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Chapter -1 : Theoretical Context

Knowledge has been recognized as the highest virtue of man in Indian society since the dawn of human civilization on this planet. Transfer of knowledge and culture from one generation to the next has been a part of cherished traditions of this land. Even during the ancient times, India had a system of organized higher education in the form of ashram schools long before the concept of a university originated in Europe and other parts of the world (Chauhan, 2008). However, the modern university system originated about 150 years ago with the establishment of Calcutta, Bombay and Madras Universities in 1857 on the basis of recommendations made by Wood's Education Despatch of 1854. After this, there has been continuous growth of higher education institutions including universities and colleges. By the end of 19th Century, there were only 5 universities with 195 colleges affiliated to them for the purpose of examination. The number of universities gradually increased to 20 and that of affiliated colleges to 500 by 1947 - the year of independence, enrolling about 230,000 students . After independence, the government of India made serious attempts to expand and develop higher education system. The University Education Commission (1948) chaired by Dr. S. Radhakrishnan made several recommendations which led to the establishment of University Grants Commission (UGC) in 1953. From this point onwards, there has been a phenomenal expansion of higher education system in the country, and now, there are more than 415 universities and 20,676 colleges, with an estimated enrolment of over 13 million students (Pathan, 2008). Today, India has one of the largest higher education systems in the world, next only to a few developed countries including the USA. In view of its size, the system has inherent strengths and weaknesses. There is a wide variation in the quality of education imparted by these institutions. On the one hand, there are world class institutions - such as Indian Institutes of
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Technology (IITs), Indian Institutes of Management (IIMs) and All India Institute of Medical Sciences (AIIMS), being included in the list of top 500 quality institutions of the world, and on the other hand, there are affiliated colleges many of which are deficient of even minimum required facilities. Secondly, despite its huge size in quantitative terms, it serves the requirements of a microscopically small minority in the people. The gross enrolment ratio in relation to the eligible age-group (18-25 years) is only 10% as compared to the average of 50% in developing countries and 20-30% in some developing countries. This sector of education has many systemic and organizational problems which sometimes result in large-scale student unrest, causing street violence and damage to public property. However, despite so many problems and issues, the system has been successful in producing manpower of reasonable quality for growing economy of the country. India is presently ranked 10th among the most industrialized nations and 2nd as producer and supplier of scientifically and technologically trained manpower.

University Education: Concept and Purposes

Objectives: Universities today are assuming new functions, which are increasing in range, depth and complexity. The main functions of university education have been explicitly spelled out by Education Commission (1964-66) as follows:

- To seek and cultivate new knowledge, to engage vigorously and fearlessly in the pursuit of truth and to interpret old knowledge and beliefs in the light of new needs and discoveries;
- To provide the right kind of leadership in all walks of life, to identify gifted youth and help them develop their potential to the full by cultivating physical fitness, developing the powers of mind and cultivating the right interests, attitudes and, moral and intellectual values;
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- To provide society with competent men and women, trained in agriculture, arts, medicine, science and technology and various other professions, who will also be cultivated individuals, imbued with a sense of social purpose;

- To strive to promote equality and social justice and to reduce social and cultural differences through diffusion of education; and

- To foster in the teachers and students, and through them, in the society, generally, the attitudes and values needed for developing a good life in individuals and society.

The meaning of higher education is now being interpreted in a new way. It is actually the process of educating the masses. This is a crucial period which prepares the citizens of a nation to take active and productive part in the socioeconomic progress. The problems of higher education, especially in Indian conditions, arise from the fact that there is an overwhelming population of students in this system.

This pressure is highest and severest on higher education, the reasons being shrinking employment opportunities in the economy and non-availability of job-oriented courses at secondary and senior/higher secondary level. Consequently, the students are left with no other choice, but to seek admission to colleges and universities. In the Indian context, higher education system is faced with two severe problems: one of unplanned expansion due to ever-increasing demand from it from weaker and disadvantaged sections, the other of substantial fall in the quality of education imparted. The combined impact of these two has been a major cause of the large scale unemployment among graduates with general and professional education. This situation has its own obvious psychological implications.
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The System & its Structure: The main reason for this state of affairs is a strong craze among the youth for a university degree because the government of India prescribed graduation as the minimum qualification for appearing the Civil Services Examination conducted by the Union Public Service Commission, which formed a basis for placement on higher administrative positions in the central and state governments and for maximum of the remaining jobs.

