CHAPTER I

INTRODUCTION

Adolescent development is the process through which adolescents, alternately called youth or young adults acquire the cognitive, social and emotional skills and abilities required to navigate life. The experience of adolescence varies for every youth, culture, gender and socioeconomic class are important influences on development. This development occurs throughout a young person’s life, including formal and informal settings such as home, church or school and similar relationships such as peer friendships, work, parenting, teaching or mentoring. Adolescence the transitional stage of development between childhood and adulthood, represents the period of time during which a person experiences a variety of biological changes and encounters a number of emotional issues. The ages which are considered to be part of adolescence vary by culture and range from preteens to 19 years. G.Stanley Hall (1904) denoted this period as one of “Storm and Stress” and according to him, conflict at this developmental stage is normal and not unusual. Adolescents are widely considered by the psychological establishment to be prone to recklessness and risk taking behaviors. There is some evidence that this risk taking is biologically driven caused by the social and emotional part of the brain (amygdala) developing faster than the cognitive control part of the brain which resulted in low frustration tolerance (Hicks Harper, P.T 2006)

Thus frustration exists in everyone’s life and it is inevitable. However, whether the frustration can threat the psychological health depends on the cognition and evolution of it, that
is, how we attribute the reason of frustration. Different attribution results in different emotion and different behavior. Most of the psychological problems among adolescents are due to the incorrect cognition and treatment to frustration and poor frustration tolerance. Frustration tolerance is the ability to face frustration, objectively analyze the reason of the frustration and strive to find the ways to get rid of it, thus to avoid the unhealthy psychology and behavior. It is an ability to adapt, defense and cope with frustration and this ability is acquired from learning and exercise not innate. High frustration tolerance may enhance one’s willpower improve one’s psychological health, promote one’s self-perfection and make the individual suffice affront challenges.

Nature and nurture are common terms used to explain an individual’s physical, mental and emotional characteristics at any stage of his development. The extent to which a person is born, to be the kind of individual that he has or the degree to which he has been affected by environmental influences, has been and still is the subject of much study and discussion. The truth probably lies between the two extremes. A person is neither "born" to be nor "made" what he is; rather he is the product of the integration of biological inheritance of social heritage. It is well known fact that the life of human beings was simple and their needs were limited which were satisfied in their immediate environment. But as the human beings become conscious about the things in their environment, their needs increased and with the increased needs, the problem of adjustment took place in the society.

The industrial development in modern times has given birth to complex system of society, which frustration among individuals. With the explosion of knowledge and tremendous
development of science and technology in the latter half of the nineteen century has changed the socio-economic conditions of society. Due to increasingly rapid rate of revolutionary changes, the society has come across a number of problems in different walks of life as well as different dimensions of adjustment. These changes in different walks of life, fraught with problem have disturbed the personality equilibrium of the individual in the society, which is proceeding at rapid speed towards a technological development in all spheres of human life.

An individuals behavior can be described as sections to a variety of demands or pressures that are brought to bear upon him. Few individuals are found at the extreme of trait distribution in any distribution curve for one or another of the respective trait among the members of general populations of the community. At each moment of life any person is in the process of changing into a something a little different from what he now is. The whole pattern is changing and it is important to keep in mind at one time both the fact of change and fact of pattern. Any period of change is likely to be accompanied by many potential difficulties.

Any period of change in society is likely to be accompanied by many potential difficulties. G.S. Hall has called the adolescence as a period of stress and strain fraught with many problems. Adolescent development and adjustment should be the matter of serious concern not only to parents but also to school people and other adults. It is the period of transition from childhood to adulthood that involves much type of changes in social behavior. In this period equilibrium of physical, mental and social forces is lost and the result is that the individual has to make new adjustment with his own self, with the family and with the society at large. The problems of adjustment of the adolescents studying at high school stage are with respect to
home, health, social, emotional and school environment. Most of the students suffer from frustrations, conflicts, complexes, anxieties and worries. They experience difficulty in physical, mental, emotional, social and other adjustments. However, whatever is needed is an understanding of the adjustment problems of them and then does our best to help them in difficulties to keep the pupils in making adjustment with the changing environment is one of the important aim of education.

Adolescence is the most important and critical period of individual’s development. It is the period of rapid revolutionary changes in the individuals physical, mental, moral, spiritual sex and social outlook. Human personality develops new dimensions. It is the period to learn new things. It is the period of anxieties, worries, conflicts and complexity. This period emerges from childhood and merges into adulthood.

Adolescence is the period of about eight to ten years when the individual is no longer a child but is not yet an adult. It is stated that the onset of adolescence occurs in the majority of boys and girls between the ages of eleven and fourteen and that the completion of adolescence takes place between the ages of eighteen and twenty one.

