CHAPTER – V

SUMMARY AND CONCLUSIONS
CHAPTER – V
SUMMARY AND CONCLUSIONS

5.1.0 SUMMARY OF THE STUDY

Report of this study in details has been elaborately in the preceding four chapters. Chapter I has dealt with the emergence as well as understanding the solution of the problem selected in this descriptive research study exclusively for the secondary school going scheduled tribe students of both the sexes. It also has briefly incorporated the objectives, hypotheses, assumptions, delimitations, operational definitions of important terms, etc. as generally followed in social science research report. Obviously Chapter–II deals with the concerned related literature and studies as background for this study and to substantiate the rationales for the hypotheses. Next, Chapter–III contains information and discussion on the various aspects of the methodology followed, especially documentation about the sample and sampling design, tools used, analysis design followed, etc. The Chapter–IV holds the presentation of data, analysis of data and findings etc.

This Chapter (V) presents a summary of the research study and its findings, etc.

5.1.1 STATEMENT OF THE PROBLEM

In this descriptive survey study an attempt has been made in understanding mainly scheduled tribe secondary school-going students’ reactions to frustration theorized by Saul Rosenzweig (1944) with the assumption that such students are hailing from socially, culturally, economically and educationally deprived homes. Rosenzweig’s theory of frustration has been found to be the most systematic, and much researched in almost all corners of the world since its publication just after the World War-II which has been briefly discussed in Chapter–II. The most significant part of this theory is his conception of Directions of Aggression as the prime reactions to frustration and by ‘aggression’ means ‘assertiveness’, not exclusively to cause harm or injury. Even these groups of students’ home language and school language are not same. Obviously, most of them are first-generation learners among whom the percentage of school dropout is large as per different educational statistics available in India. It is also a fact that equality of opportunities to all students including the scheduled tribe students. Definitely earlier study in this area is practically void. Moreover, with an intention to grasp a deeper understanding of the scheduled tribe secondary school-going students’ reactions to frustration in different life situations, this study has
included some other variables like gender, area of residence, home conditions, academic achievement and also a selected band of psychological variables like academic motivation, attitude to school, locus of control, etc. It is also a fact that previous study along this line is clearly absent.

Keeping in mind all these facts and considering the importance of quality learning and schooling in contemporary India’s agenda of right to education for all in inclusive setting and ensuring equality in educational opportunities and equity in educational delivery systems for sustainable development, this research study has been envisaged in a modest way. The researcher has reasoned out that the findings of this study would be valuable contributions in the different aspect of formal education in India.

The title of this research study has been coined as: **REACTIONS TO FRUSTRATION OF SCHEDULED TRIBE SECONDARY SCHOOL CHILDREN IN THE DISTRICT OF PURBA MIDNAPUR, WEST BENGAL – A SURVEY**

**5.1.2 OBJECTIVES**

Broadly the present study bears the following objectives:

1. To study Directions of Aggression of S.T. secondary school children.
2. To find out linkage of students’ Directions of Aggression with some other variables – Sense of material and psychological deprivation at home, Locus of control, Attitude to education, Academic motivation and Academic achievement.
3. To establish relations, if any there be, of students, Directions of Aggression with Academic achievement at different levels of other variables included in the study.
4. To study gender variations in all the above proposed tasks.

**5.1.3 HYPOTHESES**

The above stated objectives have been further pin-pointed by formulating the following hypotheses which speak clearly in interior of the present research study.

**Study of Sex Differences**

**Sex differences in Directions of Aggression (Frustration)**

\[ H_{1.1} \] : There is significant sex difference in Extragression (E-A) between the male and female secondary school scheduled tribe (S.T.) students.

\[ H_{1.2} \] : There is significant sex difference in Intragression (I-A) between the male and female secondary school scheduled tribe (S.T.) students.

\[ H_{1.3} \] : There is significant sex difference in Imaggession (M-A) between the male
and female secondary school scheduled tribe (S.T.) students.

$H_{1.4}$ : There is significant sex difference in E-A between the male and female rural secondary school scheduled tribe (S.T.) students.

$H_{1.5}$ : There is significant sex difference in I-A between the male and female rural secondary school scheduled tribe (S.T.) students.

$H_{1.6}$ : There is sex difference in M-A between the male and female rural secondary school scheduled tribe (S.T.) students.

$H_{1.7}$ : There is significant sex difference E-A between the male and female urban secondary school scheduled tribe (S.T.) students.

$H_{1.8}$ : There is significant sex difference in I-A between the male and female urban secondary school scheduled tribe (S.T.) students.

$H_{1.9}$ : There is significant sex difference in M-A between the male and female urban secondary school scheduled tribe (S.T.) students.

**Sex Differences in other Variables :**

$H_{1.10}$ : There is significant sex difference in the sense of deprivation at home between the male and female secondary school scheduled tribe (S.T.) students.

$H_{1.11}$ : There is significant sex difference in the sense of deprivation at home between the rural male and female secondary school scheduled tribe (S.T.) students.

$H_{1.12}$ : There is significant sex difference in the sense of deprivation at home between the urban male and female secondary school scheduled tribe (S.T.) students.

$H_{1.13}$ : There is significant sex difference in attitude to school education between the male and female secondary school scheduled tribe (S.T.) students.

$H_{1.14}$ : There is significant sex difference in attitude to school education between the rural male and female secondary school scheduled tribe (S.T.) students.

$H_{1.15}$ : There is significant sex difference in attitude to school education between the urban male and female secondary school scheduled tribe (S.T.) students.

$H_{1.16}$ : There is significant sex difference in academic motivation between the male and female secondary school scheduled tribe (S.T.) students.

$H_{1.17}$ : There is significant sex difference in academic motivation between the rural male and female secondary school scheduled tribe (S.T.) students.

$H_{1.18}$ : There is significant sex difference in academic motivation between the urban male and female secondary school scheduled tribe (S.T.) students.

$H_{1.19}$ : There is significant sex difference in locus of control between the male and
female secondary school scheduled tribe (S.T.) students.

$H_{1.20}$: There is significant sex difference in locus of control between the rural male and female secondary school scheduled tribe (S.T.) students.

$H_{1.21}$: There is significant sex difference in locus of control between the urban male and female secondary school scheduled tribe (S.T.) students.

**Sex differences in Academic Achievement:**

$H_{1.22}$: There is significant sex difference in academic achievement between the male and female secondary school scheduled tribe (S.T.) students.

$H_{1.23}$: There is significant sex difference in academic achievement between the rural male and female secondary school scheduled tribe (S.T.) students.

$H_{1.24}$: There is significant sex difference in academic achievement between the urban male and female secondary school scheduled tribe (S.T.) students.

**Rural-Urban Variations in the Variables:**

$H_{2.1}$: There is significant difference in E-A between the rural and urban secondary school scheduled tribe (S.T.) students.

$H_{2.2}$: There is significant difference in I-A between the rural and urban secondary school scheduled tribe (S.T.) students.

$H_{2.3}$: There is significant difference in M-A between the rural and urban secondary school scheduled tribe (S.T) students.

$H_{2.4}$: There is significant difference in the sense of deprivation at home between the rural and urban secondary school scheduled tribe (S.T.) students.

$H_{2.5}$: There is significant difference in academic motivation between the rural and urban secondary school scheduled tribe (S.T.) students.

$H_{2.6}$: There is significant difference in attitude to school education between the rural and urban secondary school scheduled tribe (S.T.) students.

$H_{2.7}$: There is significant difference in locus of control between the rural and urban secondary school schedule tribe (S.T.) students.

$H_{2.8}$: There is significant difference in academic achievement between the rural and urban secondary school schedule tribe (S.T.) students.
Study of Relationships

For Total students

H₃.₁.  :  There is significant mean difference between the High E-A and Low E-A groups in sense of deprivation at home of the scheduled tribe (S.T.) secondary school students.

