CHAPTER – V
DISCUSSION
In the previous chapter on Results, a descriptive account of the results obtained from administration of different psychological tests relating to independent and dependent variables were presented in tabular, graphical and statistical forms. In the present chapter an attempt has been made to discuss these results as a whole in the light of various theoretical frameworks evolved by various psychologists and sociologist and relevant research findings of others. The present chapter on Discussion is stratified into six sections. The first section deals with the assumptions as to why the ‘t’ and ‘r’ techniques have been used to analyse and interpret the data. In the second section, the relationship between Youth Activism and multiple factors affecting Youth Activism has been discussed in the light of the obtained results and the findings of other investigators. In the third section, differential effect of personality Factors has been interpreted and discussed in the light of present findings as well as finding of other investigators. In the fourth section, the relationship between Personal Stress and Youth Activism has been discussed in the light of present findings as well as findings of other investigators. In the fifth section, the relationship between reaction to Frustration and Youth Activism has been discussed and interpreted. In the sixth and last section, the effect of Culture (Rural and Urban) on Youth Activism has been discussed and interpreted in the light of present findings and findings of other investigators.
Statistical Analysis Used

With a view to bring out the differential effects of independent variables and finding their statistical significance, it was necessary to interpret and analyse the data statistically. For this purpose, parametric techniques like ‘t’ test and ‘r’ test were used. The statistical techniques employed herein for the analysis of results are as under:

Measures of Central Tendency

Measures of location or average provide us with a single measure that represents the entire distribution. Hence, mean values of all the groups/subgroups in the present investigation were computed to make comparisons possible between two or more groups. It also enables graphic representation of the influence of various variables. A measure of central tendency however, fails to tell us a great deal about the population which it comes from. We need more information about a population before we can draw appropriate conclusion or even make fair comparisons.

Measures of Dispersion

On several occasions a mean value offers insufficient and incomplete informations about characteristics of two populations. Therefore, the need for the measures of dispersion, which calls for measuring and comparing the spread of data in a population, arises. Hence, standard deviation, a sound method of dispersion, was computed for different groups in the present study so as to make comparison between them more meaningful.
Pearson ‘r’ test

Of all the measures of correlation the Pearson r, named after Prof. Karl Pearson, is one of the most common methods of assessing the association between two variable under study. It is also known as Pearson product-moment correlation and abbreviated to r.

‘t’ test

In order to test the significance of the difference between two means ‘t’ values have been computed because the ‘t’ test of significance is adequate when we want to determine whether or not two means differ significantly from each other. ‘t’ distribution is a theoretical sampling distribution, which is employed when number of cases in a group is thirty or less, then the distribution of means of the sample is different from normal distribution curve.

The test for means of independent samples assume:

(1) Normality of distributions of the variables in the populations from which the sample are drawn i.e. the observation should be taken from the normally distributed population.

(2) The observation should essentially be homogenous.

(3) The variation of population should essentially be homogenous.

(4) The variables measured must be based on interval scale, so that statistical treatment is possible.
Now, a comparative study of Personality Factors, Personal Stress and Reaction to Frustration of college students belonging to different culture (Rural & Urban) with special reference to Youth Activism has yielded some interesting results which have necessitated this elaboration. These results have also been found consistent with the findings of some earlier investigations and inconsistent with the other findings.

In this chapter an effort has been made to examine critically the obtained results in view of various hypothesis proposed in Chapter-1.

**Hypothesis No. 1**

*Youth Activism will be a function of multiple factors.*

Student unrest is a social phenomenon which is being extensively used for the non-conformist behavior of the students. Infact, the non-conformists behavior of the youth is a manifestation of their vigorous activism.

A thorough review of the previous studies related to student activism revealed that investigations have studied the phenomenon of student activism in relation to several variables. The most studied upon variables are Socio-economic Status (Singh 1964; Braunagart 1966, Sarkar 1970), Intelligence (Heist 1965), Type of Issues (Cormovck 1966), Life goals (Astin et.al. 1966), Value pattern (Flacks 1967), Aptittrde (Katz 1967), Atmosphere (Sampson 1967), Political Organization (Baird 1968), Educational System (Gupta 1968),
Immaturity and Insecurity (Dempsey 1970), Alienation (Sharma 1971), Tension (Sri Chandra 1971), Role of Teacher (Alberti 1972), Student Leadership (Sharma 1974), Violence Sharma (1975), Sex (Tripathi 1981, Wood 1989), Personality factors (Aswal 1982), Organizational Climate (Aswal 1983), Authoritarianism (Dunn & Stewart 1995), Age (Alam 2001), Race (Guiwright & Commarota 2007), Student Organization (Rahman 2008), Personality variables (Warner 2009), Student Protest (Ibrahim 2010), Political participation (Ozymy 2011) etc.

