CHAPTER -III

METHODOLOGY

3.1 Introduction
3.2 Research Problem
3.3 Objectives of the Study
3.4 Research Hypotheses
3.5 Sample
3.6 Sample Distributions
3.7 Variables
3.8 Research Design
3.9 Operational Definition of the Terms
3.10 Research Tools
3.11 Procedure of Data Collection
3.12 Statistical Analysis
3.1 INTRODUCTION

The scientific method used by psychologists to gain knowledge about human and animal behavior. The first applications of the scientific method to psychology’s official beginning are marked by the establishment, in 1879, of a formal psychology laboratory in Leipzig University, Germany, under the direction of Wilhelm Wundt. As an approach to knowledge, the scientific method is characterized by a reliance on empirical procedures, rather than intuition, and by an attempt to control the investigation of those factors believed responsible for a phenomenon. Those factors that are systematically controlled in an attempt determine their effects on behavior are called independent variables. The measures of behavior used to assess the effect of the independent variable are called dependent variables.

The scientific method is intended to meet three goals: description, predication, and understanding. Scientific theory construction and testing provide the bases for a scientific approach to psychology. Theories have the important function of guiding research and organizing empirical knowledge. Research in psychology is a challenging task. The most important of statistics in research methodology. Statistics is a branch of scientific methodology. It deals with the collection, classification, description and interpretation of data obtained by the conduct of surveys and experiment. It’s essential purpose is described and draws inferences about the numerical properties of populations or sample. The tests or scales were selected considering their reliability and validity values. Those tests or scales were selected which appear to be more appropriate to the sample of the study. Data were collected following the
instructions and guidelines given by the author of the scales. Thus at every step proper care was taken while carrying out the study. As for as possible the appropriate statistical techniques were used for analyzing the data and conclusions were drawn only on the basis of the results which the inferential statistical techniques brought out in sum in present study care was taken to make it as scientific as it can be. The hypotheses formulated for the purpose of this study were to be tested by collecting relevant data. Steps taken in this direction are described in the present chapter.

3.2 RESEARCH PROBLEM

In the present investigation, the following problem is selected:

“To study the effect of smoking on personality and frustration”

3.3 OBJECTIVES OF THE STUDY

- To understand personality characteristics of smokers and Non-smokers.
- To study the frustration level of smokers and non-smokers.
- To explore whether Smokers and Non-Smokers affect Personality.
- To explore whether Smokers and Non-Smokers affect Frustration.
- To find out whether there are individual difference in terms of Smokers and Non-Smokers.

3.4 RESEARCH HYPOTHESES

To find out the expected relationship between personality, frustration factors and smokers, Non-smokers, the following hypotheses are formulated:-
• Subject with Smokers would posses higher Neuroticism than Subject with Non Smokers.

• Subject with Smokers would posses lower Conscientiousness than Subject with Non Smokers.

• Subject with Smokers would posses lower Agreeableness than Subject with Non Smokers.

• Subject with Smokers would posses higher Openness than Subject with Non Smokers.

• Subject with Smokers would posses higher Extroversion than Subject with Non Smokers.

• Subject with Smokers would posses higher Regression than Subject with Non Smokers.

• Subject with Smokers would posses higher Fixation than Subject with Non Smokers.

• Subject with Smokers would posses higher Resignation than Subject with Non Smokers.

• Subject with Smokers would posses higher Aggression than Subject with Non Smokers.

3.5 SAMPLE

The sample of study was drawn from the population of 400 youth (Smokers and Non smokers) were taken from Aurangabad district, Maharashtra state of India with urban and rural background. While selecting the sample 200 youth (Smokers) with age range between 18 to 30 and everyday consume more than 10 cigarettes since of 5 year (called as cigarette smokers) While another group of 200 youth (non Smokers) with same age range and non smoking a cigarette were selected.(called Non-Smokers).
3.6 SAMPLE DISTRIBUTIONS

<table>
<thead>
<tr>
<th>Smokers</th>
<th>Non Smokers</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>200</td>
<td>200</td>
</tr>
<tr>
<td></td>
<td>N= 400</td>
</tr>
</tbody>
</table>