The term adolescence comes from the Latin word ‘adolescere’ which means to grow or to grow to maturity. From the biological point of view, adolescence is the stage when puberty dawns.
Chronologically, adolescence is a span of life ranging from 12 to 19 years and having individual and cultural differences. Sociologically, adolescence is a transitional period from dependence on parents to self-sufficient adulthood. Culturally, adolescence period varies from community to community. In some communities marriage among boys and girls takes place quite early (as early as 13 to 16 years of age.). Psychologically, adolescence, is the marginal situation which involves psychological disturbances and problems of adjustments. It differentiates the childhood behaviour from the adulthood behaviour.

Jersild observes, “adolescence in that span of years during which boys and girls move from childhood to adulthood, mentally, emotionally, socially and physically.” Dorthy Rogers defines adolescence as, “a process rather than a period, a process of achieving the attitudes and beliefs needed for effective participation in society.” Piaget defines, “adolescence as the age of great ideals and the beginning of theories as well as the time of simple adaptation of life.” Stanley Hall describes adolescence as “a period of great stress and strain, storm and strife.”

E.A. Peel is of the view, that “the adolescent is beset by problems of divided loyalties, accentuated by the lack of adult priviledges and responsibilities. He thus appears excessively aggressive and then excessively shy, excessively affectionate and then quite suddenly detached and cool. These and all problems of the stresses and strains of transition.”

G.R. Medinnus and R.C. Johnson state, “adolescence begins when sign of sexual maturity begin to occur in both physical and social development and ends when the individual
has assumed adult roles and is concerned in most ways as an adult by his or her there reference
group. On the basis of the definitions as given above, following conclusions are drawn:

A young person who has undergone puberty but who has not reached full maturity; a
adolescent grows up to become the adult. The words adolescent and adult ultimately
come from forms of the same Latin word, adolescere, meaning „to grow up”. A young person,
usually between the ages of 13 and 19: teen, teenager, youth. Young, youthful, adolescent,
immature, juvenile, puerile, green; these adjectives mean of, relating to, characteristics of, or
being in an early period of growth or development. Adolescent specifically implies the
characteristics of those in the period between childhood and maturity.

Erikson (1968) theorized adolescence as a period of identity crises characterized by
adolescents active search for a stable sense of self. According to Grotevant (1998) identity
formation during adolescence goes a long way in laying the foundation for adult psychosocial and
interpersonal development. Adolescence is a chronological period within the life span that
involves complex changes in biological, psychological and social functioning. Adolescence is
widely accepted as the period of time between the beginning of puberty and adulthood. Hall’s
(1904) recapitulation theory stated that adolescence was moving from being beast-like to human.
Historical and cross-cultural data indicates that storm and stress are neither inevitable or universal.
Piaget (1971) described adolescence as a phase of life beginning in biology and ending in society.
In modern industrial societies, the passage from childhood to adulthood is marked by a long
transitional period known as adolescence.
Adolescence has been defined in a number of ways from different points of view, as a period of physical development, a chronological age span or a sociological phenomenon. The term adolescence which comes from “grow into maturity” in this sense, is a process rather than a period, a process of achieving the desirable growth, attitudes, beliefs and methods for effective participation in society as the emerging adult and the psychology of the adolescent who is no longer a child, but not yet an adult, is important in the study of human behaviour (Devdas and Jaya, 1984).

Since adolescence is a chronological period within the lifespan that involves complex changes as given by Cleveland Libby (cited at Adolescent Development: A comprehensive approach).

The greatest biological challenge of adolescence is puberty which is divided into three sub-categories namely Pre-pubescence, Pubescence and Post-pubescence. But physical development does not equate cognitive development or emotional maturity. The psychological components of adolescent development are Cognitive, Emotional and Identity formation. The socio-cultural component of adolescent development: are Community norms, Neighborhood conditions, Interpersonal relationships and Economic and institutional resources.

Since adolescence encompasses both physiological and psychological changes. The physical and psychological changes manifest themselves throughout adolescence, varying significantly from person to person and from one culture to other.
Psychological changes generally include questioning of identity and achievement of an appropriate sex role, movement towards personal independence, and social changes in which for a time, the most important factor is peer group relations. Adolescence in western and our societies tend to be a period of rebellion against adult authority, figures often parents or school officials, in search of personal identity. Many psychologists regard adolescence as a by-product of social pressures specific to given societies, not as a unique period of biological turmoil. In fact, the classification of a period of life as “adolescence” is a relatively recent development in many western societies, one that is not recognized as a distinct phase of life in many other cultures. As a transitional stage of human development adolescence represents the period of time in which a juvenile matures into adulthood and since, adolescence is a cultural and social phenomenon, therefore, its end points are not easily tied to physical milestones.

