CHAPTER III
REVIEW OF THE RELATED LITERATURE

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3.1 Introduction

A peep into the past gives insight into the present. Review of the past researches gives insight into the present researches. Many angularities and rough surfaces of the present problems can be straightened and smoothened with the help of the past researches. The review helps the investigator in preparing her own research design of the problem in hand; at the same time it also acquaints the investigator with the limitations of the tools and procedures used by the past researchers as well as the problems faced by them.

It is the review of the related literature that furnishes the researcher the correct idea regarding the plan, research design, procedure and methodology and enables him to gain insight into the problem undertaken by her.

The investigator, keeping these objectives in mind, viewed it worthwhile to study and review the past researches on frustration with special reference to the independent variables either singly or jointly. For the sake of convenience, review is divided into two main parts, vizly the researches done abroad and those done in India. They are described in the following paragraphs.
3.2 **Review of Studies in the Area of Frustration**

Since many decades researches have been undertaken in the area of frustration. Some of the studies are reviewed here in brief in two parts:

(i) Studies in India

(ii) Studies in other countries

3.2.1 (i) **Studies in India**

On the subject of frustration the following studies are of vital importance.

3.2.1.1 An Investigation into "The Relationship Between Level of Aspiration and Modes of Frustration Reaction Among Adolescents" by R.P. Singh and A.P. Singh (1978)

A "Frustration Test" developed by Chauhan and Tiwari and 'Level of Aspiration Test' developed by Shah and Bhargave were used as tools for the study. Purposive random sampling procedure was used to select a sample of 200 male students aged 13+ to 16 years of class IX and X of literary and scientific groups, from three intermediate colleges of Agra city.

On the basis of an analysis of the data, findings arrived at are as under:
i. There exists positive, but not significant correlation between modes of frustration reaction.

ii. There exists no significant difference in the mean values of modes of frustration reaction.

iii. No significant difference exists in the category-wise distribution of modes of frustration reaction except in average category of fixation and saturated category of resignation.

On the basis of the findings, it may be concluded that no relationship exists between level of aspiration and modes of frustration reaction i.e. regression, fixation, resignation and aggression among adolescents.

3.2.1.2 The Study of "Causes of Frustration in Adolescents and its relation with the level of Aspiration", by T.B. Mathur² (1970)

772 adolescent pupils of class XI of Utter Pradesh schools were taken as a sample. Frustration in four areas viz., home, health, school and socio-personal and levels of educational and vocational aspirations were determined.

Findings of his study are as under:

i. Causes of frustration were found mainly in home, health, economic problems and socio-personal areas,

ii. Adolescents were found to have a higher level of educational and vocational aspiration than their socio-
economic condition would permit,

iii. frustration and level of educational aspiration were found significant in home area,

iv. no significant difference was found between frustration scores of adolescents having high academic achievement, and

v. the incidence of frustration was found to be significantly higher in adolescents belonging to low socio-economic status than those from high socio-economic status.

3.2.13 An Investigation into "Reactions to Frustration among Adolescents in the School Situation" by C.M. Sharma3 (1973).

In all 100 male and 100 female adolescents together with fifty teachers were selected by stratified random sampling. Twenty four frustrating situations were selected for the test.

The major findings of the study are as follows:

i. The top ten frustrating situations for adolescents revealed in the study.

ii. The needs involved in the frustrating situations were found to be aggression, in avoidance, order, achievement, harm-avoidance and dependence.
iii. Through factor-analysis it was found that E-D, N-P and O-D were the prominent factors related to types of aggression at all the stages of developments.

iv. It was found that different types of aggression showed a tendency of fluctuation in respect of age both in boys and girls.

3.2.1.4 The research study into "Frustration Among School Going Children and Adolescents" by K.K. Tripathi (1978)

The study revealed:

i. both boys and girls were frustrated and there were no significant sex differences,

ii. intelligence appeared to be one of the factors related to frustration,

iii. socio-economic status was related to frustration in the case of both boys and girls,

iv. introverted boys and girls were more susceptible to frustration,

v. physical handicap and poor health developed frustration in the students of both sexes,

vi. frustration affected scholastic achievement and poor scholastic achievement,
The study was conducted to find out if in the two groups the leaders and the non-leaders differed in their reactions to frustration. The leader group comprised 30 male student leaders, who held elective officer in the Allhabad University Student Union during 1966-67 session. A group of 30 non-leader students was randomly drawn from general student population. The two groups were matched for the factor of education.

The following conclusions were reached:

The leaders showed a tendency to stress the presence of the frustrating obstacles in their reactions. Both the groups tended to show extrapunitive tendencies in expressing aggression. The findings are discussed in the light of prevailing leadership role.