3.7 VARIABLES

I) Independent variable
   A) Smokers
   B) Non Smokers

II) Dependent variable
   A) Personality factors
   B) Frustration factors

3.8 RESEARCH DESIGN

Single Factor design

<table>
<thead>
<tr>
<th>Smokers</th>
<th>Non Smokers</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>200</td>
<td>200</td>
</tr>
<tr>
<td></td>
<td>N= 400</td>
</tr>
</tbody>
</table>

3.9 OPERATIONAL DEFINITION OF THE TERMS

Smokers: - Smokers is everyday consume more than 10 cigarettes since of 5 year
Non Smokers:- Non-Smokers is no smoking for any brand for example tobacco, chilam, ganja, bidi and cigarette etc.

Personality Factors:

1. Neuroticism:-
   
   This individual is anxious, generally apprehensive, and prone to worry. He sometimes feels frustrated, irritable, and angry at others and he is prone to feeling sad, lonely, and dejected. Embarrassment or shyness when dealing with people, especially strangers, is not a problem for him. He reports being poor at controlling his impulses and desires, but he is able to handle stress as well as most people.

2. Extroversion
   
   This person is very warm and affectionate toward others and he sometimes enjoys large and noisy crowds or parties. He is as assertive as most men when the circumstances require. The individual has a low level of energy and prefers a slow and steady pace. Excitement, stimulation, and thrills have little appeal to him and he is less prone to experience feelings of joy and happiness than most men.

Openness:-

   In experiential style, this individual is generally open. He has an average imagination and only occasionally daydreams or fantasizes. He is particularly responsive to beauty as found in music, art, poetry, or nature, and his feelings and emotional reactions are varied and important to him. He
seldom enjoys new and different activities and has a low need for variety in his life. He has only a moderate level of intellectual curiosity and he is generally middle-of-the-road in his social, political, and moral beliefs.

3. **Agreeableness:**

This person easily trusts others and usually assumes the best about anyone he meets. He is very candid and sincere and would find it difficult to deceive or manipulate others, but he tends to put his own needs and interests before others'. This individual holds his own in conflicts with others, but he is also willing to forgive and forget. He is quite proud of himself and his accomplishments, and happy to take credit for them. Compared to other people, he is hardheaded and tough-minded, and his social and political attitudes reflect his pragmatic realism.

4. **Conscientiousness:**

This individual is reasonably efficient and generally sensible and rational in making decisions. He is moderately neat, punctual, and well organized, and he is reasonably dependable and reliable in meeting his obligations. He has a moderately high need for achievement, but he can also set work aside for recreation. He is average in self-discipline and generally finishes the tasks he starts. He is reasonably cautious, and generally thinks things through before acting.

**FRUSTRATION FACTORS**

1. **Aggression:** - Has been defined as an act whose goal response is injury to an organism.
2. **Fixation:** - Has been taken as a defense against anxiety by stopping the process of development.

3. **Regression:** - In Freudian terms a return to an earlier mode of adjustment.

4. **Resignation:** - Is an emotionally tinged attitude shown by cessation of active response to a situation which we have previously been making efforts to alter.

### 3.10 RESEARCH TOOLS:

**NEO-Personality Inventory-Revised**

(NEO-PI R):- In the present research work the NEO-PIR developed by Paul T. cost, Jr. Ph.D and Roherst R. mecrare Ph.D was used it provides five separate dimensions of personality Neuroticism Extroversion, openness for Experiences, Agreeableness and Conscientiousness the operational definition of Personality factors measured by this inventory are:

1. **Neuroticism**

   Identifies individuals who are prone to psychology distress

   a. **Anxiety:** – Level of free floating anxiety

   b. **Angry hostility:**– Tendency to experience anger and related states such as frustration and bitterness

   c. **Depression:**– Tendency to experience feelings of guilt, sadness, despondency and loneliness
d. **Self Consciousness:**– Shyness or social anxiety

e. **Impulsiveness:**– Tendency to act on craving and urges rather than reining them in and delaying gratis

f. **Vulnerability:**– General susceptibility to stress

2. **Extroversion:**

   Quantity and intensity of energy directed outwards into the social world.