As a result, unplanned expansion accompanied by the scarcity of funds told heavily on the quality of education imparted in these institutions. As a matter of fact, the system is breaking down. At least in three respects, it may be said to have broken down already. One is regarding its efficiency. The second is regarding its productivity, and the third aspect in which the system has broken down refers to the wastage of resources. Not only do the graduating students lack the competence that is expected of them, but also are unable to find employment even when they possess the requisite competence. In other words, the system is either failing to produce the right kind of people; if they are of the right kind, there is not enough demand for their skills and they find themselves rendered surplus (Singh, 1985). There appears to be some kind of mismatch between what is required by the society and what is produced by our universities.

The Students and the Campus: Higher education still has not received as much attention as it deserves. Research in higher education in India has, so far, been concentrated mainly on issues and problems regarding teaching, management, curriculum and examination. A very small number of attempts have been made to study the sociological and psychological problems of the student community. Therefore, there is an urgent need to attempt to examine and resolve certain basic issues regarding the student community with a special reference to university system, because, it is the student community
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that can help generate healthy academic atmosphere in institutions of higher learning. Around 83 percent of students in higher education are enrolled in the general stream of education including Arts, Science and Commerce.

The movement of students from school level to university changes their perception of education and social life. At the school level, i.e. during childhood and adolescence, the students being dependent on their families, attend school willingly or unwillingly. But as soon as they reach the college level, especially in general stream, the dependency on the family is reduced, and thus, they drift away from it. They develop a strong belief that the bachelor's degree is nothing more than a 'glorified literacy certificate' which is in no way going to help them in their future vocational life. As a result, frustration occurs, which leads many of such students diverging into undesirable paths and becoming easy victims of the anti-social elements of the society.

**Campus Unrest:** The problem of campus unrest in educational institutions is mainly due to socio-economic or psychological factors. India, not only has a large number of universities, but also a large student population, probably one of the largest in the world. Student unrest or activism is one of the most important deviant behaviours, which manifests itself in various forms such as agitations, movements, damage and destruction of public and private property, strikes, boycotts, walkouts and physical assaults.

The youth are adventurous and restless, who are continuously groping for new ideas, values and methods. The fact is that they need proper care and guidance. They have hopes and aspirations, some of which may not be legitimate. They have frustrations which are quite natural consequences of non-fulfillment of desires. A college-going student is still not a grown up
adult, but a growing adult. He wants to be independent and maintain his own identity, and thus, dislikes restrictions of any kind. He therefore challenges societal norms or values in all spheres of life. He is full of idealism and lives in a world of dreams and fantasy. He has all kinds of aspirations, social, educational, vocational and economic.

Student unrest does not occur in a vacuum; rather it reflects a deep and growing unrest in the society as a whole. Student unrest all over the world is mainly due to global changes in values, customs and traditions of the societies. They oscillate between their inherent idealistic urges and the hard realities of life and the society, to which they have to reconcile themselves. Modern India is undergoing this experience of the pulls and pressures of the western scientific and technological culture upon its ancient culture.

Another major cause of this grave problem of student unrest is the lowering of standards of educational institutions. The conditions under which many Indian students study are among the worst in the world with inadequate physical facilities, incompetence of teachers, over-burdened curricula, stressed and fatigued learning environment and almost non-existent student-teacher interaction. Currently, 45% of the educational institutions in India are substandard and lacking in physical facilities. Naturally, the poor organizational climate serves as a breeding ground for discontent and conflict between the students and their teachers.

The problem of student unrest is being even more aggravated by the political parties. In fact, nowhere would these shrewd politicians find more emotional, sensitive, enthusiastic, zealous, vulnerable and easily exploitable stuff than the youth in the universities and colleges. A psycho-social study of tension in college going youth conducted by Srichandra (1971) revealed that undue advantages taken by political parties and frequent
interference in campuses by the government has acted as fuel in generating unrest at the campuses.

Further, the "educational lapses" also account for the growing unrest and dissatisfaction among the student community. Commission after commission since 1947 have been reaffirming that India's higher education system suffers from multiple flaws. In spite of this, we have not yet made desirable efforts to bring changes and make improvements in our antiquated courses, dry and uninteresting teaching methods and unreliable examination techniques. The student-community is, therefore being deprived of what may be called as the genuine educative process, which would enlighten the minds of both the teachers and the taught. These lapses eventually result in a high rate of dropouts, failures and third-divisions among the students. Based on an analysis of some 200 strikes and demonstrations, following causes of student unrest are listed like lack of proper academic atmosphere, defective examination system, bookish and uninspiring curriculum, hike in tuition fee, lack of individual contact between students and teachers, defective admission and attendance rules, lack of amenities, lack of hostel facilities in the colleges, good number of teachers does not teach anything, lack of library facilities and lack of motivation among students, lack of sympathy for students, non-involvement of students in university affairs, political interference in admissions and union elections, lack of ideals in the society, lack of commitment on the part of the teachers, ideological frustration among teachers, and lack of employment opportunities.