1.1 CHARACTERISTICS OF ADOLESCENCE PERIOD

Adolescence is the period of rapid revolutionary changes in the individual’s physical, mental, social and emotional outlook. All these developmental changes have been discussed below:

1.1.1 PHYSICAL DEVELOPMENT

Adolescence is first of all, a period of physical and psychological changes. These changes, while important in themselves and in what they enable the adolescent to do, are even more important in their meaning for the adolescent himself and for those about him.
i. **Change in Height and Weight:** Almost all boys and girls show a spurt in growth during adolescence. His weight also increases due to increase in bones and muscles. The age at which it occurs varies from individual to individual. There are sex differences in height and weight. At the age of 13 years girls are taller and heavier than boys but by the age of 15 years boys are taller and heavier than girls.

ii. **Changes in Bodily Proportions:** The different parts of the body grow at different rates and attain their maximum development at different times. The arms and legs grow, in length and became finer. Boys develop round shoulders. The pelvis bones of girls become broadened and their wrist becomes circular. As the proportions of the body changes; the adolescent, therefore looks awkward and clumsy.

iii. **Change in Voice:** There is a distinct change in voice among the two sexes. The voice of the boys deepens and become harsher. The girl’s voice acquires shrillness and become sweet.

iv. **Secondary Sex Characteristics:** The secondary sex characteristics develop during adolescence genital organs in boys increase in size. Perceptions usually grow earlier. In girls sex organs acquire maturity. The growth of the breasts and the widening of the pelvis in girls are among the physical development that has significant influence on the adolescent girl’s conception of her physical self.

v. **Hair Growth:** There is growth of hair in public regions, under arms, arms, legs, limbs, trunk and thighs. There is appearance of beard and mustaches in case of boys.
vi. **Physiological Changes:** There is a great change in the internal system of the body. All systems such as respiratory, circulatory, digestive, blood-pressure, heart and pulse-rate acquire then full growth. Brain is fully developed by the age of 18 years.

vii. **Night Emissions and Menstruation:** In the case of boys, the seminal glands being to work, semen is produced and there are night emissions accompanied by erotic dreams. The girls begin to menstruate monthly during the adolescent period.

### 1.1.2 MENTAL DEVELOPMENT

Mental Development during adolescence accelerates on many intellectual fronts. The following are the characteristics of mental development in adolescence:

i. **Increased Ability to Generalize the Facts:** The intelligence development in childhood operates on perceptional level but adolescence the ability to generalize on conceptual level develops. The adolescent can generalize in an abstract way.

ii. **Increased Ability to Understanding:** There is an increase in the ability to see relationship and to solve problems of increasing complexity and difficulty. Department of understanding develops. The adolescent can think the solution of more difficult problems.
iii. Increase in Span of Attention: During adolescent period, the span of attention increase. The adolescent can attend to one thing for a longer period of time. His power of concentration is increased.

iv. Development of Memory and Imagination: The memory in adolescence develops tremendously with the growth in vocabulary. They can retain facts for a longer period. Adolescents possess excessive imagination. Writers, artists, musicians, poets, philosophers are born in this period.

v. Ability of Problem Solving: The ability to solve problem increases in adolescence. They talk about national and international problems. They can solve problems with the help of symbols.

vi. Ability to Make Decisions: The individuals has to make decisions in his daily life. Decision making ability is necessary for successful adjustment in life. The adolescents have the ability to think about their future. They can differentiate between ideals and the actual. They are reasonably objective in taking note of some of their weaknesses.

vii. Widening of Interests: Interests of young adolescents are numerous and varied. The most important categories their interests include recreational interests, interests in school, social interests, personal interests, vocational interests, religious interests and sex interests.
viii. Hero Worship: Hero worship is very prominent in adolescent period. An adolescent begins to worship his ideal man or woman and tries to model himself on him or her. Hero for an adolescent may be film-star a political or religious leader, a poet or an artist, scientist, wrestler or a teacher.

1.1.3 EMOTIONAL DEVELOPMENT

C.T. Morgan emphasizing the importance of emotions in life writes that emotions are basic primeval forces of great power and influence designed by nature to enable the organism to cope with circumstances which demand the utmost effort for survival or success or to add colour and spice to our living. Adolescence is an age of emotional upheavals. Some of the emotional characteristics of adolescent period are as under:

i. Variation in Emotional Moods: Emotional moods of adolescents vary from elation to depression. From tears to laughter, from self-confidence to self-depreciation, from selfishness to altruism and from enthusiasm to indifference are all common reactions of young adolescents.

ii. Not under Control: Emotions of adolescents are not under control. Outbursts of temper are often noticed in his emotional make-up during this period. It is emotionally unstable. He does not tolerate the over strictness of parents and teachers.
iii. **Capacity of Sharing Emotions:** Adolescent develops an increased capacity for sharing emotional experiences with others. He develops the capacity for concern about the feelings of others.

iv. **Loyalties Expand:** Emotional development begins from the home environment of the infant and during adolescence period it is widened beyond home environment and neighborhood loyalties are identified with peers and leaders of various fields.

v. **Increased Compassion:** Compassionate means fellowship of feelings. To be compassionate means that a person is able to enter his own feelings and appreciate the emotional feelings of others.

vi. **Common Emotional Patterns:** The most important emotional patterns of the adolescents include love, anger, jealousy, fear, worry, envy. Some of the more complex emotions of adolescent period are awe, reverence, gratitude, scorn, contempt, hatred, joy, grief, pity, shame etc.