   a. **Warmth :-** Interest in and friendliness towards other

   b. **Gregariousness :-** Preference for the company of others

   c. **Assertiveness:-** Social ascendancy and forcefulness of expression

   d. **Activity: -** Pace of living

   e. **Excitement seeking:-** Need for environmental stimulation

   F. **Positive Emotion:-** Tendency to experience positive emotions

3. **Openness to Experience:**

   The active seeking and appreciation of experiences for their own sake

   a. **Fantasy:-** Receptivity to the inner world of imagination

   b. **Aesthetics:-** Appreciation of art and beauty

   c. **Feelings:-** Openness to inner feelings and emotions

   d. **Actions:-** Openness to new experiences on a practical level

   e. **Ideas:-** Intellectual curiosity
f. **Values:** Readiness to re-examine own values and those of authority figures

4. **Agreeableness:** The kinds of interactions an individual prefers from compassion to tough mindedness

<table>
<thead>
<tr>
<th>Trust</th>
<th>Belief in the sincerity and good intentions of others</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Straightforwardness</strong></td>
<td>Frankness in expression</td>
</tr>
<tr>
<td><strong>Altruism</strong></td>
<td>Active concern for the welfare of others</td>
</tr>
<tr>
<td><strong>Compliance</strong></td>
<td>Response to interpersonal conflict</td>
</tr>
<tr>
<td><strong>Modesty</strong></td>
<td>Tendency to play down own achievements and be humble.</td>
</tr>
<tr>
<td><strong>Tender mindedness</strong></td>
<td>Attitude of sympathy for others.</td>
</tr>
</tbody>
</table>

5. **Conscientiousness:**
Degree of organization, persistence, control and motivation in goal directed behavior

<table>
<thead>
<tr>
<th>Competence</th>
<th>Belief in own self efficacy</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Order</strong></td>
<td>Personal organization</td>
</tr>
<tr>
<td><strong>Dutifulness</strong></td>
<td>Emphasis placed on importance of fulfilling moral obligations</td>
</tr>
<tr>
<td><strong>Achievement striving</strong></td>
<td>Need for personal achievement and sense of direction</td>
</tr>
<tr>
<td><strong>Self Discipline</strong></td>
<td>Capacity to begin tasks and follow through to completion despite boredom or distractions.</td>
</tr>
<tr>
<td><strong>Deliberation</strong></td>
<td>Tendency to think things through before acting or speaking.</td>
</tr>
</tbody>
</table>
The inventory contains 60 statements (items). Each dimension contains 12 items. Each item is provided with five alternatives. There is no time limit but generally 15 minutes have been found sufficient for responding all the items. The printed instructions of this inventory were: “Carefully read all of instructions before beginnings. This questionnaire contains 60 statements. Encircle the response that best represents your opinion.”

- Encircle SD if you strongly disagree or the statement is definitely false.
- Encircle D if you disagree or the statement is mostly false.
- Encircle N if you are neutral on the statement, you cannot decide, or the statement is about equally true and false.
- Encircle A if you agree or the statement is mostly true.
- Encircle SA if you strongly agree or the statement is definitely true.

Encircle only one response for each statement. Respond response. Do Not Erase. If you need to change an answer, make an “X” through the incorrect response and fill in the correct response. There is no right or wrong answer. The right answer is only what you feel about yourself. Try to give your responses according to that statement. Your answers will be kept confidential.

**Scoring Method**

The respondent was provided with five alternatives to give his responses ranging from most acceptable to least acceptable description of his personality. i.e. strongly Disagree, Agree, Neutral, Agree and Strongly Agree.
The summated score of all the sixty items provide the total personality factors score of an individual. A high score on this inventory indicates a higher personality trait, while a low score shows low personality trait.