Problems of Learners: It is pertinent to refer here to a report of the International Commission on Education of the Twenty-first century (UNESCO 1996) entitled 'Learning - the Treasure Within'. Its key concept is learning throughout life and for each individual to learn how to learn. The main objective of education is to develop amongst students, 'qualities of
citizenship' needed in different walks of life. Education impels man to grow in the context of the society and not to deviate from the accepted social norms. Social conflicts give rise to aggression. Education can be used as a very strong weapon for solving such problems as aggression, crime, guilt, etc. (Bhan, 1984).

**Socio-political Environment:** Poverty, Prejudice and discrimination, Violence and terrorism, Drug Abuse, Unemployment, Population explosion and Migration are some of our society's major social problems. In the case of youth, the problems of educated unemployment and youth unrest are directly related to frustration and value system.

A very important main concern of Indian society is to maintain healthy socio-political environment. Indian socio-political environment fosters communal violence, caste riots, regional and lingual conflicts, intra-societal tensions, frustration and repressed hostility. Erratic behaviour and actions of our political leaders provide a role model for the future of our youth. The danger is all the more serious when we study the national scene where communal forces have run rampant and growing sectarian divisiveness and caste loyalties seem to weaken the very foundation of a cohesive Indian nation. Sixty years after independence, when we take stock of our youth's achievements and failures, we find ourselves on the horns of a dilemma. We have made tremendous progress in the fields of science and technology, education, industry and agriculture, and yet our political leaders and the democratic process have not given positive direction to our youth.

**Babysitting:** Students join colleges and universities to gain both skills and knowledge. As one gains in skills, one also gains in knowledge. While knowledge may not be a particularly saleable commodity, skills certainly are.
Yet, certification is very important. But, the last few decades have witnessed phenomenal quantitative expansion in enrolment in higher education.

To ask a few obvious questions, what if a substantial number of students were let loose in the streets? What if each one of them wanted a job? What if not finding a job, they would become violent and destructive? It should not be difficult to see therefore, why a network of more than 20,676 colleges and 415 universities cover the length and breadth of the whole country. Each one of these institutions engages the energies and attention of the majority of those who are too destructive to be left on their own. In the absence of these educational institutions, who, it may be asked, will do the babysitting? The compulsion behind the enrolment of over 13 million students in around 20,676 colleges is that they have to baby-sit for 2-3 years at a stage of life where they have ceased to be children, but have yet to become adults. Clearly the purpose is more sociological than academic. The majority of students joining undergraduate colleges are neither well-motivated nor academically inclined.

**Psychology of the Youth:** Youth is an independent phase in our lives. The physical, spiritual, emotional and social development of youth depends upon various aspects relating to the influence of economic, ecological, cultural and social conditions. In every society, youth has always played a vital role in the development of the community and the nation.

In India, unemployment is increasing rapidly, and it has become a source of various unexpected deviant behaviours among youth, reflected in their activities in the form of separatism, anti-nationalism, terrorism, regionalism etc.

Many problems that confront our youth presumably stem from the fact that the values have ceased to play an active role in their lives. The socio-
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cultural environment is experienced by the youth as one where the traditional values are not held high and to be successful in life is to be practical. It is of no avail to be sincere, responsible and daring. It is like inviting trouble to be honest, hospitable, righteous and modest. Fidelity, dutifulness and love sound primitive. Patriotism and humility do not pay. Selfless devotion and sacrifice are impracticable. The youth become more reassured of such realization as they face them.

The college and university students are in the post-adolescent age, which is on the threshold of adulthood, but still they are mentally immature and very sensitive. They react to all sorts of situations by their emotional responses and impulsive attitudes, may it be a serious problem or a trivial one. During this emotive stage, with their impulsive attitudes, they could be easily used for any purpose, be it constructive or destructive.

The problems of the youth may stem out of their academic, emotional or social conflicts. A special report on college admissions (2002) lists two main causes of student frustration. Firstly they do not get admission to their choice of college and secondly they fail to get admission to their choice of course or subjects. Emotional and social conflicts and stresses of youth sometimes lead them to commit heinous crimes.