1.1.4 **SOCIAL DEVELOPMENT**

During adolescent stage, social changes are reflected in the influence of peer group, new values of friendship selection, new values in social acceptance and rejection and new values in the selection of leaders.
i. **Increased Peer Influence**: The most characteristic social development is the increased influence the peer group. The peer group shape his behavior to a great extent. His interest, attitudes and values are influenced by peers.

ii. **Changes in the area of Heterosexual Relationship**: An adolescent begins to prefer the company of the members of the opposite sex.

iii. **Social Activities at their Peak**: Social activities whether with members of the same sex or with the opposite sex, usually reach their peak during the period of adolescence social service in public gatherings. Fairs and festivals become a passion for the adolescent. He does not mind personal inconvenience in doing such service.

iv. **New Values in the selection of Friends**: An adolescent wants as a friend someone to be trusted, someone to talk to and someone who is dependable. They usually have two or more close friends, close friends have a marked influence on one another. They may also quarrel occasionally. Gangs may also formed and indulge in anti-social activities. From the above discussion we can say adolescence is a period of revolutionary changes. It is a transition period between childhood and adulthood. It is the most critical period of individual’s life. In this period equilibrium of physical, mental and social forces is lost and the result is that the individual has to make new adjustment with his own self, with the family and with the society at large.
1.2 PSYCHOLOGICAL VARIABLES

The application of psychological principles to the improvement of performance in academic and sports has received greater attention in these days. There are certain accepted psychological principles which have to be applied, so that the students and players are able to show their best in their performances.

The vagueness of the field is being replaced by a more solid structure and the ability to communicate more intelligently about its role and function. Research efforts from all parts of the world are helping to create scientific foundations for sports psychology. In this research to find out the influence of exercises music and meditation on psychological variables, the investigator selected personality which includes the sub scales as self-confidence, emotional adjustment, assertiveness, interpersonal relationship and stress management as measured through Personality Development Index of Kaliappan, 1993.

1.2.1 PERSONALITY

Personality is a characteristic way of thinking, feeling and behaving. Personality embraces moods, attitudes, and opinions and is most clearly expressed in interactions with other people. It includes behavioral characteristics, both inherent and acquired, that distinguish one person from another and that can be observed in people’s relations to the environment and to the social group.
1.2.2 SELF CONFIDENCE

Self-confidence is an attitude which allows individuals to have positive yet realistic views of themselves and their situations. Self-confident people trust their own abilities, have a general sense of control in their lives, and believe that, within reason, they will be able to do what they wish, plan, and expect. People who are not self-confident tend to depend excessively on the approval of others in order to feel good about themselves. As a result, they tend to avoid taking risks because they fear failure. They generally do not expect to be successful.

1.2.3 EMOTIONAL ADJUSTMENT

Emotional adjustment (also referred to as personal adjustment or psychological adjustment) is the maintenance of emotional equilibrium in the face of internal and external stressors. This is facilitated by cognitive processes of acceptance and adaptation. An example would be maintaining emotional control and coping behavior in the face of an identity crisis. This capacity is an important aspect of mental health and where it is compromised, or not developed, psychopathology and mental disorder can result.

1.2.4 ASSERTIVENESS

Assertiveness is a trait taught by many personal development experts and psychotherapists and the subject of many popular self-help books. It is linked to self-esteem and considered an important communication skill. As a communication style and strategy, assertiveness is distinguished from aggression and passivity. How people deal with personal boundaries; their own and those of other people, helps to distinguish between these three
concepts. Passive communicators do not defend their own personal boundaries and thus allow aggressive people to harm or otherwise unduly influence them. They are also typically not likely to risk trying to influence anyone else. Aggressive people do not respect the personal boundaries of others and thus are liable to harm others while trying to influence them. A person communicates assertively by not being afraid to speak his or her mind or trying to influence others, but doing so in a way that respects the personal boundaries of others. They are also willing to defend themselves against aggressive incursions.

1.2.5 INTERPERSONAL RELATIONSHIP

Interpersonal relationships are social associations, connections, or affiliations between two or more people. They vary in differing levels of intimacy and sharing, implying the discovery or establishment of common ground, and may be centered around something(s) shared in common. The study of relationships is of concern to sociology, psychology and anthropology.

1.2.6 STRESS MANAGEMENT

Stress management is the amelioration of stress, especially chronic stress. Stress is caused by distinct, measureable life events, and further, that these life stressors can be ranked by the median degree of stress they produce (leading to the Holmes and Rahe Stress Scale). Thus, stress was traditionally conceptualized to be a result of external insults beyond the control of those experiencing the stress.
1.2.7 ANGER

Anger is a normal human emotion and when it is managed properly it is not a problem. Everyone gets angry, and mild anger can sometimes be useful to express strong feelings and deal with situations. However, if anger is expressed in harmful ways, or persists over a long period of time, then it can lead to problems in relationships at home and at work and can affect the overall quality of your life.