**Psychometric properties of the scale**

The psychometric properties reported below to the UK adaptation of the NEO-PI-R

**Reliability**

Items analysis, (Cronbach’s Alpha) and factor analysis were carried out on a sample of 609 respondents in the UK Anglicization study. The UK results show close alignment with those from the US. The domain scales show internal reliabilities, which range from .87 to .92. Fact scales show internal reliabilities ranging from .58 to .82. test rest reliabilities are all above .75.

**Validity**

In the NEO PI-R, content validity is addressed by indentifying six distinct facets to sample each domain, and by selecting no redundant item to measure each fact.

Although factor analyses reproduce the intended structure of NEO PI-R facets, it remains to be shown that these factors actually measure the intended constructs. External evidence of validity is needed. A large number of studies have been conducted on this question. The five-factor model was originally discovered in analyses of natural language trait adjectives, and a number of adjective-based measures of the five factors have been proposed. McCrae and Costa (1985b, 1987) administered 80 bipolar adjectives scales to
BLSA subjects and their peer raters. When factored, the five familiar factors appeared, and these showed strong evidence of convergent and discriminate validity with NEO-PI factors. John (1989) asked judges to select items from Gough and Heibrun’s (1983) Adjective check list (ACL) that five factors as they were described in the literature; McCrae (1990b) summed these adjective to from five scales and showed convergent and discriminate validity for both From S and From R NEO-P factors. Goldberg (1989) created several alternative sets of adjective definers of five factors. In a student sample, all of these were substantially correlated with the corresponding NEO-P domain and factor. Trapnell and Wiggins (1990) expanded their measure of the Interpersonal Circumflex to measure the Big Five factors, and showed strong correlations between their adjective measures and NEO-PI scales. Finally, Standoff (1990) administered a large set of adjective scales to a German sample, recovered the same five factors, and showed striking correlations between these factors and his German translation of the NEO-PI in both self-report and peer rating forms.

II) Nairashya Maapa (Frustration Test) Prepared by.

Dr. N.S Chauhan, M.A,M.A(Cal), PhD .Reader – Head (psychology) Agra college, Agra. And Dr. G.P. Tiwari, M.A, PhD. Lecturer, D.S.College, Aligarh. & Post Doctoral fellow, Psychology Agra University, Agra.

Frustration as concept.

Frustration behavior lacks goal orientation and appears more or less senseless. Intensity of feeling is there. It is the end of need deprivation. In
frustration a different set of behavior mechanism is put into operation. Frustration is of compulsive nature. Many of the behavioral problems are basically different modes of frustration mechanism. Frustration is deeply related to emotions in a typical way. Emotion is the core to frustration (Sargent, 1948). Responses to frustration have their own classificatory system. They may be classified in terms of rationalization, withdrawal, neurotic depression and normal depression.

Frustration may be taken as a hypothetical construct produced either by some type of inhibitory condition, or by a competitive excitatory tendency aroused simultaneously with an already enjoying excitatory tendency to strength (Brown and Farber, 1951) the strength of this inhibitory tendency, it was noted, varies as a motivational determinant. Studies in frustration (Amsel and Roussel, 1952) obtained ‘frustration effect’ whose difference was noted between the vigor of performance following reward as contrasted with non-reward.

Frustration in a pilot study was found as an association phenomenon (Marx, 1956). It was held that the organism had simply learned to make a more vigorous response when frustrated. Sargent’s contention regarding emotionality as core to frustration was confirmed (Lazarus and baker, 1957) when affective arousal was found as fundamental in the definition of stress.

Nature of Frustrations, on the basis of research finding was determined. Frustrations included cessation of reward, followed by an emotional reaction which facilitated interfering response (Estes, 1958). Non-reward as an important variable contributing to frustration was also emphasized (Amsel,
1958). It was held that after a response had been rewarded a sufficient number of times to permit the development of anticipatory goal responses non-reward would elicit a primary motivational condition termed as frustration. Findings about ‘frustration effect’ (Amsel and Roussel) in animals were confirmed in the amount of the reduction of reward, it was noted, that it did not go with the speed of reduction of reward (Bower 1962). Frustration as an ‘association phenomenon’ (Marx, 1956) was not found as such (Amsel and Penick, 1962). Frustration was found as an inhibitor of horn touting responses (Doob and Gross, 1968).