Theories of Frustration: Various theories of frustration like Rosenzweig's Frustration Theory, The Frustration-Aggression Hypothesis by Dollard et.al., The Frustration - Regression Hypothesis by Barker, Dembo and Lewin, The Frustration - Fixation Hypothesis ,The Brown and Farber Frustration Theory, and Amsel's 'Frustrative Non-reward' Theory have been discussed under this heading.
Abstract

Aggression and Maladjustment: Studies show that aggressive behaviour is a result of frustration (Dollard et.al. 1939, Mallick and McCandless 1966; Hurrocks, 1962).

The global picture of students' unrest and resulting aggressive behaviour and violence has invited the social scientists to do something in this direction, otherwise the younger generation will prove to be explosive and their actions will not only bring disaster to the society but may prove suicidal.

Human Values and Education: The main aim of higher education is to shape the character of youth as the best citizens of the nation, as well as to make them persons of high morality and highly spiritual individuals. According to Rockeaceh (1979), the ultimate function of human values is to provide us with a set of standards to guide us in our efforts to satisfy our needs, and at the same time maintain and to make it possible to regard ourselves, and to be regarded by others as having satisfied societally and institutionally originating definitions of morality and competence.

Types of Values: Rockeaceh (1973) has classified values into two categories (1) Instrumental values and (2) Terminal values. Instrumental values deal with the beliefs in desirable 'modes of conduct', while terminal values are related to the beliefs in desirable 'end-state of existence'.

Value Orientation: A value-orientation may be defined as a generalized and organized conception, influencing behaviour, its nature, of man's place in it, or man's relation to man and of the desirable and undesirable, as they relate to man's environment and inter-human relations(Kluckhohn, C. 1976)

Issues and Problems: This section discusses various problems of Indian society in general and the youth in particular.
Abstract

Chapter - 2: Rationale

Rationale: The growing dissatisfaction among students, due to poor facilities, poor socio-economic and psychological environment and deteriorating value system may give rise to frustration among the youth, which in turn, may affect their academic achievement. Good academic performance and overall good behavior of the youth have their roots in their family environment, which on the one hand cultivate moral and spiritual values, and on the other hand, represent their familial aspirations and socio-economic backgrounds.

Statement of the Problem: The precise statement of the problem is "A Comparative Study of Frustration among Under-graduate students in Relation to their Value Profiles and Social - Economic Background Variables."

Definitions

Frustration: Murphy (1947) has defined frustration as "the blockage of motivated action".

"frustration is the mental state caused by the motivated behavior being blocked by some insurmountable obstacle."

In the present study four popular modes of coping with frustration - Regression, Fixation, Resignation and Aggression, have been included. Regression represents a backward step in development, a returning to older modes of thought, feeling and behavior which were of service at an earlier time, and are being retired in the hope that by some miracle they can be equally serviceable in the present (Symonds, 1946). Fixation may be operationally defined in terms of cherishing for deep and lasting hurts and persistence of childhood fears. Resignation is an attitude shown by no plans, no social contacts, longing for loneliness, lack of interest in surroundings etc.
Abstract

Aggression has been defined as 'an act whose goal response is injury to an organism' and indicates that 'frustration results in aggression' (Frustration - Aggression Hypothesis of the Yale Group, Dollard et al. 1944).

Values: In the present study, the definition suggested by Milton Rockeach (1973), who has done a leading work on value and value system has been accepted as the working definition "A value is an enduring belief that a specific mode of conduct or end-state of existence is personally or socially preferable to an opposite or converse mode of conduct or end-state of existence. A value system is an enduring organization of beliefs concerning preferable modes of conduct, or end-state of existence along a continuation of relative importance".

Socio-Economic Background: Socio-economic background is the background or environment indicative of both the social and economic status of an individual or group. In the broader sense, it includes three main factors: education, occupation and wealth.

Undergraduate Students: The concise Dictionary of Education (Hawes & Hawes, 1987) defines the term undergraduate student as 'a student in higher education who is enrolled in degree - credit coursework below the level of the bachelor's degree'.

Faculties of Arts, Science and Commerce: The faculty of Arts offers graduate and postgraduate courses in liberal arts, that is, subjects like the languages, linguistics, social sciences, theology etc. Not much prestige is attached to the courses. The faculty of Science also offers graduate and postgraduate courses in Science subjects. Graduate and post-graduate courses are offered by the faculty of Commerce as well. Their social prestige takes a middle position between the faculties of Arts and Science.