1.2.8 ANGER CONTROL

Gender differences in emotional development may result in part from the qualitatively different exchanges made between parents or caretakers and boys versus girls. Girls receive generally more attention than boys in the area of their appearance both in terms of physical beauty and neatness of schoolwork (American Association of University Women 1991, Sadker and Sadker, 1994). Early work by Block (1973) suggests parents encourage sons toward aggression with nonemotionality and they encourage daughters toward emotionality with nonaggression. Birnbaum and Croll (1984) report that parents show more acceptance of anger in boys than in girls with greater acceptance of fear in girls than in boys.

Likewise, school and other related professionals often advocate for the teaching and modeling of appropriate anger management skills to children of both sexes, introducing boys and girls to anger control methods at early ages. More recent writings emphasize the importance of recognizing some type of appropriate anger expression along with instruction in behavioral inhibition and control (marion, 1994; McClure, Miller and Russo, 1992).
Spielberger (Puskar, et al., 2008) found that those with high levels of trait anger often believe that they are frequently targeted by others. Some individuals become angry when they feel targeted or are faced with a negative situation, but they are able to control their anger and respond appropriately rather than in an antisocial manner (e.g. aggression or substance use).

According to Strayer & Roberts’ 2004 study (Pickover, 2010), when a person becomes angry, he or she is unlikely to display empathy toward others. It can be difficult to build and sustain a relationship when empathy is lacking.

1.2.9 ANGER EXPRESSION

Girls may be more likely than boys to minimize anger, leading to increased risk for depression. All emotions, even anger are functional (Barrett and Campos, 1986). In certain contexts, it is appropriate for youth to harness anger in order to push through obstacles, to achieve goals and perhaps even to resist peer pressure (Lzard and Ackerman, 2000). Difficulties with assertiveness and anger expression may be more prevalent for girls than for boys perhaps because anger is more acceptable for males than females in mainstream U.S. culture (Brody and Hall, 2000).

1.2.10 FRUSTRATION

Frustration refers to the situations or the event that creates obstacle in the way to goal. In other words the sense of disappointment that result from the obstacles is frustration. In our course of life we encounter many obstacles and barriers between our goals and ourselves. The process of blocking or thwarting of needs causes frustration in human beings. Sears (1942)
defined frustration, as “the condition which exists when goal response suffer interference”. Maslow and Murphy (1954) viewed frustration as, “The blocking of motivated action.” On the other Amsel (1958) defined, “Frustration as a conceptualization of a hypothetical implicit reaction elicited by non – reward after a number of prior rewards.”

Maier (1949) defined, frustration as change in the conditions of the organism and through it a different set of behavior mechanism is set into operation. frustration as, “the state of an organism resulting when the satisfaction of motivated behaviour is made difficult or impossible, when goal is blocked.” Frustration is the blocking or thwarting of one’s needs and desires.” Human being set some goals to fulfil their needs and to live a successful and happy life. But these needs cannot be always satisfied due to obstructions or scarcity of resources. This makes them frustrated and tense. Continuous frustration of our basic needs may lead to serious maladjustments or condition of mental ill health Kuppuswamy (1969).

Frustration has important part of our development from birth to death and is inevitable in our daily life. We have a number of desires, which are not fulfilled due to certain obstacles. There is more or less minor frustration, which is encountered every day-a person misses the bus; causing a late arrival for an appointment; the office assistant is ill; delaying the preparation of an important report. There is, of course, much greater frustration in life. A boy who always wanted to marry his childhood beloved is jilted for another. A student fails in the school entrance examination and is denied admission. A sense of psychological disorder interrupts a brilliant career.
According to Freud (1920), “Frustration occurred when ever pleasure seeking or pain avoiding behavior was blocked.” Frustration is likely to lead to an intensification of efforts. This increase in effort may not be directed toward the original goal but rather may be expanded in other directions where success is more likely to be achieved. Reaction to frustration varies from person to person in the different forms such as restlessness, aggression, apathy, fantasy, stereotype, regression and anxiety. It is observed that the performance of people at work and personal life is not just related to their intelligence but childhood abilities such as how capable he/she is to handle frustration, control emotional, and get along with other people. Frustration tolerance refers to how long an adolescent will stick with a task, especially when there are obstacles. An adolescent who is low in frustration tolerance seldom persists at a task for long but may slow “high negative persistence”- repeatedly testing limits. It was found in the study of Wilde (2012) that best single predictor of grade point average was achievement frustration. The second best predictor of grade point average was emotional intolerance. It was revealed that students who had lower scores on the frustration discomfort scale had a higher overall college grade point average.