Thus frustration has been noted to be a motivational determinant (Amsel and Roussel, 1952, Brown and Farber, 1951; Parney, 1960. An inhibitor (Brown and Farber, 1951), Estes, 1958, Doob and Gross, 1968, a primary motivational condition aroused by cessation of reward (Estes, 1958; Amsel, 1958) and emotionally oriented phenomenon (Sargent, 1948).

2. Type Description.

Frustration has a different set of behavior mechanism. Its intense catheticity and curativeness get expressed in various modes, such as aggression, fixation, regression and resignation.

I) Aggression has been defined as ‘an act whose goal response is injury to an organism’ (or organism- surrogate-dollard et al., 1939 p.11) frustration results in aggression (ref. Frustration-Aggression hypothesis of the Yale group, weller and Suleman, 1968). Children who are highly frustrated are more aggressive (Hollenberg and
Aggression results where punishment is inflicted (Sears, Robert R, 1951). Social tolerance for aggressiveness of children gets diminished after infancy (Whitney, 1953). Aggression in behavior and phantasm remains positively related (Mussen P.H., Mayor, H.Kelly 1954). Overt motor verbal expression of aggression is inhibited by punishment or retaliation with the results that indirect or covert outlets get started (Amsubel, 1957). Aggression may be defined operationally in terms of rude answering to elders irritation, feeling of unfairness and reactionary attitudes to tradition and beliefs.

II) Fixation has been taken as a defense against anxiety by stopping the process of development (Symonds, 1946). In fixation it is noted that behavior appears that tends to be repeated over and over again without variations and shows a degree of resistance to change. Fixated behavior as such remains compulsive (Maier, 1949). Fixated behavior may be taken in terms of interests and emotional attitudes to designate the attachment generally interpreted to belong to an early stage of development. The fixated persons have a difficulty in forming new attachment developing new interests or adaptations. Fixation may occur in ones behavior due to trauma or due to frustration of the normal expressions of instinctual drive or its over gratification. It weakens ego of the person. It may be defined operationally in terms of cherishing for deep and lasting hurts, persistence of childhood fears worries of hyporwight, feeling of physically handicapped, feeling health negligence etc.
III) Regression in Freudian terms a return to an earlier mode of adjustment. It is an “acting out” i.e. resistance in analysis against the remembering of painful ideas. It differs from manifestation of behavior during transference neuroses (Grutter 1968). Regression is the end response of frustration (The frustration-regression hypothesis of Barker, Dembo, Lewin and Wright, (1941). Regression lowers constructiveness (Barker Dembo et al. 1941). 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 retied in the hope that some miracle, they can be equally serviceable in the present (Symmonds, 1946). Operationally regression may be defined in terms of a behavior characterized both by bashfulness finicky about foods feel lacking in self-control, wish to be again, escapist, homesick when away from home, cries easily, speech defective, excessively daydreams, exorbitantly ambitious etc.

IV) Resignation is an emotionally tinged attitude shown by cessation of active response to a situation which we have previously been making efforts to alter. In resignated behavior we obtain extreme elimination of needs, no plans, no definite relations to the future either no hopes at all or hopes which are not taken seriously (Zawadski and Lazaresfeld ,1935). The designated behavior possesses of limitation of all needs, no plans, no definite relations to future, withdrawal from social contacts, frequent and serious consideration of committing suicide,
longing for loneliness, retreaters, returning within one’s self, lacks interest in surrounding etc.

Thus frustration has its own system and dynamics. Its multimodal operation speaks the language of the Unconscious. Aggression indicates frustration dynamics at war with hostile is a condition of fixation; resignation is the extreme of withdrawal from reality. Frustration affects interests atypically (Chauhan and Tiwari and Sharama, 1970 Sharma and Tiwari, 1970)

1. **Lines of Measurement.**

   Studies on frustration suggest that quality of performance, under frustration is improved (Dewey, 1910; Shaffer, 1936; Toynbee, 1947) is lowered (Barker, Dembo and Lewin, 1941; Leeper 1948; Maier, 1949) or resolutions of contradictions are reached (Barker, 1938; Barker, Dembo and Lewin,).