Objectives: The present study is aimed at achieving the following objectives:
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1. To study the levels of frustration among undergraduate students of Arts, Science and Commerce faculties /streams.

2. To study the value profiles of the undergraduate students of Arts, Science and Commerce faculties.

3. To study the relationship between the levels of frustration and value profiles of undergraduate students studying in these faculties.

4. To study the relationship between the level of frustration and socio-economic factors among the students of these faculties.

5. To set up multiple regression equations to predict the modes of reaction to frustration by using value profiles and socio-economic factors as predictors.

Hypotheses: The present study has attempted to test the following research hypotheses:

1. The undergraduate students of Arts, Science and Commerce faculties differ in modes of reactions to frustration.

2. The undergraduate students' modes of coping with frustration exhibit gender differences.

3. The undergraduate students of these three faculties differ in their value profiles.

4. The value profiles of students of these faculties influence their modes of reaction to frustration.

5. The modes of reaction to frustration are significantly related to socio-economic factors.

6. Given the value profiles and measures of socio-economic factors, the modes of reaction to frustration adopted by undergraduate students can be predicted.
Abstract

Chapter - 3: Design and Methodology

Sampling: The sample comprised 524 undergraduate students studying in Ist, IInd and IIIrd year of graduation. Out of these, 260 subjects were male and the remaining 264 were female. A group of 66 male subjects of was drawn from Arts, Science and Commerce faculties of Aligarh Muslim University, Aligarh, another set of 66 male subjects of same streams from the Hindu College and M.H. Degree College. (Rohilkhand University) Moradabad. Similarly, 62 male subjects from D.S. College, Aligarh (Agra University) and the remaining 66 male subjects were drawn from the three faculties of Meerut College, (Meerut University), Meerut.

Among the females, 66 subjects had been drawn from the faculties of Arts, Science and Commerce of Aligarh Muslim University, Aligarh, another 66 subjects from Gokuldas Hindu Girls Degree College (Rohilkhand University) Moradabad and 66 students of Arts, Science and Commerce streams from the Hindu College, Gokuldas Hindu Girls Degree College. 66 students from the same streams of Tikaram Girls Degree College (Agra University) Aligarh and 66 female subjects from the Meerut College (Meerut University) Meerut.

(a) Frustration Test: The 'Nairashya Maapa' (Frustration Test) published by Agra Psychological Research Cell (1976) was used in the present study for this purpose which was developed and standardized by Dr. N.S. Chauhan and Dr. Govind Tiwari. The scale consists of 40 items each with six alternative response categories in a hierarchy from extreme occurrence of a mode of frustration to no occurrence at all. Each mode of reaction of frustration, i.e. regression, fixation, resignation and aggression is represented by 10 items.
Abstract

(b) Personal Value Questionnaire (PVQ): For measuring the value profiles of the subjects, the "Personal Values Questionnaire" (PVQ) was employed, which is a standardized scale developed by Dr. (Mrs.) G.P. Sherry and Dr. R.P. Verma. The instrument is a measure of ten personal values: Religious, Social, Democratic, Aesthetic, Economic, Knowledge, Hedonistic, Power, Family Prestige and Health. This questionnaire consists of 40 items with three alternative response categories for each.

(c) Personal Data Sheet: An objective measure for measuring socio-economic factors which included the subjects' parents' or guardians' wealth/income, occupation and education was developed by the investigator herself. The test consisted of 20 questions in 3 sections, namely, Education of Parents, Occupation of Parents and Income of Parents.

Statistical techniques Used: Statistical techniques like standard deviation, product-moment correlation, t- test and multiple regression analysis were used for data analysis.

Chapter - 4 : Analysis and Interpretation

This chapter presents the results of data analysis and their interpretation.

Gender differences on Modes of Reaction: Male and female students of the faculty of Arts differed significantly on regression mode of reaction to frustration. The male and female students of Science and Commerce faculties differed significantly on fixation mode. Male student's of Arts faculty resort to greater degree of resignation reaction than their female counterparts. The tendency to resort to aggression was found to be higher among male students than female students which is a cause of concern as the matter seems quite serious and may have serious implications too.
Gender differences on Value Profiles: Female students had higher levels of religious, social, democratic, aesthetic and knowledge values than male student, the converse was found to be true on hedonistic, power, family prestige and health values.