H₃.₂.  :  There is significant mean difference between the High E-A and Low E-A groups in attitude to school education of the scheduled tribe (S.T.) secondary school students.

H₃.₃.  :  There is significant mean difference between the High E-A and Low E-A groups in academic motivation of the scheduled tribe (S.T.) secondary school students.

H₃.₄.  :  There is significant mean difference between the High E-A and Low E-A groups in locus of control of the scheduled tribe (S.T.) secondary school students.

H₃.₅.  :  There is significant mean difference between the High I-A and Low I-A groups in sense of deprivation at home of the scheduled tribe (S.T.) secondary school students.

H₃.₆.  :  There is significant mean difference between the High I-A and Low I-A groups in attitude to school education of the scheduled tribe (S.T.) secondary school students.

H₃.₇.  :  There is significant mean difference between the High I-A and Low I-A groups in academic motivation of the scheduled tribe (S.T.) secondary school students.

H₃.₈.  :  There is significant mean difference between the High I-A and Low I-A groups in locus of control of the scheduled tribe (S.T.) secondary school students.

H₃.₉.  :  There is significant mean difference between the High M-A and Low M-A groups in sense of deprivation at home of the scheduled tribe (S.T.) secondary school students.

H₃.₁₀. :  There is significant mean difference between the High M-A and Low M-A groups in attitude to school education of the scheduled tribe (S.T.) secondary school students.

H₃.₁₁. :  There is significant mean difference between the High M-A and Low M-A groups in academic motivation of the scheduled tribe (S.T.) secondary school students.
students.

H₃.12. : There is significant mean difference between the High M-A and Low M-A groups in locus of control of the scheduled tribe (S.T.) secondary school students.

For Male Students :

H₃.13. : There is significant mean difference between the High E-A and Low E-A groups in sense of deprivation at home of the scheduled tribe (S.T.) secondary school male students.

H₃.14. : There is significant mean difference between the High E-A and Low E-A groups in attitude to school education of the scheduled tribe (S.T.) secondary school male students.

H₃.15. : There is significant mean difference between the High E-A and Low E-A groups in academic motivation of the scheduled tribe (S.T.) secondary school male students.

H₃.16. : There is significant mean difference between the High E-A and Low E-A groups in locus of control of the scheduled tribe (S.T.) secondary school male students.

H₃.17. : There is significant mean difference between the High I-A and Low I-A groups in sense of deprivation at home of the scheduled tribe (S.T.) secondary school male students.

H₃.18. : There is significant mean difference between the High I-A and Low I-A groups in attitude to school education of the scheduled tribe (S.T.) secondary school male students.

H₃.19. : There is significant mean difference between the High I-A and Low I-A groups in academic motivation of the scheduled tribe (S.T.) secondary school male students.

H₃.20. : There is significant mean difference between the High I-A and Low I-A groups in locus of control of the scheduled tribe (S.T.) secondary school male students.

H₃.21. : There is significant mean difference between the High M-A and Low M-A groups in sense of deprivation at home of the scheduled tribe (S.T.) secondary school male students.

H₃.22. : There is significant mean difference between the High M-A and Low M-A
groups in attitude to school education of the scheduled tribe (S.T.) secondary school male students.

H₃.23. : There is mean difference between the High M-A and Low M-A groups in academic motivation of the scheduled tribe (S.T.) secondary school male students.

H₃.24. : There is significant mean difference between the High M-A and Low M-A groups in locus of control of the scheduled tribe (S.T.) secondary school male students.

For Female Students:

H₃.25. : There is significant mean difference between the High E-A and Low E-A groups in sense of deprivation at home of the scheduled tribe (S.T.) secondary school female students.

H₃.26. : There is significant mean difference between the High E-A and Low E-A groups in attitude to school education of the scheduled tribe (S.T.) secondary school female students.

H₃.27. : There is significant mean difference between the High E-A and Low E-A groups in academic motivation of the scheduled tribe (S.T.) secondary school female students.

H₃.28. : There is significant mean difference between the High E-A and Low E-A groups in locus of control of the scheduled tribe (S.T.) secondary school female students.

H₃.29. : There is significant mean difference between the High I-A and Low I-A groups in sense of deprivation at home of the scheduled tribe (S.T.) secondary school female students.

H₃.30. : There is significant mean difference between the High I-A and Low I-A groups in attitude to school education of the scheduled tribe (S.T.) secondary school female students.

H₃.31. : There is significant mean difference between the High I-A and Low I-A groups in academic motivation of the scheduled tribe (S.T.) secondary school female students.

H₃.32. : There is significant mean difference between the High I-A and Low I-A groups in locus of control of the scheduled tribe (S.T.) secondary school female students.
$H_{3.33}$ : There is significant mean difference between the High M-A and Low M-A groups in sense of deprivation at home of the scheduled tribe (S.T.) secondary school female students.

$H_{3.34}$ : There is significant mean difference between the High M-A and Low M-A groups in attitude to school education of the scheduled tribe (S.T.) secondary school female students.

$H_{3.35}$ : There is significant mean difference between the High M-A and Low M-A groups in academic motivation of the scheduled tribe (S.T.) secondary school female students.

$H_{3.36}$ : There is significant mean difference between the High M-A and Low M-A groups in locus of control of the scheduled tribe (S.T.) secondary school female students.

**Study of Relationship with Academic Achievement :**

$H_{4.1}$ : There is significant mean difference between the High E-A and Low E-A groups in academic achievement of the scheduled tribe (S.T.) secondary school students.

$H_{4.2}$ : There is significant mean difference between the High I-A and Low I-A groups in academic achievement of the scheduled tribe (S.T.) secondary school students.

$H_{4.3}$ : There is significant mean difference between the High M-A and Low M-A groups in academic achievement of the scheduled tribe (S.T.) secondary school students.

$H_{4.4}$ : There is significant mean difference between the High E-A and Low E-A groups in academic achievement of the scheduled tribe (S.T.) secondary school male students.

$H_{4.5}$ : There is significant mean difference between the High I-A and Low I-A groups in academic achievement of the scheduled tribe (S.T.) secondary school male students.

$H_{4.6}$ : There is significant mean difference between the High M-A and Low M-A groups in academic achievement of the scheduled tribe (S.T.) secondary school male students.

$H_{4.7}$ : There is significant mean difference between the High E-A and Low E-A groups in academic achievement of the scheduled tribe (S.T.) secondary school female students.
school female students.

H$_{4.8}$: There is significant mean difference between the High I-A and Low I-A groups in academic achievement of the scheduled tribe (S.T.) secondary school female students.

H$_{4.9}$. There is significant mean difference between the High M-A and Low M-A groups in academic achievement of the scheduled tribe (S.T.) secondary school female students.

5.1.4 DELIMITATIONS FOR THE STUDY

The present descriptive survey encounters the undernoted delimitations:

1. The study confines itself in the limits of Rosenzweig’s theory of frustration in analyzing and interpreting reactions to frustration of the subjects.
2. Only three directions of aggression as possible directions of aggression have studied.
3. The study works within the assumptions and limitations of semi-projective test (i.e., P-F Study Technique) originally developed by Rosenzweig.
4. The study has been done taking only secondary school-going seventh and eighth grade scheduled tribe students in the district of Purba Medinipur, in the State of West Bengal and hence scheduled caste and general caste students are not included in this study.
5. Only the Bengali –medium secondary schools, duly recognized by the West Bengal Board Secondary Education have considered in the present study.
6. The meaning and definitions of other variables used in this study operationally confine in boundary of operational definitions of each.
7. Generalizability of findings for this study confines within the design of this survey research.