Findings of his study are as under:

1. Higher secondary school boys of the small families are significantly superior in frustration cleansliness to those of the secondary school boys of small families.
2. Higher secondary school boys of the large families are less frustrated than those of the secondary school boys of the small families.

3. Secondary school boys of the large families are highly frustrated than those of higher secondary school boys of the small families.

4. Secondary school boys of the large families are having high frustration scores than those of the higher secondary school boys of the large families.

5. Secondary school girls of the large families are having higher scores of frustration than those of the higher secondary school boys of the small families.

6. Higher secondary school boys of the large families are superior in cleanliness of frustration potential to those of the secondary school girls of the large families.

7. The extent of frustration in girls was found to more in comparison with that of boys.

8. The pupils of secondary schools were highly frustrated than that of higher secondary schools.

9. The school levels together with sex and birth order played a decisive role in bringing frustration among the adolescent pupils.
10. Family size, sex and birth order together influence the frustration scores of the adolescent pupils.

11. No significant difference between the mean scores of frustration adolescent pupils from small families and large families existed in the case of family size and frustration.

12. There was no significant difference between the mean scores of frustration of adolescent boys and girls.

3.2.1.7 Mr. Uniyal and Bista\textsuperscript{7} studied the relationship between school climate and reaction to frustration.

This was an exploratory study since there was no study available in the past. The null hypothesis tested was that there was no significant difference in the frustration reactions of highly satisfying and highly dissatisfying school climate students. But the hypothesis was partially rejected. Reaction to frustration in relation to school climate differed. Students of satisfying school climate were much more adjusted when compared with those of dissatisfying school climate.

School climate definitely effects reactions to frustration. Disturbed causes probably were the location of frustrating environment.
3.2.1.8 Govind Tiwari et al\(^8\) studied the effects of personality factors and sex on frustration.

The conclusions of the study were:

1. Girls were prone to frustration than boys. Extroverted boys and girls were less frustrated than those of introverted nature.

2. There was no interaction between sex and PF.

3.2.1.9 Inter-caste differences in frustration among Girls of scheduled and Non-scheduled castes.

Ajay Mishra et al\(^9\) studied the frustration in the context of caste.

The aim of the above study was to assess the degree of frustration among girls of scheduled and non-scheduled castes.

Results showed that the girls of S.C. were found to be more frustrated than the girls of Non-S.C. It was concluded that social deprivation had a great effect on the individual's personality formation.

3.2.1.10 L. Singh et al\(^{10}\) studied the relationship between frustration and truancy.

The conclusions arrived at are as under:

1. The truants try to adjust themselves with the atmosphere of class through regression.
2. The truants feel difficulty in forming new habits, developing new interests or adoptations as required in the class.

3. The truants were less active than non-truants.

4. The truants were more aggressive than non-truants.

The students who fail to adjust their personality according to class environment, they become frustrated and turned escapist.

The result indicates a positive relation toward the incidence of truancy and frustration.

3.2.1.11 T.R. Sharma, Meenakshi Sharma Department of Education, Punjab University, Patiala, studied jointly the frustration reactions of Seventh Grade pupils.

It was hypothesized that there existed sex differences in frustration reactions of children.

Findings of the study were as under:

1. No sex differences were found in the scores of boys and girls.

2. Nearly 25 per cent children absolved themselves of blame. 24 per cent children turn the blame or censure upon themselves, 16 per cent responses were obstacle dominant. 33 per cent children had responses indicated
emphasis on the solution of the frustration problem. 52 per cent responses showed ego-dominance. In short 16 per cent children were blocked by frustration, 33 per cent suggest some solution to the problem and about 52 per cent attack others or themselves.

3.2.1.12 A Study of Creativity in relation to Adjustment, Frustration and level of Aspiration.

R.B. Singh studied Frustration and Aspirational level vis-a-vis creativity. The conclusions derived are as under:

1. No relationship existed between creativity and frustration-reactions.

2. The predictors i.e. adjustment, frustration reactions and level of aspiration did not found to influence the criterion variable i.e. creativity in the same manner. Their regression coefficients also did not seem to be exactly equal in value.

3.2.1.13 "A Study of Frustration among institutionalised delinquent Adolescents".

Mrs. Sharma in her research on adolescents who were delinquents showed a close relationship with frustration.

The conclusions of the study are:
1. The delinquent adolescents have a high rate of frustration and the frustration was fairly spread over the whole group.

2. The crimes were committed because of family fracture caused by dispute of property or by revenge.

3. Mean scores on aggression were almost as high as those on regression.

4. High scores on the variable (resignation) showed that the delinquents were really frustrated.

5. Frustration was higher at the age of sixteen and lowest at the age of nineteen. However there was no definite trend of increase or decrease in frustration with rise or fall in age.