Faculty-wise comparison on Value Profiles: Students of the faculty of Arts have stronger Religious, Hedonistic and Family Prestige Values and those of faculty of Science have stronger Social, Aesthetic and Knowledge Values than their counterparts in this analysis.

Students of the faculty of Science have stronger Social, Democratic and Knowledge Values as compared to the students of the faculty of Commerce. But, converse is true for Economic and Hedonistic Values.

A comparative study of all the three faculties gives an interesting picture. The students of Arts have highest Religious and Family Prestige values. The Science students ranked highest in Democratic, Knowledge and Aesthetic Values and students of Commerce faculty dominated in Economic, Hedonistic values.

Relationship between Modes of Frustration & Value Profiles: For all the undergraduate students, Knowledge, Hedonistic and Power Values are associated with regression; Social, Democratic, Knowledge, Power and Family Prestige Values are associated with fixation; and only Power Value is associated with resignation mode. Values are independent of aggressive behavior.

For Arts stream, Hedonistic Value is associated with regression; Religious, Social, Democratic, Economic and Hedonistic Values are associated with fixation; and Power Value is associated with resignation mode. In the case of Arts Students, aggressive behavior is independent of values.
Abstract

For the students of Science stream, Religious and Family Prestige Values are related to fixation, resignation and aggression modes. But, fixation mode is also related to two more values - Social and Power. The Economic Value is related to resignation and aggression modes.

Those students of Commerce faculty holding high level of Knowledge Value resort to aggression when confronted with a frustrating situation. But those with high Religious, Economic and Hedonistic values tend to avoid resorting to aggression in a frustrating situation.

Modes of Frustration as related to Socioeconomic factors: Children of less educated parents resort to high degree of fixation mode of frustration. Other modes of frustration are independent of parents’ education and family income. Students of Arts stream with low parents' education have a high tendency to resort to regression and fixation modes of frustration in the face of any frustrating situation. Those modes of reaction to frustration are independent of family income. Science students of less educated parents tend to resort more to regressive, fixated and aggressive behaviors, thus leading to the conclusion that children coming from low income families tend to resort to fixated behavior in a frustrating situation.

Among Commerce students, children of less educated parents have greater tendency to resort to regressive and fixated behaviors. Children coming from low income families resort to regression mode of reaction also when faced with a frustrating situation.

Predicting Reaction Modes by Value Profiles and Socioeconomic factors:

Regression Analysis for combined sample: Social Values and Parents’ Education tend to reduce the tendency of regression. Power Value and Social Value tend to reduce the Regression mode. The tendency of aggression is more in male undergraduate than in females.
Abstract

Regression Analysis for Faculty of Arts: Hedonistic & Power Value tend to reduce the tendency of regression but gender has the reverse impact. Social Value and Parents' Education decrease the tendency of fixation while Economic Value has opposite effect. Power Value and Family Prestige Value reduce resignation and gender has the opposite effect. Hedonistic Value tends to reduce aggression.

Regression Analysis for Faculty of Science: While Economic Value reduces the tendency of resigned reaction, the Family Prestige Value tends to increase it. All the predictors except Family Prestige Value tend to increase the tendency of aggressive behavior in the face of frustrating situation. While Parents' education reduces the possibility of regression, Knowledge and Religious Values tend to increase it. Fixed behavior is reduced by Social Value and Family Income and enhanced by other three variables. The tendency to resort to regressive behavior is reduced by Family Prestige Value. The aggressive reaction is enhanced by Knowledge Value, Aesthetic Value & reduced by Parents' Education.

Chapter - 5: Findings and Implications

Coping behavior, gender and faculty-affiliation

(1) The overall results show clear gender differences, female students exhibiting greater tendency of resorting to regression when they encounter frustrating situation.

(2) The overall situation shows gender differences in fixated behavior with males of Arts and females of Commerce faculties showing increased tendency of fixated behavior.

(3) In the case of the combined sample, the majority of students in all the three faculties have shown average or lower level of resigned behavior.
Abstract

(4) The tendency to resort to aggression was found to be low among girls of all streams - arts, science, and commerce. The aggressive behavior is a prominent mode of coping with frustrating situations among male students of all faculties.

(5) Significant gender differences were observed in the faculty of Arts on regression mode of reaction to frustrating situations, the male students showing higher tendency of resorting to the regression mode of coping when faced with some frustrating situation. There were no gender differences in the faculty of Science and Commerce on this mode.