5.1.5 ASSUMPTIONS FOR THE STUDY

Following assumptions operate in this survey study –

1. ‘Frustration’ is a construct that can be defined in the light of several theories of frustration proposed by psychologists.
2. Occurrence and feeling of frustration is universal to all, although its existence can be observed by its attendant reactions in different levels –physiological, verbal, etc.
3. For each individual her / his reaction to frustration maintains her / his own pattern and magnitude.
4. Individuals’ reactions to frustration within the purview of Rosenzweig’s (1944) theory of
frustration can be classified, scored as per the concerned scoring manual and the score of each of the three directions of frustration namely Extragnession (E-A), Intragnession (I-A) and Imagnession (M-A) are normally distributed in the large population defined.

5. Besides, other four quantitative variables involved in this study, namely, sense of deprivation at home, attitude to school, academic motivation and locus of control, are measurable with the appropriate instruments, and the measures of each of the four variables are normally distributed in the large population.

6. Randomization is a good mechanism for controlling the effects of extraneous situational as well as historical variables in research study.

5.1.6 DEFINITIONS OF SOME IMPORTANT TERMS

A. Scheduled Tribe

The term ‘Tribe’ is nowhere defined in the constitution and, in fact, there is no satisfactory definition for the same. Though the Indian Constitution has not defined clearly the term ‘Tribe’, Article 336 (25) of the Constitution says that Scheduled Tribes are the tribes or tribal communities or parts of or groups within such tribes or tribal communities which the Indian President may specify by public notification under Article 342 (1). However, the term ‘tribe’ has been defined by various thinkers and writers in different ways. Some definitions may be cited-

1. Article 366(25) : Such tribes or tribal communities or part of or groups within such tribes or tribal communities as are deemed under Article 342 to be Scheduled Tribes for the purposes of this Constitution.

2. The Imperial Gazetteer of India (1931) : A tribe is a collection of families bearing a common name, speaking a common dialect, occupying or professing to occupy a common territory and is not usually endogamous, though originally it might have been so.


4. Prof. Mishra (2002) defines Scheduled tribes as people who (i) claim themselves as indigenous to the soil; (ii) generally inhabit forest and hilly regions (iii) largely pursue a subsistence level economy (iv) have great regard for traditional religious and cultural practices, (v) believe in common ancestry and (vi) have strong group tics.

5. Dr. D. N. Majumder (1937) : A Scheduled Tribes refers to a collection of families or group of families, bearing a common name, members which occupy the same territory, speak the same language and observe certain taboos regarding marriage, profession or
occupation and developed as well as assessed system of reciprocity and mutuality of obligations.

6. **Gillian and Gillin**: A tribe is a group of local communities which lives in a common area, speaks a common dialect and follows a common culture.

7. **Locker Committee (2015)**: Communities to be identified as Scheduled Tribes are –
   a) indicative of primitive traits;
   b) distinctive culture;
   c) shyness of contact with the community at large;
   d) geographical isolation; and
   e) backwardness.(Page-3, Statistical Profile of ST in India, 2010)

B. **Achievement Motivation**:


1. **David McClelland, Atkinson, Clark & Lowell (1953)**: Achievement motivation is affect in connection with evaluated performance in which competition with a standard of excellence was paramount.
2. **David McClelland (1961)**: An individual’s need to meet realistic goals, receive feedback and experience a sense of accomplishment.
3. **H. Heckhansen (1967)**: Achievement motivation can be defined as the striving to increase or to keep as high as possible, one’s own capabilities in all activities in which a standard of excellence is thought to apply and where the extinction of such activities can, therefore either succeed or fail.

C. **Academic Achievement**:

1. **Trow (1956)**: Knowledge attaining ability or degree of competence in school tasks usually measured by standardized test and expressed in a grade or units based on pupils performance.
2. **Good (1959)**: The knowledge attained or skills developed in the school subjects usually designed by test scores or marks assigned by the teacher.
3. **K. K. Mehta (1969)**: Academic performance includes both curricular and co-curricular performance of the students. It indicates the learning outcome of the students. In classrooms students performs their potentials efficiently, as a result of it, learning takes place.
4. **Dictionary of Education-John Bellingham (2002)**: A measure of knowledge gained in formal education usually indicated by test scores, grade point, average and degrees.

**D. Aggression:**

The very word ‘aggression’ derived from the Latin word-‘aggressio’ which means ‘attack.’

1. **Dollard, et. al. (1939)**: One of the common consequences of frustrating either man or animal is aggression.

2. **Henry. A. F. & Short (1954)**: Aggression takes one or two major direction: it goes towards the self or towards others.

3. **Bandura (1973)**: Aggression may be defined as harmful behavior which violets social conventions and which may include deliberate intent to harm or injure another person or object.

**E. Locus of Control:**

The very concept “Locus of Control” was introduced by US psychologist E.Jerry Phares (1928-2007) and first published in the *Journal of Abnormal and Social Psychology* in 1957. Jullian Bernard Rotter (1916) had introduced the internal-external scale to measure it. It is also called as internal-external control of reinforcement.”

1. **Julian B. Rotter (1966)**: The locus of control is a contrast which attempts to explain the reason behind an individual’s basic motivational orientations and their perception of how much control they have over their day to day activities and general life.

2. **Me Donald (1970)**: “………..in which people who assume that they have control over what happens in their lives are considers to be internal in locus control, and those who feel that their lives are controlled by powerful others, luck or fate are considered to be external in locus of control.”

**F. Deprivation:**

The concept of relative deprivation was introduced by Samuel Stouffer and his coworkers in their classic social psychological study *The American Soldier* (1949) and by Robert K. Merton in his *Standard Text Social Theory and Social Structure* (1949).

1. **The Advanced Learner’s Dictionary of Current English, Oxford University Press (1968)**: depriving or being deprived.

2. **Dictionary of Sociology – Oxford University Press (2009 : 170)**: Literally the taking away of something or the state of being disposed, the term is loosed used for the
condition of not having something, whether of not it was previously possessed, with the implication that the person in question that are typically available to others. Of what precisely the individuals is deprived varies, but welfare needs for food, housing, education, and emotional care receive much of attention.

G. Rural–Urban:

1. Hemlata Talesra (2006): The major basis differentiation between rural and urban areas is the radically different type of occupational structure of the two communities, where the occupations followed by the rural people are mostly agricultural; those pursued by people in the urban areas are mostly non-agricultural.

Rural:


Urban:

4. Wikipedia, the free encyclopedia (2016): An urban area is a human settlement with high population density and infrastructure of built environment.

5. UNICEF (2016): An urban area can be defined by one or more of the following: administrative criteria or political boundaries (e.g., area within the jurisdiction of a municipality or town committee), a threshold population size … or the presence of urban characteristics (e.g., paved streets, electric lighting, sewerage).

H. Frustration:

1. To Dollard, et al. (1939: 7) frustration is "an interference with the occurrence of an instigated goal response at its proper time in the behavior sequence."

2. Rosenzweig (1981: 117) considers frustration as “a failure in biological adjustment in the context of vital defense and he posits.”

3. Maslow and Mittleman (1951: 107) distinguish between ‘threat’ and ‘derovation’ and feel "perhaps frustration as a single concept is less useful than the two concepts cross it: (1) deprivation of non-basic needs and (2) threat to personality Deprivation implies much less than is ordinarily implied by the concept of frustration, threat implies much more. Deprivation is not psycho pathogenic threat is.”

4. Roger Brown (1965): “Frustration occurs when something happens to block the
progress towards a goal of a motivated man or animal.”

5. **Hilgard, Ernest. R & Atkinson, Richard. C. & Atkinson, Rita. L (1976:430).** “used to describe the unpleasant emotional state that results from blocked goal-seeking, rather than the event itself.”

6. **Atkinson, Berne and Woodworth (1988 : 186)** define frustration as "i) Blockage or thwarting of goal-directed behavior and ii) An unpleasant state of tension, anxiety and heightened sympathetic activity resulting from blockage or thwarting.”

7. **Jacob,A(2012):** “Frustration occurs whenever owing, goal-seeking activity is obstructed.”