These investigation ascertain the influence of a number of socio-psychological variables on activistic tendency of college students. Present investigation was also done to study the effect of factors like Personality factors, Personal Stress and Reaction to Frustration on student activistic behavior of the college students and the results revealed that these variables are significantly correlated to student activism.

Thus, it may be convincingly argued that activism tendency is a function of multiple factors, thus confirming the Hypothesis 1.

**Hypothesis No. 2**

*Personality Factors will have differential effect on Youth Activism.*

Studies of student activism (Bay 1967; Bloch 1967; Haan, Smith & Bloch 1968; Jackson 1967; Young 1968; Keipelman 1969) have shown a some what consistent cluster of personality variables
that differentiate student activists from other students. Typically, activists are portrayed as more flexible, receptive to change, unconventional, and tolerant of ambiguity than nonactivists, and also more restless, rebellious and emotionally open and expressive. They tend also to be nonauthoritarian and religiously liberal, and their intellectually runs more to be aesthetic, self-reflective and philosphic than to the scientific or technical.

The fact that the personality characteristics tend to play a vital role in the occurrence of cognitive processes i.e. perception, thinking, concept formation and problem solving, has not been extended to study the activistic tendency of college students. Bartleltt (1958) states that personality features of an individual predispose him to apprehend objects and situations relevant to these features when the individual’s perception gives us a windows through which we can examine his personality, it is quite safe to infer that personality traits would (and should) influence the social responses of the individuals. Having such arguments in view, the present study was designed to explore the impact of personality types i.e. extraversion and neuroticism on activistic behaviour of college students.

Table 4.3 shows that the Neurotic Youths (M = 54.50 ± 5.36) in colleges are more likely to be engaged in activistic behaviour in comparison to the Extroverted respondents (M = 48.30 ± 4.21). The ‘t’ value was found to be ‘t’ = 9.25>.01. It clearly indicates that the
Neurotic and Extroverted groups differed significantly with regard to their activistic behaviour. Thus, the hypothesis is confirmed.

The obtained result from the present investigation are of the great value that permits us to answer the question which are basic to the nature of neurotic students. It is evident from the obtained results that as the magnitude of neuroticism increases, respondents are in the process of developing more activistic tendency meaning thereby that there is positive relationship between these two variables of paramount importance i.e. neuroticism and activism. This trend is relevant to the common sense.

It is so probably because neurotic respondents tend to be emotionally overresponsive and to have difficulties in returning to a normal state after emotional experience. Neurotic respondents suffer from deficiency in self control and maturity i.e. characteristically lacking in responsibility. Such individuals frequently complain of vague somatic upsets of minor kind, such as headaches, digestive troubles, backaches etc. and also report many worries, anxieties, and other disagreeable emotional feelings and these symptoms of abnormality increases the activistic tendency in college students. Such individuals are predisposed to develop neurotic disorders under stress (Eysenck & Eysenck 1959). That is why the characteristics of neuroticism such as anxiety, frustration and tension give rise to higher neurotic behaviour in social situations resulting in higher activistic behaviour. The obtained data indicates that personality
characteristics tend to play a crucial role in activistic behaviour supporting the findings available in research literature that neurotic and extraverted respondents show a varied pattern of expenditure of energy. It may be taken as an index of the personality characteristics towards activistic (antisocial) behaviour.

**Hypothesis No. 3**

*Personal Stress will have differential effect on Youth Activism.*

Table 4.4 shows the Mean S.D. and ‘t’ values of the three group (High, Average and Low Personal Stress) of respondents obtained on Student Activism Scale. The means for High, Average and Low Personal Stress groups are 54.25, 50.85 and 46.35 respectively (See Fig. 4.4). The High Personal Stress groups have obtained the highest mean score. Next to it is the Average Personal Stress group and the Low Personal Stress group have obtained the lowest mean score among the three groups. The mean scores obtained by the three groups clearly indicate that the High Personal Stress group are more involved in activistic behaviour, than the Average and Low Personal Stress group of college students. The obtained t value between High vs Average (t = 3.33 > .01) High vs Low (t = 8.87 > .01) and between Average vs Low (t = 9.18 > .01) was found statistically significant at respectable level of significance. Obtained ‘t’ values indicate that the High, Average and Low Personal Stress groups differed significantly on Student Activism Scale. Thus, the hypothesis “Personal Stress will
have differential effect on Youth Activism” has been confirmed by the obtained results.