(6) The male students of the faculty of Science had a higher tendency of resorting to fixation mode than females, and the female students of the faculty of Commerce showed greater tendency of resorting to fixation mode while coping with frustrating situations. In the case of the students of the faculty of Arts, there were no gender-differences. This indicated an interaction between gender and faculty affiliation in this regard.

(7) On the resignation mode significant gender differences were observed in the case of Arts faculty, male students showing a greater tendency of resorting to this mode of reaction than female students. In the case of the faculties of Science and Commerce, there were no significant gender differences on this mode of reaction.

(8) In the case of aggression mode, significant gender differences were observed for students of the faculties of Arts and Science, male students having greater tendency of resorting to aggression than female students in the face of any frustrating situation. The students of the faculty of Commerce did not show any gender differences in this regard.
However, when students of all faculties were studied as a combined group, only aggression mode exhibited gender-differences, the male students showing greater tendency of resorting to aggression mode than female students while facing a frustrating situation.

Coping behavior gender and value profiles

1. The results of the analysis of scores on value profiles led to some interesting conclusions. Significant gender differences were observed with female students, having higher levels of Religious, Social, Democratic, Aesthetic and Knowledge Values than male students. On the other hand, male students had significantly higher Hedonistic, Power, Family Prestige and Health Values than female students. No significant gender differences were observed on Economic Value.

2. Significant faculty-wise differences in value-profiles were also observed. The students of the faculty of Arts had higher Religious Value than the students of Science and Commerce faculties while Science and Commerce students did not show significant difference on this value.

3. Science students had a higher Social Value than Arts and Commerce students. Similarly, the students of Science faculty had higher Aesthetic Value than Arts students. The Knowledge Value was found to be higher among the students of Science than those of Arts and Commerce. The students of Arts faculty had the highest 'Hedonistic' Value while those of Science had the lowest.

4. The Family Prestige Value was dominant among the students of the faculty of Arts as compared to Science students. The students of Science faculty had higher Democratic Value than those of Commerce faculty. Similarly, the students of the faculty of Commerce held higher Economic Value than those of Arts and Science.
Abstract

5. For combined sample, *regression* mode had significant positive relationship with Knowledge Value, and significant negative correlation with Hedonistic and Power Values. *Fixation* mode showed significant negative correlation with Social, Democratic and Knowledge Values, and significant positive relationship with Power and Family Prestige values. The *resignation* mode correlated significantly and negatively only with Power Value. Significantly, the *aggression* mode had no significant correlation with any of the values.

6. However, these correlations showed significant differences faculty-wise. For the students of the faculty of Arts, *regression* mode correlated negatively with Hedonistic value, *fixation* correlated negatively and significantly with Religious value while social and Democratic values had positive correlation with Economic and Hedonistic Values. *Regression* mode had negative correlation with Power Value, and *aggression* mode had no significant correlation with any of the values.

7. For the students of Science faculty, *regression* mode and values showed no significant correlation; *fixation* mode showed negative correlation with Religious and Social values, and positive correlation with Power and Family Prestige values; *resignation* mode had negative correlation with Economic value but positive correlation with Religious and Family Prestige values; and *aggression* mode showed negative correlation with Religious and Family Prestige value but significant positive correlation with Economic value.

8. In the case of Commerce students, *regression* mode correlated negatively with Aesthetic, Economic, Hedonistic and Power values but positively with Religious and Knowledge values; *fixation* mode correlated positively with Religious and Power values but negatively with Social value; *resignation* mode correlated positively with Knowledge value and
negatively with Family Prestige value; and aggression mode had negative correlation with Religious, Economic and Hedonistic values, but positive correlation with Knowledge value.

Coping behavior, gender and socioeconomic factors

1. Some significant relationships were also found between modes of reaction and factors related to socioeconomic status, namely Parents' Education, and Family Income. For combined sample, Parents' Education correlated negatively with fixation, and Family Income showed no correlation with any of the modes of reaction. However, in the case of faculty of Arts, Parents' Education correlated significantly with resignation and fixation modes, while in the case of Science students, Parents' Education had negative relationship with regression and fixation, and positive relationship with aggression mode.

2. Family Income correlated negatively with fixation mode. For Commerce students, Parents' Education showed negative relationship with regression and fixation, while Family Income showed negative relationship with resignation.