1.2.11 IMPULSE CONTROL AND TOLERANCE FOR FRUSTRATION

Impulse control is the ability to resist or delay an impulse, drive, or temptation to act. Impulse control entails avoiding rash behaviors and decision making, being composed, and able to put the brakes on angry, aggressive, hostile, and irresponsible behavior. Problems in impulse control are manifested by low frustration tolerance, impulsiveness, anger-control problems, abusiveness, loss of self-control, and explosive and unpredictable behavior. Impulsive people are often described as tempestuous, hot-headed, and “leap-before-they-look” people.
Controlling such impulses often leaves us with a feeling of frustration. This is why we need the related skill of frustration tolerance. This is, as we would expect, the ability to tolerate the feeling of frustration. We like to prevent feeling frustrated when we can, but when we can’t we need to know that it’s possible to simply have the feeling. We would love to get rid of the feeling immediately, but it is possible to tolerate the discomfort, to relax with it, allow it to dissipate over time and eventually to problem solve and generate ideas for solutions. The key is training ourselves to regard frustration as a feeling which is tolerable versus intolerable.

Impulse control and frustration tolerance help us with the third skill delay of gratification. This is the ability to postpone pleasure, comfort or relief until a later time. We choose to forgo the immediate gratification and wait for the right time. This involves some trust and faith that things will work out, or we will make them work out later.

It’s unfortunate if we say, “I can’t do any of that because I just don’t have any impulse control, frustration tolerance or delay of gratification.” There are two flaws in this all-or-nothing thinking. First, it implies that there are two kinds of people—those who ‘have it’ and those who don’t. Second, it implies that the skill is a discrete rather than a continuous variable, either all present or all absent. In order to be successful with these skills, it’s far more productive to assume that we all have these abilities to varying degrees and we can all improve them significantly. Just as with any skill set, the more we understand how it works and practice repeatedly, the better we become at it.
**Davitz (1942),** “Frustration is the blocking of desire evoked behavior”. In the Encyclopedia of psychology, R.R. Sears (1942) says in essay frustration and aggression that it is interference with the goal response or with instrumental acts leading to it. Sears (1942) defined frustration, as “the condition which exists when goal response suffer interference”.

1.3 EXERCISE

Exercise is physical activity that is planned, structured, and repetitive for the purpose of conditioning any part of the body. Exercise is used to improve health, maintain fitness and is important as a means of physical rehabilitation.

Exercise is useful in preventing or treating coronary heart disease, osteoporosis, weakness, diabetes, obesity, and depression. Range of motion is one aspect of exercise important for increasing or maintaining joint function. Strengthening exercises provide appropriate resistance to the muscles to increase endurance and strength. Cardiac rehabilitation exercises are developed and individualized to improve the cardiovascular system for prevention and rehabilitation of cardiac disorders and diseases. A well-balanced exercise program can improve general health, build endurance, and slow many of the effects of aging. The benefits of exercise not only improve physical health, but also enhance emotional well-being. Studies have shown that a consistent, guided exercise program benefits almost everyone from Gulf War veterans coping with fatigue, distress, cognitive problems, and mental health functioning to patients awaiting heart transplants. Exercise in combination with a reduced-calorie diet is the safest and most effective method of weight loss.
Physical exercise has established efficacy as an antidepressant in individuals with depression and current medical evidence supports the use of exercise as both a preventive measure against and an adjunct therapy with antidepressant medication for depressive disorders. A July 2016 meta-analysis concluded that physical exercise improves overall quality of life in individuals with depression relative to controls. One systematic review noted that yoga may be effective in alleviating symptoms of prenatal depression. The biomoolecular basis for exercise-induced antidepressant effects is believed to be a result of increased neurotrophic factor signaling, particularly brain-derived neurotrophic factor.

1.4 MUSIC

Most teens spend a significant amount of time listening to music in their day-to-day lives. In fact, most teens have a few favorite singers or bands, and they often have a similar taste in music as their friends. Social acceptance is always important with teens, and peers can influence the type of music teens listen to regularly.

Music is often an outlet for teens and a way for them to express and explore emotions they are uncomfortable talking about. Teens may choose music by an artist they identify with or one who seems to embody their generation’s trials and tribulations. In some cases, teens use music as a safe way to rebel against their parents and develop their own separate identity. While this can sometimes lead to generational conflicts, it can also be a healthy part of growing up.

Sometimes, music contains lyrics that glorify or promote violence. This type of music is often the subject of parental criticism, and some teens may be banned from listening to it. However, in some cases, listening to violent music can be an outlet that allows teens to release
their anger or frustration without getting into trouble. The key to whether the music is good or bad often depends on how the teen lets this type of music affect them. Teens who become more agitated or try to carry out violent acts after listening to this type of music should avoid it.

### 1.4.1 MUSIC THERAPY

Music therapy is an interpersonal process in which a trained therapist uses music and all of its facets physical, emotional, mental, social, aesthetic, and spiritual to help clients to improve or maintain their health. In some instances, the client's needs are addressed directly through music; in others they are addressed through the relationships that develop between the client and therapist. Music therapy is used with individuals of all ages and with a variety of conditions, including: psychiatric disorders, medical problems, physical disabilities, sensory impairments, developmental disabilities, substance abuse issues, communication disorders, interpersonal problems, and aging. It is also used to improve learning, build self-esteem, reduce stress, support physical exercise, and facilitate a host of other health-related activities. Music therapists may encourage clients to sing, play instruments, create songs, or do other musical activities.