On the basis of obtained results from this study, it seems reasonable to infer that personal stress do influence the activistic behaviour of college students. This also suggests that as the personal stress of college students increases, there is gradual increase in the magnitude of activistic tendency of respondents. Meaning thereby that there is positive relationship between personal stress and activistic behaviour of college students.

To establish a relationship between personal stress and activistic behaviour, it would be professional to look for the common causal factors of both these variables.

There are certain aspects, which together constitute the phenomenon of personal stress as a whole. Thus, a person scoring high on Personal Stress Scale is likely to possess several negative qualities e.g. anxiety, depression, lack of self-confidence, withdrawal, behavioural alterations, feeling of threat to the ego, aggression, fatigue, boredom, isolation, loss of personal, physical, cognitive or affective functions, failure of feedback mechanism (Zegan 1980).

The present study takes stress as a state of psycho-physiological arousal in response to college/society environmental threat or overload; demand approaching or excluding the coping repertoire of the students. This state is characterized by raised arousal, and is experienced as relationship between the students and the college
environment. Thus, stress is a consequence of the person’s appraisal process which assigns meaning to events, functioning on the basis of self-knowledge or belief, which has a lot to do with past experiences, motivation, sense of mastery and/or locus of control. The appraisal process evaluates the individual’s resources for coping with the demands of a situation.

If the individual evaluates his/her resources as adequate to meet the demands of the situation, he/she will experience little or no stress in that situation. If the individual appraises his/her coping resources as just likely to be sufficient, he/she will feel need to exert a substantial amount of effort to meet the demand of the situation. He/she will experience being challenged and consequently experience mild to moderate stress. But if he/she perceives his/her resources as being insufficient, he/she will experience intense stress.

An event is assessed as negative when it is perceived as harmful, threatening or too challenging to the individual/student. The appraisal process assess the value of an event with regard to the organism’s well being, and the organism’s potential coping response repertoire adequacy for meeting the threatening situation or event. The consequent response to the assessment process may be cognitive, physiological, emotional and/or behavioural changes. Therefore, a potentially stressful situation is made a stressor by the way the individual perceives it.
The finding of significant mean differences between different personal stress groups revealed that two groups differed in experienced stress resulting in negative psychological and physical symptoms i.e. activistic behaviour. This clarified that the High Personal Stress Group suffer from severe stress symptoms and its resultant psychological and physical disorders (activistic behaviour) significantly more than other two group of respondents.

Research finding on stress seems to suggest that high personal stress is an outcome of frustrating situation, weaker mental health, feeling of estrangement from the social setting, feeling of disappointment and pessimistic tendency, feeling of inability to control the social situation, and feeling of unresponsive to his basic needs. Since High Stress group have expressed more activistic tendency than the Average and Low Stress Groups because they feel anxious and agitated and become comparatively more aggressive, that is why they have exhibited more activistic behaviour.

The finding of positive correlation between the experienced stress level and activistic tendency of college students suggest that the higher the experienced stress level, the higher the exhibited activistic behaviour.

Hypothesis No. 4

*Reaction to Frustration (Levels of RF) will have differential effect on Youth Activism.*
To study the level of ‘reaction to frustration students’ on activistic tendency of college students, Student Activism Scale was administered over the respondents of three group of respondents – High, Average and Low Reaction Frustration Groups and Mean, SD and t values were presented in Table 4.5.

Table 4.5 shows that the three ‘Frustrated groups (High, Average and Low) of college students have obtained 53.38, 50.56 and 45.78 mean values respectively. All the obtained t values were found statistically significant at respectable level of significance. (See Fig. 4.5). The High Frustrated group of college students has obtained the highest mean score on Student Activism Scale than the two group of respondents. Meaning thereby that High Frustration group of college students are more involved in activistic behaviour, than the Average and Low Frustration group of college students. Hence, on the basis of obtained result, it can be said that the above hypothesis, has been confirmed.

