background.
HYPOTHESES PROPOSED FOR THE INVESTIGATION:

In view of the factors which were considered for the investigation, the investigator developed the following null-hypotheses for establishment of relationship or otherwise between group conformatory rating (frustration score) and neuroticism, extraversion/ introversion and proneness to deviancy. The hypotheses which have been framed have been stated as under:

1. That there are no significant differences in reactions to frustration between delinquents and normals reading in higher secondary schools.

2. That there are no significant differences in reactions to frustrations between neurotics and normals.

3. That there are no significant differences in reactions to frustration between extraverts/ introverts and normals.
OPERATIONAL DEFINITION OF THE VARIABLES:

The variables which were included in the present investigation are:

1. Reaction to frustration (with G.C.R. as constant factor)

2. Neuroticism/extraversion and proneness to deviancy.

For each variable, the investigator has formulated operational definition for the purpose of precision and convenience. Mostly, the definitions have been adopted on the basis of tools which were selected for various variables.

For measurement of frustration, Rosenzweig's (1945) Picture Frustration Tool was considered to be a suitable tool (partially non-verbal) and culture fair device. Accordingly the definition of frustration has been adopted from Rosenzweig's manual on picture frustration test. The definition is stated as under:

"Frustration occurs whenever the organism meets a more or less insurmountable obstacle or obstruction in its route to the satisfaction of any vital need."
Neuroticism and extraversion/introversion have been defined on the basis of theory developed by Eysenck and Eysenck (1963). The authors state that "Neuroticism refers to the general emotional ability of a person, his emotional over-responsiveness and his liability to neurotic break down under stress."

Extraversion refers to the outgoing, uninhibited, sociable proclivities of a person.

Eysenck & Eysenck (1964) - The description of typical extraverts and introverts as given by judges is as follows:-

"The typical extravert is sociable, likes parties, has many friends, needs to have people to talk to and does not like reading or studying by himself. He craves excitement takes chances, often sticks his neck out, acts on the spur of the moment and is generally an impulsive individual. He is fond of jokes, always has a ready answer and generally likes change; he is carefree, easygoing, optimistic and likes to 'laugh and be merry'. He prefers to keep moving and doing things, tends to be aggressive and loses his temper quickly; altogether his feelings are not kept under tight control and he is not always a reliable person."
Introversion as explained by Eysenck is opposite of extraversion and explained by judges as under: -

"The typical introvert is a quiet, retiring sort of person, introspective, fond of books rather than people; he is reserved and distant except to intimate friends. He tends to plan ahead, 'looks before he leaps' and distrusts the impulse of the moment. He does not like excitement, takes matters of everyday life with proper seriousness and likes a well ordered mode of life. He keeps his feelings, under closed control, seldom behaves in an aggressive manner and does not lose his temper easily. He is reliable, somewhat pessimistic and places great value on ethical standards."

Proneness to delinquency which has been included in the present study has been defined on the basis of Lidhoo's delinquency proneness scale (1970). The test was found to be convenient for the proposed research and accordingly the definition for proneness to delinquency has been adopted from the manual of the test. The definition which has been accepted for the proposed research is as:

"Deviancy prone subjects are those who show emotional disturbance, lack of interest in family life, flouting the law and vulnerability to sex offences."