### 1.5 MEDITATION

Meditation is a practice where an individual operates or trains the mind or induces a mode of consciousness, either to realize some benefit or for the mind to simply acknowledge its content without becoming identified with that content, or as an end in it. The term meditation refers to a broad variety of practices that includes techniques designed to promote relaxation, build internal energy or life force and develop compassion, love, patience, generosity, and
forgiveness. A particularly ambitious form of meditation aims at effortlessly sustained single-pointed concentration meant to enable its practitioner to enjoy an indestructible sense of well-being while engaging in any life activity.

Meditation is that which gives you deep rest. Meditation is an activity in which the practitioner just sits and allows the mind to dissolve. In Art of Living, meditation is a simplified activity which can easily be practiced by all. Meditation is not concentration. It is de-concentration, says its founder, Sri Ravi Shankar (1990).

1.5.1 BENEFITS OF MEDITATION

There are numerous benefits of meditation. It is an essential practice for mental hygiene are A calm mind, Good concentration, Clarity of perception, Improvement in communication, Blossoming of skills and talents, An unshakeable inner strength, Healing, The ability to connect to an inner source of energy and Relaxation, rejuvenation and good luck are all natural results of meditating regularly.

Mindfulness is the awareness and nonjudgmental acceptance by a clear, calm mind of one’s moment-to-moment experience, without either pursuing the experience or pushing it away. A nonjudgmental attitude means experiences are not to be judged as “good or bad”, “successful or unsuccessful” (Brahmavamso, 2003). Meditation is an interactive process among mind, body and behavior, in which emotional, mental, social, spiritual and behavioral factors can directly be affected. Most kinds of meditations are geared towards achieving inner peace, self-reflection, or self-relaxation through the quieting of the mind, but there is
more to meditation than just closing one’s eyes. Meditation is the way to achieve letting go i.e. willing to let go of things, let go of burdens. Since the nature of the mind is to wander here and there, this practice allows one to understand correctly the nature of the psychophysical occurrences taking place in one’s body. Constant awareness of those psychophysical processes helps develop the self into an observer that can access a deeper level of consciousness (Brahmavamso, 2003). Mindfulness meditation has proven effective in reducing psychological stress and preventing relapse in depressed patients (Marlatt & Kriseller, 1999), increasing empathetic capability, decreasing tendencies to take on others negative emotions (a possible outcome of low differentiation), improving coping skills (Bedow & Murphy, 2004), trait anger and state anger (Del Vecchio & O Leary, 2004). Four stages of mindfulness meditation are: (1) physical relaxation, (2) independent mindfulness meditation, (3) guided meditation calling on inner voice, and (4) connecting with inner voice. In the stage three, the therapist uses guided imagery in order to facilitate an encounter between the meditator and his or her perceived image of inner voice/guidance. In the fourth stage, the meditator remains attuned to any sensory, verbal, or imaginative insights.

1.6 NEED OF THE STUDY

One of the most significant contributions of sport psychology ‘in recent years is the attempt by many sport psychology educators, researchers and clinicians to more clearly define, explain and refine psychology as involved in sport and exercise settings. Frustration can be considered a problem – response behavior, and can have a number of effects, depending on the mental health of the individual. Although most adolescents are psychologically healthy, they can (like adults) exhibit signs of mental illness. Late adolescence and early adulthood are peak years
for the onset of schizophrenia. Mood disorders such as clinical depression, bipolar disorder, and anxiety disorders can initially show in adolescence. For example, girls aged between 15 and 19 make up 40% of anorexia nervosa cases (Hicks Harper, P.T. 2006).

Researches have shown that mental health can be achieved through different methods, such as physical exercise including aerobic activities like walking, jogging, yogic practices, meditation, music therapy etcetera. However there are dearth of scientific research which of the different available treatment is more effective on influencing frustration tolerance among adolescent girls. Hence, this research is proposed to find out the influence of exercise, music and meditation on personality, anger and frustration dimension among adolescent girls.

1.7 OBJECTIVES OF THE STUDY

Thus the proposed research aimed at finding out

1. what is the present status on personality, anger and frustration dimension levels of adolescent girls in Chennai, Tamilnadu

2. Whether the personality, anger and frustration tolerance dimension levels can be altered through specific experimental protocols, such as exercise, music and meditation and

3. Which of the three experimental protocols tested would be contributing for the personality, anger and frustration dimension levels of the adolescent girls.

1.8 STATEMENT OF THE PROBLEM

The purpose of the study was to find out the influence of exercise, music and meditation on personality, anger and frustration dimension among adolescent girls.
1.9 HYPOTHESES

It has been scientifically accepted that any systematic training over a continuous period of time would lead to produce changes in the performance. Based on this concept, the following hypotheses were drawn.