Table 4.5 reflects that those who belong to High Frustration Group are more aggressive and frustrated as Frustration increases the amount of dis-satisfaction felt. It is beyond doubt that alienation, aggression and frustration would cause more activistic tendency. Thus, the results signified that an attempt to understand the relationship between the reaction to frustration and activistic behaviour of college students was fairly successful with the scope of the present study.
High Frustrated group of respondents have exhibited greater activistic tendency because they builds up a reservoir of frustration and dissatisfaction; they feel that social order is less supportive and trustworthy, they learn a lesson of withdrawl (alienation), they perceive more stress in their academic situations, they perceive themselves as being relatively powerless and helpless to affect a wide range of social and personal outcomes, they possess the feeling of disappointment with career and they perceive dissatisfaction (Ganguli 1969) in college campus. Sinha & Dass (1975) highlighted the “futurelessness” of our collegiates and stated that” whole university atmonphere is so vitiated these days. Sinha (1976) viewed the entire campus scene as the “potential revolution of raising frustration.” That is why High Frustrated Group of respondents have obtained higher score on Student Activism Scale in comparison to Average and Low RF group of students.

The area of Reaction to Frustration is a interest of long standing to social scientists concerned with broad spectrum of issues. Feelings concerning this major variant are solely responsible for ineffective engagement with their environment. Regardless of the circumstances surrounding them, they would be probably alienated and frustrated. Reaction to Frustration, as a matter of fact, is made of expression of feelings and emotions towards an undesirable situations. A highly frustrated individual never maintain social ties with other persons. High frustrated student may have poor adjustment resulting in to a
tendency to be less disciplined in their day to day life. Possibly higher degree of dissatisfaction/frustration creates conflict and frustration which may confuse, disturb, and in extreme cases may precipitate and predispose a person/authority figure to some behaviour disorders. That is why frustrated individuals exhibited more activistic behaviour. Thus, reaction to frustration, is thought by a number of theorist’s to represent one of the most prominent and crucial condition of modern society.

The close relation between Reaction to Frustration and activistic tendency as evinced by the results of present investigation should not surprise a person who is a keen observer of human behaviour in present day society in general and campus violence in particular.

**Hypothesis No. 5**

*Culture (Area of residence i.e. Rural & Urban) will have differential effect on Youth Activism.*

To meet the requirement of the study and to give a definite direction to the work some general as well as specific hypothesis was developed on the basis of previous research findings, suggestions given by experts and day to day experience and common sense. In the light of the result obtained and presented in Table 4.6 the mean scores obtained on the Student Activism Scale by the Rural and Urban group of respondents are 49.6 ± 4.32 and 53.4 ± 53.4 respectively (See Fig. 4.6). Obtained mean values suggest that the college students
belonging to Rural and Urban culture differ in their activistic behaviour. As the Urban group has obtained higher mean score than the Rural group, it shows that the Urban group is more involved in activistic behaviour than the Rural group. Hence, the hypothesis have been confirmed.

The results depicted in Table 4.6 show the significant impact of a demographic variable on activistic behaviour of respondents. The hypothesis in question-differential effect of rural and urban culture on activistic behaviour of college students stands verified. In wake of the foregoing results, it is postulated that urban respondents were more activist than their rural counterparts. Despite technological changes and effects of industrialization, majority of the population of India still live in villages. These residential backgrounds (Rural and Urban) employ differences in the lifestyle, attitude, behavior etc, in wide variety of settings. With these factors in mind, the impact of cultural background on magnitude of activistic behaviour was explored. The obtained result indicates that urban respondents have established a clear cut superiority over their rural counterparts with regards to their activistic behaviour. It may be argued here that it is because of greater opportunities of better education, better exposure to electronic media, mass media etc. among the urbanities. Better educational opportunities and exposure to mass media might have caused greater awareness towards their lacunae, pitfalls and weakness of educational administrations. Greater opportunities of interaction with teacher
might also be a contributory factor leading to the superiority of urban respondents over their rural counterparts. Further, the parents and family members of urban students and their teachers are supposed to be more enlightened about the problems of society in India is faced with. Therefore, one should not be surprised with the findings with regard to the variable in question. The more enlightened parents and teachers are expected to extend the impact of their attitude, beliefs and views on current problem relating to educational institutions causing similar patterns of attitude and belief among their offspring. The urban people in general and parents, teachers, school mates, impact of media etc. may be recorded as causal factors among the urban respondents showing greater activistic behaviour than rural respondents who have lesser educational opportunities, lesser qualified teachers and illiterate and semiliterate parents apart from lesser exposure to electronic and other forms of mass media.