   An analysis of research on frustration points out to three clear areas of work.

   1. Effect of frustration, in one activity, upon the quality of performance.

   2. Effect of frustration, in activity, upon the quality in that activity.

   3. Effect of frustration, upon the quality of a person’s behavior as whole.

   The magnitude and quality of frustration in any area presupposes varying roles of the ego of a person. The ego has a multitude of functions and remains at the base of behavioral dynamics of a person. It organizes and control motility of perceptions, serves as a potential barrier against hazards. It tests reality and participates in trial actions and sends out deeper signals i.e. anxiety. The ego has organizing and self-regulating function which include
mediating ego, and super ego and id on the one side and reality variables an
the other. It has some autonomous functions such as abilities, intelligence, and
inherited ate in varying degree in imaginative prediction. Its least to maximum
of participation is in dreams, hypnogogue (Selberer, 1951), preconscious
fantasy (Varendouck, 1931), day dreaming, free association, artistic creation,
projective techniques, and problem solving behavior.

The figure drawing graphology and mira test, its motor executive
function. Its figure and ground perception ability is studied in the Bender
Gestalt Test. Its system of selective choice remains the subject matter of the
Szondi test. The TAT studies its perceptual organization for analysis.

Study of behavior through pictures (Brittain, 1907; Libby, 1980)
resulted in a social situations Test (Schwartz, 1932) then came the Rorschach
and TAT (Morgan and Murray, 1935). The picture Frustration Test
(Rosenswing, 1945), the MAPS (Shneidman, 1947) the CAT (Bellak and
Bellak, 1949), the Mira Test (Mira, 1940), the Insight Test (Sargent, 1953),
the Picture Story Test (Symonds, 1951). Other test such as the Mosaic Test, the
free Association Test was already in use. Other picture frustration test were
also developed (Srivastava, S.P 1953, Muthayya, B.C 1961, 1962).
Rosenweings P-F was adopted for children and later on for adults (Parrek, U

The questionnaire method to study frustration was started long
before (Dollard, 1943, Shaffer, 1947). The present test in line with this and
makes use of rating for ten items of each of the four modes of frustration. It
studies effect of frustration upon the quality of a person’s behavior as a whole.
The dependent variable scores for the measurement of frustration, in experimental situation remained related to nonsense syllables, digit symbols, card, sorting, and rate of manipulation activity or field observations. For projection and questionnaire studies behavioral units were taken into consideration.

1. The Scale Format

The scale consists of 40 items out of which each of the four modes of frustration has 10 items. The English version of the of the fourth of the scale may be presented as under.

V. Standardization

1. Selection of the Items

The ten items of each of the four modes of frustration have been selected on the basis of Judge-rating (N=50). The selected items were classified under the category for more than 75% of the time. Items that were classified for than one category were dropped. Thus category exclusiveness of items was preserved.

All the 40 items of the scale are presented in simple and brisk style. Each of the 40 item has five answers (multiple choice) graded on 5 point scale on the positive dimension and a zero point on the negative dimension. Operationally defined, all the items of the scale are matters of behavior in daily life. They are thus immensely meaningful and interesting. There is no obscurity or complexity in them.
1. **Instructions**

1. Some questions are put to you. Every question is there with some answers.

2. Read the questions carefully. Also read the accompanying answers. Make your choice for the least answers out of lot and place a tick mark (✓) in the side parenthesis.

3. Please read the question and the accompanying answers very carefully before you make a tick (✓) for your choice of reply.