1. There would be significant improvement on the selected dependent variables such as Emotional adjustment, Self-confidence, Self-awareness, Inter personal relationship, Trait Anger, State Anger, Anger Control, Anger-out, Anger-in, Impulse control and Tolerance due to the effects of physical exercise.

2. There would be significant improvement on the selected dependent variables such as Emotional adjustment, Self-confidence, Self-awareness, Inter personal relationship, Trait Anger, State Anger, Anger Control, Anger-out, Anger-in, Impulse control and Tolerance due to the effects of music.

3. There would be significant improvement on the selected dependent variables such as Emotional adjustment, Self-confidence, Self-awareness, Inter personal relationship, Trait Anger, State Anger, Anger Control, Anger-out, Anger-in, Impulse control and Tolerance due to the effects of meditation.
1.10 SIGNIFICANCE OF THE STUDY

The research would be significant in the following aspects;

1. The study would be significant in assessing the personality, anger and frustration tolerance of adolescent girls, which would be more helpful for sports psychologist to ascertain the levels of the adolescent girls.

2. The study would be significant in suggesting three different protocols such as exercise, music and meditation on influencing the personality, anger and frustration tolerance dimension of adolescent girls.

3. The findings of this study would be of contributing nature for the existing knowledge in sports psychology.

1.11 DELIMITATIONS

The study was delimited as follows:

1. The study was mainly delimited with 60 adolescent girls who were selected from different schools in Chennai.

2. The age groups of the subjects were between 14 and 16 years.

In this study, the following criterion variables were selected:

1.12 CRITERION VARIABLES

1. Personality dimensions – Emotional adjustment, Self-confidence, Inter personal relationship and Self-awareness would be assessed using Personality Development Index (Kaliappan, 1996)
2. Anger dimensions – Anger temperament, anger reaction, anger control and anger expression would be assessed using State Trait Anger Expression Inventory (STAXI) (Spielberger, 1983)

3. Frustration Tolerance Dimensions – Impulse control and Tolerance for frustration would be measured using Impulse control scale and tolerance for frustration scale (Goldberg, et.al., 2006)

1.13 INDEPENDENT VARIABLES

1. 12 weeks of physical exercises
2. 12 weeks of music
3. 12 weeks of meditation

1.14 LIMITATIONS

The study was limited in the following aspects:

1. Regular activities pertaining to their day to day affairs were not controlled.

2. The factors such as climate, study hours and motivation of the subjects were not taken into consideration.

3. The subjects’ diet and nutrition were not taken into consideration

4. The parental influence and support towards participation in the study were not considered.

5. The growth and maturity factors were not controlled
6. The influence of academic work on the performance variables and training could not be controlled.

1.15 MEANING AND DEFINITION OF THE TERMS

The important terms used in this study are defined below:

PSYCHOLOGY

Psychology is the science of the activities of an individual in relation to his environment. (Albert V.Carvon, 1980)

SELF CONFIDENCE

A person's belief that he or she can succeed. Self-confidence is usually specific to particular tasks, but some people seem to display it in a wide range of activities. In sport, it has long been thought of as an important determinant of performance. It tends to be self-generating: confident athletes set themselves difficult training goals and persevere until they have achieved them. (Albert V.Carvon, 1980)

EMOTIONAL ADJUSTMENT

Emotional adjustment is the maintenance of emotional equilibrium in the face of internal and external stressors. This is facilitated by cognitive processes of acceptance and adaptation. An example would be maintaining emotional control and coping behavior in the face of an identity crisis. (Albert V.Carvon, 1980)
ASSERTIVENESS

Assertiveness is a trait taught by many personal development experts and psychotherapists and the subject of many popular self-help books. It is linked to self-esteem and considered an important communication skill. (Alderman, R.B. 1974)

INTER PERSONAL RELATIONSHIP

An interpersonal relationship is a relatively long-term association between two or more people. (Alderman, R.B. 1974)

STRESS MANAGEMENT

Stress management is the amelioration of stress, especially chronic stress. (Sedgeman, J.A. 2005)

MEDITATION

The word Meditation means to think, to think about something or to consider something. (Calista Dion, 2015).

PERSONALITY

Personality is that which permits a prediction of what a person will do in a given situation (Cattell, 1950).
ANGER

Anger can lead to negative evaluations by others, a negative self-concept, low self-esteem, interpersonal and family conflict, verbal and physical assault, property destruction and occupational maladjustment (Deffenbacher, 1992).

FRUSTRATION

According to Kuppuswamy (1969), human being are trying to fulfill their needs in order to live happily and function affectively, but these needs cannot always be adequately satisfied on account of several obstacles and obstruction cause frustration and produce tension. Continuous frustration of our basic needs may lead to serious maladjustments or condition of mental ill health.

ADOLESCENCE

Adolescence as a period covering such a wide age range may seem particularly relevant for affluent societies of the west. (David P. Ausubel).