6. The delinquents from urban population have higher frustration scores than those from rural population.

7. Delinquents who have studied up to the 8th class had been put in one group, those who were studying in 9, 10 and 11th had been put in the second group and the rest in group three. So the school grades did not show any relation with increase or decrease in frustration.

3.2.1.14 "A Study of effects of frustration and Anxiety upon originality in a rural male sample"
K.N. Sharma studied the "Effects of Frustration and Anxiety in a rural male sample in the context of originality".

The data were analyzed on the basis of 2x2 factorial design. And none of the F ratios was observed significant. Neither the low nor high degree of resignation, fixation, regression, aggression and frustration create any effect upon originality whether they function alone or in interaction with anxiety.

3.2.1.1 Causes of Frustration in Adolescents of Mathura District.

T.B. Mathur studied the causes of Frustration in Adolescents.

The above study was undertaken to investigate the causes of frustration in adolescent students of class XI of Mathura District of U.P.

On the basis of the findings the following conclusions were drawn:

a. The causes of frustration were found mainly in home, health and social personal areas. The foremost causes of frustrations were however found to be health problems and economic problems. No frustration was found vis-a-vis school.
b. No significant difference was found to exist between frustration scores of adolescents belonging to urban areas and rural areas.

3.2.2 Studies in Other Countries

The above studies were undertaken in India by Indians. From these studies the investigator tried to understand the variables connected to frustration.

In foreign countries, the area of frustration has been a study of constant research. The investigator would try to describe those studies which are relevant to her problem only.

3.2.2.1 An investigation, "Sex differences in aggression and its correlates in middle class adolescents", by L.M. Lansky and others. The degree of relationship existing between aggression and other variables were determined for a sample of 82 males and 22 females between 13 and 18 years of age. Boys were generally more aggressive than girls whereas girls displayed more pre-occupation with affiliation and sex anxiety than boys. More significant interrelations among aggression variable were found for boys whereas for girls there were more significant relationships between their aggression scores and their scores on the other measure of behaviour.
3.2.2 A Study of "The Relationship between expectations and frustration in children", by L. Longstreth (1960)

Two groups of children were instructed to hold a lever down continuously in order to obtain marbles which could be treated for a prize. For group P a light was paired with marble ejection while for group U the light was unpaired with marble ejection. During extinction the light was activated equally often in both groups. It was found that the group P extinguished faster and expected more pressure on the response lever during extinction. These results were interpreted in terms of frustration theory.

3.2.2.3 A Cross Cultural Study of, "Sources of Frustration and Targets of Aggression", by L.M. Triandis and W.W. Lambert.

The study applied extra, intra and impunitive to the characteristic mode of expression of aggression descriptive of societies. The data comprised of a world wide sample of 60 primitive societies which are derived from a previous study (Lambert et al., 1959). Of the 3 modes, there was a congruence between belief and behaviour with regard to extra and impunitiveness, not with regard to intra punitiveness.

3.2.2.4 The Investigation into, "The Study of some determinants of aggression in young children", by S. Jerad and R.H. Walters.
4 hypotheses were set forth regarding the reaction of differences in the reaction to frustration. On the part of children who differ in levels of anxiety and guilt about aggression. High and low guilt subjects were identified, and 50 per cent of each group were assigned to a high frustration and the remaining 50 per cent to a low frustration situation. The dependent variable was the number of times the subjects hit a childlike inflated rubber punchbag or a toy dog. Striking the dog was considered as evidence for displaced aggression. The data failed to support any of the hypotheses.

3.2.2.5 The study of, "The Effects of Frustration on the Rorschach responses of nine year old children" by V.B. Lucas.

Control subjects showed significant differences between initial and repeat testing. This suggests that nine year olds tend to react to the repeat situation with a constellation of changes that reflect an increased freedom to use inner resources and to be more expressive. The experimental group's test pattern remained relatively constant.

Conclusions

The above review of the studies threw ample light upon the present problem, which the investigator had taken for research. From above review he gathered the following concrete
suggestions for the nature of variables, the design of the research and the statistical techniques to be employed:

1. In order to measure frustration score of the pupils, a reliable and valid frustration inventory had to be used.

2. While using the above inventory for frustration measurement, the investigator took a hint from Dr. G.K. Patel's thesis regarding the extent and pattern of frustration among the Gujarati pupils.

3. No specific research study available as a model from the studies cited under review. But she got a cue that frustration is a multi-facted phenomenon for which relevant socio-economic factors other together with psychological factors have to be incorporated for the present study.

4. In order to know and assess the magnitude of different independent variables together with their interactions, a factorial design be resorted to for the present research problem.

In the next chapter, the research design and its various independent variables with their levels would be described in detail.
References


16. C.T. Morgan (ed.), op. cit.,