I. **Academic Motivation :**

   Academic motivation, as a specific measure of the more generalized trait known as need achievement (McClelland, 1953), refers to one’s determination to succeed in academic studies (Entwistle, 1968).

1. **Vallerand et al. (1992)** - “Academic motivation is viewed as a sound framework for explaining the differences among students in terms of learning strategies, persistence and performance.”

2. **Pintrich and Zusho (2002)** - “…………………..internal processes that instigate and sustain activities aimed at achieving specific, academic goals.”

3. **Walter Emmerich (2006)** - “Academic motivation is complex, calling for a multivariate approach to measurement based on multiple theories as well as reliance on several criteria.”

5.1.7 **OPERATIONAL DEFINITIONS OF SOME TERMS**

1. Reactions to frustration are that what the Reactions to Frustration Test (Biswas) measures.

2. Student’s sense of deprivation is that what the Family Problems Identification Questionnaire (Das, 2008) measures.

3. Student’s attitude to school education is that what the Students’ Attitude to School (Biswas 2010) measures.

4. Academic motivation of students is that what the Academic Motivation Inventory (Biswas, 2010) measures.

5. Students locus of control is that what the I-E Scale (Biswas, 1992) measures.

6. Student’s academic achievement is that what a student scored in her / his school Examination.
5.1.8 VARIABLES INVOLVED IN THE STUDY

The variables involved in this descriptive survey are:

1. Directions of Aggression: Extragression (E-A), Intragression (I-A), and Imagination (M-A) [These refer to the three directions of reactions to frustration according to Rosenzweig (1944, 1988),
2. Sex : Male and Female,
3. Residence: Rural and Urban,
4. Sense of Deprivation,
5. Attitude to School
6. Academic Motivation
7. Locus of Control and
8. Academic Achievement.

5.1.9 SAMPLE AND SAMPLE DESIGN

The investigator has purposively selected 27 Bengali-medium secondary schools coeducational, (boys’ and girls’) duly recognized by the West Bengal Board of Secondary Education situated within the jurisdiction of the district of Purba Medinipur, which is educationally vibrating district in the State of West Bengal as revealed in the analysis of district-wise school examination results (Madhyamik and Uchcha Madhyamik) for a long year. These schools are scattered over a large geographical area under the jurisdiction of four administrative sub-divisions (Contai, Haldia, Tamluk and Egra) of Purba Medinipur district.

Further, these schools do not admit exclusively the scheduled tribe students, rather there is a school student population including all categories of students like scheduled castes, scheduled tribes and general caste – children in which the percentage of the scheduled tribes student enrolment is not generally low in comparison to other students. In reality, in this district the scheduled tribes are scattered over a large geographical area, the investigator has reasoned out to select as many as 27 schools to collect data from an adequately large number of scheduled tribe students usually required for a survey research. The detailed description of the sampled scheduled tribe students has been inserted in Appendix-I. secondary school students.

As per objectives of the present study the present researcher is required to identify the scheduled tribe students enrolled in the available secondary schools and then to administer his tools for his study. Therefore, he had to collect data from 27 secondary schools considering the school as a cluster of his study. Obviously, the schools are situated in both
rural and urban areas. The selected scheduled tribe students enrolled in the Bengali-medium schools may be assumed to suffer from a linguistic conflict as their home language is not Bengali. However, this a reality and the present investigator has not control over this phenomenon.

Out of the selected 27 secondary schools, 5 are girls’ schools, and 22 are co-educational schools. And 18 schools are situated in rural areas and 9 schools are situated in urban areas. Such uneven distribution of girls’ and co-educational schools as well as rural and urban areas located secondary schools are common features in the district of Purba Medinipur. Only the scheduled tribe students of seventh and eighth grades were selected for this study.

Sampling in this study constitutes two phases: available scheduled tribe students from the purposively selected 27 schools (first phase), and then adaptation of stratified random sampling technique to select the second phase or the final sample. A brief description of the first-phase sample is presented below:

| Table 5.1 : Brief Statistics for the First-Phase (Original) Sample |
|-------------------|-------------------|-------------------|
| Male | Female | Total |
| Rural | 179 | 149 | 328 (60%) |
| Urban | 107 | 110 | 217 (40%) |
| Total | 286 (52%) | 259 (48%) | 545 (100%) |

The contents of the Table 5.1 show that the total number of five hundred forty five scheduled caste secondary school students constitute the first phase sample for the study comprising males and females as well as residing in both rural and urban areas. Again, out of the total 545 S.T. students the number of male and female students are respectively 286 and 259; and the number of rural and urban selected S.T. students are respectively 328 and 217 which is quite natural.

The investigator has reasoned out that for the purpose of controlling the possible influences of various situational and personal variables in this study, randomization within above four categories[ Sex -2 and Location-2] (as shown in the Table 5.1) of selected S.T. students form 27 schools should be been employed for reducing the errors of estimate and he did this and the resulting description of the second phase final of total size of the sample of 360 as shown in Table 5.2.
<table>
<thead>
<tr>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rural</td>
<td>100</td>
<td>80</td>
</tr>
<tr>
<td>Urban</td>
<td>100</td>
<td>80</td>
</tr>
<tr>
<td>Total</td>
<td>200</td>
<td>160</td>
</tr>
</tbody>
</table>

The contents of the Table 5.2 show that the second phase or final sample contains 180 rural scheduled tribe students and the remaining 180 such students belong to urban areas in order to keep a balance in the rural-urban partitions in the total sample of 360, which is approximately 66% of the schools selected in the first phase sample. Again, there were 200 male scheduled tribe students of which 100 subjects belong to rural areas and the remaining 100 subjects belong to urban areas to make these two groups equal in numbers. Further, the second phase sample contains 160 female scheduled caste students representing 80 from rural areas and also 80 from urban areas.

Considering the objectives of the present study such balances in the final sample have been reasonably designed to make statistical errors to a minimum level.

5.1.10. TOOLS USED

The tools used in the research study are –
1. The Family Problems Identification Questionnaire (FPIQ) constructed and standardized by Das (2008).
3. Academic Motivation Inventory (AMI) developed and standardized by Biswas (2010).
4. Attitude toward School Inventory (ASI) (Biswas, 2010b).
5. Academic Achievement – Total examination results of the selected scheduled tribe students have been collected.
6. The Reaction to Frustration Test (RFT) : The Reaction to Frustration Test (RFT) is a semi projective test in Bengali to assess reactions to frustration of secondary school-going children. It is designed as the Rosenzweig picture-frustration study Technique which lies mid-way between the word Association test and Test and the TAT: and hence the basic assumptions and constructs of the Picture-Frustration Study have been followed in the RFT. Contents of the RFT are 24 cartoon like pictures each depicting common frustrating situations generally found in home and school environments and to which Bengalee high school environments and to which Bengalee high school children are encountered in their
daily life. To keep the projective characteristics of the test facial and other expressions of emotion are deliberately omitted from the pictures. Each picture shows at least two persons who are in conversation to each other. The figure at the left is saying some words which are printed in the box above the position of the speaker. The dialogues are so framed that they will either help to describe the frustration of the other individual in the picture or they are themselves actually frustrating to him. The other person on the right is shown with a blank box above. The respondent is instructed to examine the situations one at a time and write in the blank-box the first reply that comes in his mind.

5.11.0 DESIGN FOR THE STUDY

For testing of the null hypotheses formulated in the study at 0.05 level of significance parametric ‘t’-tests have been applied.

However, in studying the relations between variables two criterion groups have been formed on the basis of scores for three directions of aggression, namely Extraggession (E-A), Intraggession (I-A) and Imaggession (M-A). The high group and the low group constitute upper 27% and lower 27% of subjects respectively in the measure of the three directions of aggression of the sampled secondary school going scheduled tribe students.