4. You are to make a tick for only one reply not for more than more than one in any case.

5. Make a tick for the answer you tick best. Don’t think for choice of other people.

6. Answer all the questions.

**The Sample**

For purposes of norms extensity the scale has been administered widely. Its administration covers dimensions of sex culture, sex illiteracy, sex grades, sex adolescence and sex adulthood. The scale has been administered over 270 urban and 161 rural people, over 161 illiterates, and 270 literates, over 460 secondary students of IX,X,XI,XII grades; over 408 adults and 519 adolescents. The sex wise position of the aforesaid groups may be tabulated as under:
Reliability of the Scale

The ‘test-retest’ reliability for the scale, on a sample of 55 adults, with a test–retest gap of one month has been as under,

<table>
<thead>
<tr>
<th>Frustration</th>
<th>Reliability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modes</td>
<td>Coefficient</td>
</tr>
<tr>
<td>1.Regression</td>
<td>.78</td>
</tr>
<tr>
<td>2.Fixation</td>
<td>.92</td>
</tr>
<tr>
<td>3.Resignation</td>
<td>.85</td>
</tr>
<tr>
<td>4.Aggression</td>
<td>.87</td>
</tr>
<tr>
<td>5.As a whole</td>
<td>.88</td>
</tr>
</tbody>
</table>

Reliability coefficients for various of sample on the basis of data supplied by various researches engaged with frustration studies have been as follows:

ANALYSIS AND INTERPRETATION

The obtained scores for each the four categories vary in between 0 to 50 (Ref.data recording table p. 9-21). Categories of scores can be,

<table>
<thead>
<tr>
<th>Category</th>
<th>Range of Scores.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The saturated</td>
<td>35 and above</td>
</tr>
<tr>
<td>2. The high</td>
<td>30-34</td>
</tr>
<tr>
<td>3. The Average</td>
<td>20-29</td>
</tr>
<tr>
<td>4. The low</td>
<td>15-19</td>
</tr>
<tr>
<td>5. The clean --</td>
<td>14 and below</td>
</tr>
</tbody>
</table>
Scores above 30 in each of the categories are matters of concern because of high frustration potential. Frustration-cleanliness is indicated by scores below 19.

A profile chart for all the four areas of frustration will give a good picture of a man’s frustration-distribution.

3.11 PROCEDURE OF DATA COLLECTION

The data were collected of Personality NEO P-I Inventory and frustration (Nairashya Maapa) test from the 400 youth (Smokers and Non-smokers) were taken from Aurangabad district with urban and rural background. The tools, were administered in manageable of about there are two type subjects(sample) data collection, First type subject (200 youth) is Smokers was asked to fill up information form, which included the full name, birth date, age, and smoker type of casual smokers (this smokers is age range between 18 to 30 and everyday consume more than 10 cigarettes since of 5 year. Second type subject (200 smokers) is non smokers was asked to fill up information form, which included the full name, birth date, age and same age range and non smoking a cigarette were selected.

The test is carried out in accordance with specific instructions given by the authors of the test. Although the test carried with specific instructions, much emphasis was placed on oral explanations of these instructions, since the smokers, and non-smokers were not ordinarily familiar with psychological tests of this nature. A good deal of time was spent before the actual administration of the test explaining how it was to be answered. They were allowed to start answering the test until they complete understand the process.
The students were asked to fill in the personal data in the response sheet before writing the responses for the tests.

### 3.12 STATISTICAL ANALYSIS

The sample available for statistical analysis consisted of 400 subjects (smokers & non-smokers). The sample was divided into following two groups.

<table>
<thead>
<tr>
<th>Variables</th>
<th>No. of subjects (sample)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Smokers</td>
<td>200</td>
</tr>
<tr>
<td>Non-smokers</td>
<td>200</td>
</tr>
<tr>
<td>Total=N</td>
<td>400</td>
</tr>
</tbody>
</table>

The data were carefully scrutinized, separately for the two groups as well as for the entire sample by employing frequency distributions and descriptive statistics i.e. means and standard deviations are reported for five personality factors i.e. Neuroticism, Extraversion, Openness to experience, Agreeableness and Conscientiousness and Frustration factors i.e. Regression, Fixation, Resignation and Aggression wise as well as for entire sample.

To measure Smokers and Non-smokers wise differences on the various to cross employed in this research, ‘t’ test and Pearson product moment correlation method has been carried out with smoker and non-smokers as the independent variable and Neuroticism, Extraversion, Openness to experience, Agreeableness and Conscientiousness, Regression, Fixation, Resignation and Aggression as the dependent variables.