Predicting coping behavior

1. In the combined sample the only potential predictor of regression mode was the Hedonistic Value. The concerned regression equation indicated that if scores on Hedonistic Value are known, it is possible to predict the intensity of one's regressive behavior. The fixation mode could be predicted by two variables, namely- Social Value and Parents' Education. Likewise, the potential predictors of resignation mode were Power Value and Social Value. Interestingly, gender as a variable was found to be the most significant predictor of aggression mode. Male
students were found to be more inclined to exhibit aggression than female students in the face of a frustrating situation.

2. In the case of the students of Arts faculty, Gender, Hedonistic Value and Social Value were found to be significant predictors of regression mode of reaction to frustration. Likewise, Social Value, Parents' Education and Economic Value were found to be the best predictors of fixation mode. Resignation mode could be predicted effectively by Gender, Power Value, and Family Income. Here also aggression mode could be effectively predicted by gender difference and hedonistic value.

3. For the students of faculty of Science, no variable was found to be significant predictor of regression mode. But, fixation mode could be potentially predicted by three variables - Power Value, Health Value and Family Prestige Value. The potential predictors of resignation mode were identified as Economic Value and Family Prestige Value. However, in the case of aggression mode, five predictors were identified - Economic Value, Parent's Education, Gender, Family Prestige Value and Aesthetic Value.

4. In the case of the students of the faculty of Commerce regression mode could be predicted by Knowledge Value, Religious Value and Parent's Education. For fixation mode, the potential predictors were Social Value, Family Income, Gender, Knowledge Value, Power Value and Religious Value. In the case of resignation mode, only one predictor Family Prestige Value was identified as the most potential predictor. However, aggression mode of reaction could be predicted effectively by Knowledge Value, Aesthetic Value and Parents' Education.

5. For all practical purposes, the first one or two predictors may be taken as potential predictors in each case. The overall situation shows that gender is one of the most important predictor of all the modes of reaction.
Abstract

especially 'aggression'. The male students tend to exhibit greater tendency of aggression than female students.

6. Among values, Social, Hedonistic and Family Prestige Values are dominant predictors of all modes of reaction. Similarly among the socio-economic factors, Parents' Education was found to play the most important role in determining students' reactions to frustrating situations.

Implications for Educational Practices

The findings of this study provide very useful guidelines and directions to contain the problem of unwanted student aggression. The general finding that male students have a greater tendency to resort to aggressive behavior than girls, more or less across all faculties, is a significant one.

These results point clearly to the need of instituting compulsory guidance and counseling services in all higher education institutions including colleges. A regular and intensive counseling may help discover alternative means of channeling students' aggression and lead them to constructive and healthier modes. There is a need for deployment of women counselors in the counseling centers. Faculty-wise differences in the coping behavior of male and female students should be taken care of.

A person's value system has a significant impact on his adjustment. The findings of this study have indicated that there are gender-based and faculty-based differences in the value patterns of students. These findings can serve as useful guidelines for differentiating the guidance and counseling services. Relationships between values and modes of reaction also showed minor gender-based and faculty-based differences. These results point to a strong need of providing value education at university level also.
Abstract

The investigator has set up regression equations also. If an individual student's scores on values, socioeconomic variables, faculty affiliation and gender are known his probable mode of coping - say regression, of coping with a frustrating situation may be predicted. This approach can help in identifying student's who could resort to unhealthy mode of reaction to frustration and value-education, and guidance and counseling services may be planned accordingly.

Implications for further Research

In the process, the investigation raises certain new questions which should be answered through fresh studies undertaken by interested researchers in this area. The main emerging questions are:

What are the various social, economic and institutional factors that create and enhance frustration among students all levels, especially at the university stage?

What can be done to remove or reduce the influence of these factors so that better learning environment may be generated in the universities and colleges?

Will the institution of regular guidance services help in solving the problem of student unrest partially or wholly? There is a need to conduct experimental or causal comparative studies to examine the impact of guidance and counseling services wherever such facilities exist.

How can we provide for value education? Can we teach socially desirable values directly by placing them in the curriculum or we should imbibe them in the curricula and provide the students with opportunities by way of our teaching to catch them?
Abstract

Which values are more desirable for students of different faculties providing for gender-based differences in the modes of coping with frustrating situations? What strategies should be planned to achieve these goals? If we can predict the probable reaction of a student to frustrating situations, what measures can we take to ensure that his reactions are healthy?

Examination stress is one of the major causes of frustration among students. What can we do to reduce the effect of this source of frustration? Does occupation of the family influence a student’s reactions to frustration? If yes, what should we do as educators and teachers?

Student unrest has been a very serious problem in Indian higher education. Further research in this area may help in overcoming such problems.