To sum up, basically, there are noticed three sectors or layers of data analysis : (a) study of sex-differences in the selected variables, (b) study of locale (rural vs. urban) variations in the selected variables, and (c) study of relationships of the three directions of aggression with each of the remaining variables. In the section (a) rural-urban factors have been crossed with the male-female segregation; and in section (c) two criterion groups have been made on the basis of each of the three directions of aggression (E-A, I-A and M-A).

5.2.0 RESULTS OBTAINED

5.2.1 NULL HYPOTHESES TESTED

For grasping the findings of present study the concerned statistical or null hypotheses are given below.

**Study of Sex Differences –**

**Sex differences in Directions of Aggression**

\[ H_{01.1} : \] There is no significant sex difference in Extraggession (E-A) between the male and female secondary school scheduled tribe (S.T.) students.

\[ H_{01.2} : \] There is no significant sex difference in Intraggession (I-A) between the male and female secondary school scheduled tribe (S.T.) students.
\( H_{01.3} \): There is no significant sex difference in imaggression (M-A) between the male and female secondary school scheduled tribe (S.T.) students.

\( H_{01.4} \): There is no significant sex difference in E-A between the male and female rural secondary school scheduled tribe (S.T.) students.

\( H_{01.5} \): There is no significant sex difference in I-A between the male and female rural secondary school scheduled tribe (S.T.) students.

\( H_{01.6} \): There is no sex difference in M-A between the male and female rural secondary school scheduled tribe (S.T.) students.

\( H_{01.7} \): There is no significant sex difference E-A between the male and female urban secondary school scheduled tribe (S.T.) students.

\( H_{01.8} \): There is no significant sex difference in I-A between the male and female urban secondary school scheduled tribe (S.T.) students.

\( H_{01.9} \): There is no significant sex difference in M-A between the male and female urban secondary school scheduled tribe (S.T.) students.

**Sex differences in other variables**

\( H_{01.10} \): There is no significant sex difference in the sense of deprivation at home between the male and female secondary school scheduled tribe (S.T.) students.

\( H_{01.11} \): There is no significant sex difference in the sense of deprivation at home between the rural male and female secondary school scheduled tribe (S.T.) students.

\( H_{01.12} \): There is no significant sex difference in the sense of deprivation at home between the urban male and female secondary school scheduled tribe (S.T.) students.

\( H_{01.13} \): There is no significant sex difference in attitude to school education between the male and female secondary school scheduled tribe (S.T.) students.

\( H_{01.14} \): There is no significant sex difference in attitude to school education between the rural male and female secondary school scheduled tribe (S.T.) students.

\( H_{01.15} \): There is no significant sex difference in attitude to school education between the urban male and female secondary school scheduled tribe (S.T.) students.

\( H_{01.16} \): There is no significant sex difference in academic motivation between the male and female secondary school scheduled tribe (S.T.) students.

\( H_{01.17} \): There is no significant sex difference in academic motivation between the rural male and female secondary school scheduled tribe (S.T.) students.
H₀₁.₁₈. : There is no significant sex difference in academic motivation between the urban male and female secondary school scheduled tribe (S.T.) students.

H₀₁.₁₉. : There is no significant sex difference in locus of control between the male and female secondary school scheduled tribe (S.T.) students.

H₀₁.₂₀. : There is no significant sex difference in locus of control between the rural male and female secondary school scheduled tribe (S.T.) students.

H₀₁.₂₁. : There is no significant sex difference in locus of control between the urban male and female secondary school scheduled tribe (S.T.) students.

**Sex differences in Academic Achievement**

H₀₁.₂₂. : There is no significant sex difference in academic achievement between the male and female secondary school scheduled tribe (S.T.) students.

H₀₁.₂₃. : There is no significant sex difference in academic achievement between the rural male and female secondary school scheduled tribe (S.T.) students.

H₀₁.₂₄. : There is no significant sex difference in academic achievement between the urban male and female secondary school scheduled tribe (S.T.) students.

**Rural-Urban Variations in the variables**

H₀₂.₁. : There is no significant difference in E-A between the rural and urban secondary school scheduled tribe (S.T.) students.

H₀₂.₂. : There is no significant difference in I-A between the rural and urban secondary school scheduled tribe (S.T.) students.

H₀₂.₃. : There is no significant difference in M-A between the rural and urban secondary school scheduled tribe (S.T.) students.

H₀₂.₄. : There is no significant difference in the sense of deprivation at home between the rural and urban secondary school scheduled tribe (S.T.) students.

H₀₂.₅. : There is no significant difference in academic motivation between the rural and urban secondary school scheduled tribe (S.T.) students.

H₀₂.₆. : There is no significant difference in attitude to school education between the rural and urban secondary school scheduled tribe (S.T.) students.

H₀₂.₇. : There is no significant difference in locus of control between the rural and urban secondary school scheduled tribe (S.T.) students.

H₀₂.₈. : There is no significant difference in academic achievement between the rural and urban secondary school scheduled tribe (S.T.) students.
Study of Relationships

For Total Students:

$H_{03.1.}$: There is no significant mean difference between the High E-A and Low E-A groups in sense of deprivation at home of the scheduled tribe (S.T.) secondary school students.

$H_{03.2.}$: There is no significant mean difference between the High E-A and Low E-A groups in attitude to school education of the scheduled tribe (S.T.) secondary school students.

$H_{03.3.}$: There is no significant mean difference between the High E-A and Low E-A groups in academic motivation of the scheduled tribe (S.T.) secondary school students.

$H_{03.4.}$: There is no significant mean difference between the High E-A and Low E-A groups in locus of control of the scheduled tribe (S.T.) secondary school students.

$H_{03.5.}$: There is no significant mean difference between the High I-A and Low I-A groups in sense of deprivation at home of the scheduled tribe (S.T.) secondary school students.

$H_{03.6.}$: There is no significant mean difference between the High I-A and Low I-A groups in attitude to school education of the scheduled tribe (S.T.) secondary school students.

$H_{03.7.}$: There is no significant mean difference between the High I-A and Low I-A groups in academic motivation of the scheduled tribe (S.T.) secondary school students.

$H_{03.8.}$: There is no significant mean difference between the High I-A and Low I-A groups in locus of control of the scheduled tribe (S.T.) secondary school students.

$H_{03.9.}$: There is no significant mean difference between the High M-A and Low M-A groups in sense of deprivation at home of the scheduled tribe (S.T.) secondary school students.

$H_{03.10.}$: There is no significant mean difference between the High M-A and Low M-A groups in attitude to school education of the scheduled tribe (S.T.) secondary school students.

$H_{03.11.}$: There is no significant mean difference between the High M-A and Low M-A groups in academic motivation of the scheduled tribe (S.T.) secondary school students.
students.

H03.12. : There is no significant mean difference between the High M-A and Low M-A groups in locus of control of the scheduled tribe (S.T.) secondary school students.

For Male Students :

H03.13. : There is no significant mean difference between the High E-A and Low E-A groups in sense of deprivation at home of the scheduled tribe (S.T.) secondary school male students.

H03.14. : There is no significant mean difference between the High E-A and Low E-A groups in attitude to school education of the scheduled tribe (S.T.) secondary school male students.

H03.15. : There is no significant mean difference between the High E-A and Low E-A groups in academic motivation of the scheduled tribe (S.T.) secondary school male students.

H03.16. : There is no significant mean difference between the High E-A and Low E-A groups in locus of control of the scheduled tribe (S.T.) secondary school male students.

H03.17. : There is no significant mean difference between the High I-A and Low I-A groups in sense of deprivation at home of the scheduled tribe (S.T.) secondary school male students.

H03.18. : There is no significant mean difference between the High I-A and Low I-A groups in attitude to school education of the scheduled tribe (S.T.) secondary school male students.

H03.19. : There is no significant mean difference between the High I-A and Low I-A groups in academic motivation of the scheduled tribe (S.T.) secondary school male students.

H03.20. : There is no significant mean difference between the High I-A and Low I-A groups in locus of control of the scheduled tribe (S.T.) secondary school male students.

H03.21. : There is no significant mean difference between the High M-A and Low M-A groups in sense of deprivation at home of the scheduled tribe (S.T.) secondary school male students.

H03.22. : There is no significant mean difference between the High M-A and Low M-A
groups in attitude to school education of the scheduled tribe (S.T.) secondary school male students.

\( H_{03.23} \) : There is no mean difference between the High M-A and Low M-A groups in academic motivation of the scheduled tribe (S.T.) secondary school male students.

\( H_{03.24} \) : There is no significant mean difference between the High M-A and Low M-A groups in locus of control of the scheduled tribe (S.T.) secondary school male students.

**For Female Students :**

\( H_{03.25} \) : There is no significant mean difference between the High E-A and Low E-A groups in sense of deprivation at home of the scheduled tribe (S.T.) secondary school female students.

\( H_{03.26} \) : There is no significant mean difference between the High E-A and Low E-A groups in attitude to school education of the scheduled tribe (S.T.) secondary school female students.

\( H_{03.27} \) : There is no significant mean difference between the High E-A and Low E-A groups in academic motivation of the scheduled tribe (S.T.) secondary school female students.

\( H_{03.28} \) : There is no significant mean difference between the High E-A and Low E-A groups in locus of control of the scheduled tribe (S.T.) secondary school female students.

\( H_{03.29} \) : There is no significant mean difference between the High I-A and Low I-A groups in sense of deprivation at home of the scheduled tribe (S.T.) secondary school female students.

\( H_{03.30} \) : There is no significant mean difference between the High I-A and Low I-A groups in attitude to school education of the scheduled tribe (S.T.) secondary school female students.

\( H_{03.31} \) : There is no significant mean difference between the High I-A and Low I-A groups in academic motivation of the scheduled tribe (S.T.) secondary school female students.

\( H_{03.32} \) : There is no significant mean difference between the High I-A and Low I-A groups in locus of control of the scheduled tribe (S.T.) secondary school female students.
\textbf{H_{03.33}}. : There is no significant mean difference between the High M-A and Low M-A groups in sense of deprivation at home of the scheduled tribe (S.T.) secondary school female students.

\textbf{H_{03.34}}. : There is no significant mean difference between the High M-A and Low M-A groups in attitude to school education of the scheduled tribe (S.T.) secondary school female students.

\textbf{H_{03.35}}. : There is no significant mean difference between the High M-A and Low M-A groups in academic motivation of the scheduled tribe (S.T.) secondary school female students.

\textbf{H_{03.36}}. : There is no significant mean difference between the High M-A and Low M-A groups in locus of control of the scheduled tribe (S.T.) secondary school female students.

**Study of Relationship with Academic Achievement** :

\textbf{H_{04.1}}. : There is no significant mean difference between the High E-A and Low E-A groups in academic achievement of the scheduled tribe (S.T.) secondary school students.

\textbf{H_{04.2}}. : There is no significant mean difference between the High I-A and Low I-A groups in academic achievement of the scheduled tribe (S.T.) secondary school students.

\textbf{H_{04.3}}. : There is no significant mean difference between the High M-A and Low M-A groups in academic achievement of the scheduled tribe (S.T.) secondary school students.

\textbf{H_{04.4}}. : There is no significant mean difference between the High E-A and Low E-A groups in academic achievement of the scheduled tribe (S.T.) secondary school male students.

\textbf{H_{04.5}}. : There is no significant mean difference between the High I-A and Low I-A groups in academic achievement of the scheduled tribe (S.T.) secondary school male students.

\textbf{H_{04.6}}. : There is no significant mean difference between the High M-A and Low M-A groups in academic achievement of the scheduled tribe (S.T.) secondary school male students.

\textbf{H_{04.7}}. : There is no significant mean difference between the High E-A and Low E-A groups in academic achievement of the scheduled tribe (S.T.) secondary school male students.
school female students.

\textbf{H}_{04.8} : There is no significant mean difference between the High I-A and Low I-A groups in academic achievement of the scheduled tribe (S.T.) secondary school female students.

\textbf{H}_{04.9} : There is no significant mean difference between the High M-A and Low M-A groups in academic achievement of the scheduled tribe (S.T.) secondary school female students.

\textbf{5.2.2 FINDINGS OBTAINED AND CONCLUSIONS DRAWN}

\textbf{Study of Sex differences in the Directions of Frustration :}

1. The female scheduled tribe secondary school-going students are more Intraggresive than the male scheduled tribe secondary school-going students.

2. The male scheduled tribe secondary school-going students are more Imaggressive than the female scheduled tribe secondary school-going students.

3. The rural male scheduled tribe secondary school-going students are more Imaggressive than the rural female scheduled tribe secondary school-going students.

4. The urban female scheduled tribe secondary school-going students are more Extraggressive than the urban male scheduled tribe secondary school-going students.

5. The urban male scheduled tribe secondary school-going students are more Imaggressive than the urban female scheduled tribe secondary school-going students.

6. Therefore, the scheduled tribe secondary school-going students maintain uniformly sex difference in Imaggression (M-A) and the males are comparatively more Imaggressive signifying their more proneness to evade frustration due to their embarrassment with same may be for the fear of love. Secondly, the female scheduled tribe secondary school-going students have more tendencies to turn aggression to their own selves either for guilt feeling with remorse or need for punishment in comparison to their male counterparts signifying that the female subjects. Thirdly, the urban female scheduled tribe secondary school-going have more tendency to turn their aggression to the outer environment including persons, customs, etc. with anger/ hostility for fear of punishment with the defensive mechanism of projection in comparison to their male counterparts. Fourthly, the findings portrait that sex differences in the Directions of Aggression is not clearly established.
Sex differences in Other Variables (Sense of Deprivation at Home, Attitude to School, Academic Motivation and Locus of Control):

1. The male scheduled tribe secondary school-going students are have perceived more deprivation at home than the female scheduled tribe secondary school-going students.
2. The rural male scheduled tribe secondary school-going students have perceived more deprivation at home than the rural female scheduled tribe secondary school-going students.
3. The female scheduled tribe secondary school-going students possess more academic motivation implying their more intensive determination to succeed than the male scheduled tribe secondary school-going students.
4. The rural female scheduled tribe secondary school-going students possess more academic motivation than the rural male scheduled tribe secondary school-going students.
5. The male scheduled tribe secondary school-going students have greater extent of locus of control score signifying their more belief that their behaviors are external agent controlled, not controlled by self than the female scheduled tribe secondary school-going students.
6. Similarly, the rural male scheduled tribe secondary school-going students have greater extent of locus of control score signifying their more proneness to externality than the rural female scheduled tribe secondary school-going students.

Sex Difference in Academic Achievement:

1. The rural male scheduled tribe secondary school-going students have more proficiency in academic work indexed by academic achievement score than the rural female scheduled tribe secondary school-going students.
2. The urban female scheduled tribe secondary school-going students have more proficiency in academic works index by academic achievement score than the urban male scheduled tribe secondary school-going students.
3. Therefore, sex differences in academic achievement of the scheduled tribe secondary school-going students depend on their areas of residence – rural and urban.

Rural–Urban Variations in the Variables Studied [Directions of Frustration, Sense of Deprivation at Home, Attitude to School, Academic Motivation and Locus of Control]:

1. The rural scheduled tribe secondary school-going students have more tendency to turn aggression to the environment (E-A) than the urban scheduled tribe secondary school-
going students.

2. The urban scheduled tribe secondary school-going students have more tendency to evade or gloss-over aggression (M-A) than the rural scheduled tribe secondary school-going students.

3. The rural scheduled tribe secondary school-going students have perceived more deprivation at home than the urban scheduled tribe secondary school-going students.

**Study of Relationships of Directions of Frustration and Other Variables Studied**:

(a) **For Total Students**:

1. The scheduled tribe secondary school-going students belonging to Low E-A group have greater attitude to school in comparison to the scheduled tribe secondary school-going students belonging to the High E-A group.

2. The scheduled tribe secondary school-going students belonging to Low E-A group have higher extent of academic motivation in comparison to the scheduled tribe secondary school-going students belonging to the High E-A group.

3. The scheduled tribe secondary school-going students belonging to Low E-A group have greater mean score in locus of control signifying more proneness to externality in comparison to the scheduled tribe secondary school-going students belonging to the High E-A group.

4. That is, scheduled tribe secondary school-going students’ Extraggession is related with their attitude to school, academic motivation, and locus of control, however not so in their sense of deprivation at home.

5. The scheduled tribe secondary school-going students belonging to High I-A group have greater attitude to school in comparison to the scheduled tribe secondary school-going students belonging to the Low I-A group.

6. The scheduled tribe secondary school-going students belonging to Low I-A group have greater proneness to externality in comparison to the scheduled tribe secondary school-going students belonging to the High I-A group.

7. That is, the scheduled tribe secondary school-going students’ Intraggession is related only to their attitude to school and locus of control, but not so with their sense of deprivation at home and academic motivation.

8. The scheduled tribe secondary school-going students belonging to Low M-A group have greater sense of deprivation at home in comparison to the scheduled tribe secondary school-going students belonging to the High M-A group.
9. The scheduled tribe secondary school-going students belonging to High M-A group have greater attitude to school in comparison to the scheduled tribe secondary school-going students belonging to the Low M-A group.

10. The scheduled tribe secondary school-going students belonging to High M-A group have greater extent of academic motivation in comparison to the scheduled tribe secondary school-going students belonging to the Low M-A group.

11. The scheduled tribe secondary school-going students belonging to High M-A group have greater extent of externality (Locus of Control) in comparison to the scheduled tribe secondary school-going students belonging to the Low M-A group.

12. That is, scheduled tribe secondary school-going students’ Imagination is related to their sense of deprivation at home, attitude to school, academic motivation and locus of control.

(b) Male Students:

1. The male scheduled tribe secondary school-going students belonging to Low E-A group have higher sense of deprivation at home in comparison to the male scheduled tribe secondary school-going students belonging to the High E-A group.

2. The male scheduled tribe secondary school-going students belonging to Low E-A group have greater attitude to school in comparison to the male scheduled tribe secondary school-going students belonging to the High E-A group.

3. The male scheduled tribe secondary school-going students belonging to Low E-A group have greater extent of externality (locus of control) in comparison to the male scheduled tribe secondary school-going students belonging to the High E-A group.

4. That is, the male scheduled tribe students’ Extragression is related to their sense of deprivation at home, attitude to school and locus of control, but not so to their academic motivation.

5. The male scheduled tribe secondary school-going students belonging to High I-A group have higher extent of sense of deprivation at home in comparison to the male scheduled tribe secondary school-going students belonging to the Low I-A group.

6. The male scheduled tribe secondary school-going students belonging to High I-A group have greater attitude to school in comparison to the male scheduled tribe secondary school-going students belonging to the Low I-A group.

7. The male scheduled tribe secondary school-going students belonging to Low I-A group have higher academic motivation in comparison to the male scheduled tribe secondary
school-going students belonging to the High I-A group.

8. The male scheduled tribe secondary school-going students belonging to Low I-A group have greater externality (locus of control) in comparison to the male scheduled tribe secondary school-going students belonging to the High I-A group.

9. That is, the male scheduled tribe secondary school-going students’ Intraggresion is related with their sense of deprivation at home, attitude to school, academic motivation and locus of control.

10. The male scheduled tribe secondary school-going students belonging to Low M-A group have higher sense of deprivation at home in comparison to the male scheduled tribe secondary school-going students belonging to the High M-A group.

11. The male scheduled tribe secondary school-going students belonging to High M-A group have greater attitude to school in comparison to the male scheduled tribe secondary school-going students belonging to the Low M-A group.

12. The male scheduled tribe secondary school-going students belonging to High M-A group have greater extent of externality (locus of control) in comparison to the male scheduled tribe secondary school-going students belonging to the Low M-A group.

13. That is, the male scheduled tribe secondary school-going students’ Imaggression is related to their sense of deprivation at home, attitude to school, and locus of control, but not so with their academic motivation.

(c) Female Students:

1. The female scheduled tribe secondary school-going students belonging to High E-A group have greater attitude to school education in comparison to the female scheduled tribe secondary school-going students belonging to the Low E-A group.

2. The female scheduled tribe secondary school-going students belonging to Low E-A group have greater academic motivation in comparison to the female scheduled tribe secondary school-going students belonging to the High E-A group.

3. The female scheduled tribe secondary school-going students belonging to High E-A group have greater extent of externality (locus of control) in comparison to the female scheduled tribe secondary school-going students belonging to the Low E-A group.

4. Thus, the female scheduled tribe secondary school-going students’ Extraggresion is related to their attitude to school, academic motivation and locus of control but not so with their sense of deprivation at home.

5. The female scheduled tribe secondary school-going students belonging to Low I-A group
have greater sense of deprivation at home in comparison to the female scheduled tribe secondary school-going students belonging to the High I-A group.

6. The female scheduled tribe secondary school-going students belonging to Low I-A group have greater attitude to school in comparison to the female scheduled tribe secondary school-going students belonging to the High I-A group.

7. The female scheduled tribe secondary school-going students belonging to High I-A group have greater extent of academic motivation in comparison to the female scheduled tribe secondary school-going students belonging to the Low E-A group.

8. Therefore, the female scheduled tribe secondary school-going students’ Intraggression is related to their sense of deprivation at home, attitude to school, and academic motivation but not so with their locus of control.

9. The female scheduled tribe secondary school-going students belonging to Low M-A group have greater extent of sense of deprivation at home in comparison to the female scheduled tribe secondary school-going students belonging to the High M-A group.

10. The female scheduled tribe secondary school-going students belonging to High M-A group have higher academic motivation in comparison to the female scheduled tribe secondary school-going students belonging to the Low M-A group.

11. The female scheduled tribe secondary school-going students belonging to Low M-A group have greater externality (locus of control) in comparison to the female scheduled tribe secondary school-going students belonging to the High M-A group.

12. That is, the female scheduled tribe secondary school-going students’ Imagggression is related to their sense of deprivation at home, academic motivation and locus of control but not so with their attitude to school.

Relationships of Directions of Frustration with Academic Achievement

For Total Students:

1. The scheduled tribe secondary school-going students belonging to High E-A group have higher academic achievement in comparison to the scheduled tribe secondary school-going students belonging to the Low E-A group.

2. The scheduled tribe secondary school-going students belonging to High I-A group have higher academic achievement in comparison to the scheduled tribe secondary school-going students belonging to the Low I-A group.

3. The scheduled tribe secondary school-going students belonging to Low M-A group have higher academic achievement in comparison to the scheduled tribe secondary school-
going students belonging to the Low M-A group.

4. That is, the scheduled tribe secondary school-going students’ three directions of aggression (E-A, I-A and M-A) are related to their academic achievement.

**For Male students**

5. The male scheduled tribe secondary school-going students belonging to High E-A group have higher academic achievement in comparison to the male scheduled tribe secondary school-going students belonging to the Low E-A group.

6. The male scheduled tribe secondary school-going students belonging to Low M-A group have higher academic achievement in comparison to the male scheduled tribe secondary school-going students belonging to the High M-A group.

7. That is, the male scheduled tribe secondary school-going students’ Extraggression and Imaggression are related to their academic achievement but their Intraggession is not related to academic achievement.

**For Female students**

8. The female scheduled tribe secondary school-going students belonging to High E-A group have higher academic achievement in comparison to the scheduled tribe secondary school-going students belonging to the Low E-A group.

9. The female scheduled tribe secondary school-going students belonging to High I-A group have higher academic achievement in comparison to the female scheduled tribe secondary school-going students belonging to the Low I-A group.

10. That is, the female scheduled tribe secondary school-going students’ Extraggression and Intraggession are related to their academic achievement, but their Imaggression is not related to their academic achievement.

**5.3.0. SUGGESTIONS FOR FURTHER RESEARCH**

On the basis of experience gained in executing the present study some suggestions are mooted for future researches:

1. The study may be worked out for different target groups like scheduled tribe students reading in grades IX to XII.

2. The study may be replicated in secondary schools situated in other districts of West Bengal, especially Paschim Mednipur, Purulia, Bankura, etc. where enrollment of scheduled tribe students are substantial.

3. A comparative study like this involving the general castes, scheduled sates and scheduled
tribe secondary school students may be chalked out.

4. In finding out the status and pattern of reactions to frustration in relation to other family (socio-economic status, parental educational status, etc.) and school (school climate, size of school, quality of school, etc.) variables further studies may be designed in future.

5. Students’ reactions to frustration may be studied in relation to their other personality variables like, frustration tolerance, personality traits, mental health, etc..

6. Further study may be worked out in exploring children’s reactions to frustration in relation to other family variables (vig. Family structure, parent’s education, parents’ value systems, etc.

5.4.0 EDUCATIONAL IMPLICATIONS

Every scientific research study bears some educational implications. The present research study applied in nature has some important educational implications. The study has revealed the relationship between direction of aggression and other variables. Findings of the study are significant for the class teachers, sociologists, economists, psychologists, philosophers and educational planners. The study is likely to throw light upon direction of aggression and reaction to frustration. The teacher can find the cause of frustration by observing the behaviour of the child. The study is also helpful in the personality development of the ST students. This study will helpful in molding the personality of the students by giving them positive direction and ill effect of frustration at their age. Also this study will help the teachers, psychologists and educational planners in building and adopting special educational measures for rectification of unwanted bahaviour in school students and motive them towards their goal in life. The approaches of implications are-

1. The findings of the investigation may provide help to the parents and school teachers to help the students’ of channelize their energy into useful and productive areas. Frustration is devastation for students. It can hinder their successful life even ruin everything if not handled properly. There are many feelings of frustration had observed as-depressed mood, crying spells, loss of interest or pleasure, decrease in aptitude level, feeling fatigue and feeling of anger or vengeance, loss of value of the life, loss of love to himself and family, feeling of selfishness, feeling of arrogance, feeling of suicide and even the feeling to murder someone. Furthermore, as a reaction to frustration mostly students face difficulty in making right decisions. Departing from friends and family has also examined in students as a reaction to frustration.
2. Presently the unhealthy ‘rat’ competition among the adolescents is creating various types of problems in schools, home and in the society. The increasing cases of theft, riots, suicides, violent attacks on teachers and students, abusing, antisocial activities, rape, agitations and acid attacks on females etc. they all show rising anger and frustration and hence the signs of increasing aggressive behaviour in our adolescents. There is urgent need to study such behaviour and devise ways and means to tackle to the situations of frustration in our school as well as in the society. So, the present investigation of frustration among students in relation to different levels of emotional competence will be of immense help for teachers, parents, administrators and researchers. The results of this study will help education planners and educational counselors for making a provision for student’s physical, intellectual, emotional, social, moral and spiritual development.

3. Teachers should provide more time and efforts for developing not just cognitive skills but also affective and psychomotor skills for the development of balanced personality. We should provide suitable emotional, intellectual and physical environment in which a child may have the feeling of security and the feeling of belongingness. Goals set before the students should be achievable by them. Too high goals may lead to frustration. While expecting achievement level from the students their aptitudes and interests along with their limitations and strengths should be taken into consideration.

4. The study is useful to policy makers and planners of the tribal welfare schemes; and to any programme meant for the weaker section of the society. It is essential that efforts in right direction should be made to enhance the emotional competence of the pupils. It can be enhanced by developing self-analysis mechanism in individuals, by identifying the causes for different responses like anger, frustration and fear and by increasing optimism factor in them. So, competence can be inculcate in pupils through co-operative learning, transformational learning, and by developing various positive programmes. Teacher can make the healthy brain of the student by introducing the extra co-curricular activities.

5. Teachers and parents must show recognition, affection, protection and devotion in hearing the child. The family should help the pupils to have regularity of habits. Teacher may help the child to develop a positive attitude towards self and building the personality. Teacher should realize the link between their feelings and what they think and try to recognize how their feelings affect their performance. Teaching strategies and behavioral styles of teachers are also potential sources of stress and strain if they do not respond
adequately and effectively to the needs of the children. So, different type of guidance and counseling programmes should be run in schools. Vygotsky had suggested proper scaffolding and guidance for this.

6. It is designed to provide on analysis of academic achievement of ST secondary school student of Purba Medinipur district of West Bengal. It’s next implication is to assess to both boys and girls are equally proficient in achievement and knowing frustration. At the same time this study examines the difference between rural and urban ST students in various types of direction of aggression as prime.

7. This study tries to explore relations of some variables, both cognitive and non-cognitive. It tries to identify the various approaches of family problem as an obstacle to their academic growth and development.

8. The tribal community is a special concern to the Government of India. The utilization of vast human capital which the tribal community possesses is the most challenging problem today. Thus, it has a direct and effective bearing on the national progress and prosperity, growth and development.

9. The present study tries to shed further light on secondary education. The secondary stage is the gateway to higher education. Students who put a stop to education at this stage, it serves to provide vocational preparation and to smoothen and make successful transition from school to life. Educational backwardness of ST students is very important in our national life. They have remained as educationally, culturally and socially deprived sections. Scheduled Tribes play a very significant role in their social, cultural, economic and religious ways of life and they are considered as a development factor in their family as well as society. But they are still lagging far behind in the different walks of life like education, employment, political, social position, good health and empowerment etc. Empowerment define as higher literacy levels, education, better healthcare, equal ownership of productive resources, increased participation in economic and commercial sectors, awareness of rights and responsibilities, improved standards of living, self-reliance, self-esteem and self-confidence. The empowerment also determined as economic, social and political identity and their weight age.

10. The contribution of the weaker sections of the Indian society, particularly of the STs to
national reconstruction and economic development, are in no way lesser important than
the others and secondly, the democratic welfare states have not only a moral but also legal
responsibility to upgrade and uplift their deprived status-in-order to bring them on par
with the upper class with a view both joining then the main stream of Indian life, in depth
studies dealing with their human resources as well as social-educational status have been
visualized to have great promises. And a study on tribal, perhaps, has a greater
significance in national reconstruction.

11. The present study is significant for guidance workers and counsellors. The study of
scientific aptitudes would help in typing a tribal student educationally and vocationally
for successful competitive career. The study is significant to the executives in designing
and executing the development national programmes.

12. The study also tries to provide for addressing remedial treatment in the area of ST
students. It gives support to rationalize various factors, come to play important roles in
determining amount and quality of student learning.

13. The study would equip the educationists and practical teachers with a psychological
foundation in designing the structure and pattern of education more meaningfully and
appropriately for need-ability based course-contents; which will promote the functional
validity of the educational system.

14. The study would be helpful to the social scientists in exploring scientifically and
predicting more meaningfully and accurately the possibilities and probabilities of reaction
to frustration among the tribal students.

15. From the points of view of tribal contribution to national reconstruction, it is imperative
to help these prolonged deprived communities to join the aim stream of progress and
prosperity. The psychological consequences of prolonged deprivation are harmful and
hazardous not only to national growth and development but would also adversely affect
individual development, social life and cultural values.

It is, therefore, absolutely essential to help these deprived communities to join the
main stream of Indian life by lifting up their secret cultural curtains with a view to thoroughly
understanding the dynamics of their psychosocial behavior and material life.