CHAPTER – I

INTRODUCTION
CHAPTER – I
THE PROBLEM

1.1.0 INTRODUCTION TO THE PROBLEM

At least 693 groups of indigenous people in India, called tribal groups, constitute the Scheduled Tribes in the light of Indian Constitution. Article 366(2) of the Constitution refers to scheduled tribes as the communities who are scheduled according with Article 342 of the Indian Constitution. These are the people who are duly declared by as such by the President of India. The Scheduled Tribe population represents one of the most economically impoverished and marginalized groups in India. With a population of more than 10.2crores, India has the single largest tribal population in the world. This constitutes 8.6 per cent of the total population of the country (Census of India, 2011). The tribal population as per 2011 census report is 104,281,034 (Rural – 93,819,162 and Urban – 10,461,872) out of total Indian population of 1,210,569,573.

In West Bengal the Scheduled Tribes population as per 2011 census report stands at 5,296,953 which is nearly 5.8 % of the total population of this State. The break up as shown below:

<table>
<thead>
<tr>
<th>Male ST</th>
<th>Female ST</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total</strong></td>
<td><strong>Total</strong></td>
</tr>
<tr>
<td><strong>Rural</strong></td>
<td><strong>Rural</strong></td>
</tr>
<tr>
<td><strong>Urban</strong></td>
<td><strong>Urban</strong></td>
</tr>
<tr>
<td>5,24,09,823</td>
<td>5,18,71,211</td>
</tr>
<tr>
<td>4,71,26,341</td>
<td>4,66,92,821</td>
</tr>
<tr>
<td>52,83,482</td>
<td>51,78,390</td>
</tr>
</tbody>
</table>


The Scheduled Tribes in West Bengal comprise mainly ten ethnic groups, like Santal, Oraon, Munda, Bhumij, Kora, Lodha, Mahali, Bhutia, Bedia, and Sabar; of which the Santals constitute more than one-half of the total S. T. population as per 2011 census.

The Scheduled Tribes population is not uniformly localized in the total geographical habitats rather they are distributed unevenly. Because they speak different languages /dialects and generally reside in remote areas, some are forest dwellers, and mainly fond of maintaining age old life practices of their own sub-cultures, formal schooling for the tribal children is of recent origin under government schemes of several kinds, literacy rate of the Scheduled Tribes is about only 59% against the total literacy in India stands at about 73%. They are generally economically weaker and lacking modern technological know-how to
improve their quality of life including nutrition, medical facilities, state-of-the-art mainstream educational empowerment opportunity, etc. As they generally reside in remote areas, lack educational as well as informational benefits, suffer from abject poverty, they are prone to be economically, and politically exploited, in the past as well currently they are reported to a lot exploited by so-called ultra-left extremist groups in different areas of various States of India. The sorry picture of the Scheduled Tribes has been revealed in various survey project carried by the government and non-government agencies. The Scheduled Tribe population represents one of the most economically impoverished and marginalized groups in India.

They have remained as educationally, culturally, economically, and socially deprived sections. They are supposed to play a very vital role in the total development of this land but sadly they are playing so not because of their own faults or inherent lack of intelligence or creativity. It is the right approach to equal opportunities and maintaining equity, not in papers but by pursuing participative management notion.

Education, no doubt, is one of the primary agents of transformation towards development and a vital tool for human resource development. Education is in fact, an input not only for economic development of tribes but also for inner strength of the tribal communities which helps them in meeting the new challenges of life. It is an activity, or a series of activities, or a process which may either improve the immediate living conditions or increase the potential for future living. It is the single most important means by which individuals and society can improve personal endowments, build capacity levels, overcome barriers, and expand opportunities for a sustained improvement in their well-being. Professor Amartya Sen has always emphasized education as an important parameter for any inclusive growth in an economy. So, education is an important avenue for upgrading the economic and social conditions of the Scheduled Tribes. Literacy and educational attainment are powerful indicators of social and economic development among the backward groups in India. Currently, the tribes lag behind not only the general population but also the Scheduled Caste population in literacy and education. This disparity is even more marked among Scheduled Tribe women, who have the lowest literacy rates in the country (Maharatna, 2005). The male-female gap in literacy and educational attainment among the scheduled tribes is significant. Despite the sincere and concerted efforts by the government for the overall development of the scheduled tribes, they are still far behind in almost all the standard parameters of development. It is well known that the educational background of tribes is very discouraging as compared to the rest of the population.
The educational data for the Scheduled Tribes school age children, as shown below, may be self-explanatory to exhibit a total educational picture of such children.

**Table 1.2 : Gross –Enrolment Ratio (GER) of Scheduled Tribe Students**

<table>
<thead>
<tr>
<th>Classes</th>
<th>Scheduled Tribe Boys</th>
<th>Scheduled Tribe Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classes I-V (6-10 years)</td>
<td>137.2</td>
<td>136.7</td>
</tr>
<tr>
<td>Classes VI-VIII(11-13 Years)</td>
<td>90.7</td>
<td>87</td>
</tr>
<tr>
<td>Classes IX-X (14-15 Years)</td>
<td>57.1</td>
<td>49.1</td>
</tr>
<tr>
<td>Classes XI-XII (16-17 Years)</td>
<td>32.7</td>
<td>24.8</td>
</tr>
<tr>
<td>Classes I-XII (6-17 Years)</td>
<td>96.8</td>
<td>92.8</td>
</tr>
</tbody>
</table>

Source : Statistics of School Children, 2010-2011

**Table 1.3 : Drop-out Rate of Scheduled Tribe Students**

<table>
<thead>
<tr>
<th>Class</th>
<th>ST (Boys)</th>
<th>All (Boys)</th>
<th>ST (Girls)</th>
<th>All Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classes I-V</td>
<td>37.2</td>
<td>28.7</td>
<td>33.9</td>
<td>25.1</td>
</tr>
<tr>
<td>Classes I-VIII</td>
<td>54.7</td>
<td>40.3</td>
<td>55.4</td>
<td>41.0</td>
</tr>
<tr>
<td>Classes I-X</td>
<td>70.6</td>
<td>50.4</td>
<td>71.3</td>
<td>47.9</td>
</tr>
</tbody>
</table>

Source : Statistics of School Children 2010-11

Despite several governmental schemes and programmes initiated since 1951 for building up comprehensive and integrated development for all including the disadvantaged groups, the Scheduled Tribe children’s education suffers from some important problems like medium of instruction, the location of the habitats, economic conditions, attitude of the parents, teacher related problems and lack of proper monitoring (Sahu, 2014).

The above stated presentation has inner meaning to the present investigator which may be argued that the Scheduled Tribe people are much deprived in many aspects of their living conditions and resultanty their children suffer from prolonged deprivation which in turn affect children’s psycho–dynamics of adjustment pattern, life stress, cognitive development, academic achievement, and many more aspects of their total life for which they are not really responsible. All these forms of deprivations, according to the present investigator, are the background for the present survey study.

Another look at the background of the present survey is the analysis of some psycho-dynamics of the Scheduled Tribes, especially the secondary school-going students of such communities (as they are organized in schools). The above stated deprivations are supposed to cause feeling of frustration and other aberrations in personality characteristics. Along this
line of thinking some rationales are being presented in the following paragraphs.

Human life maintains a pendulum - motion between a twilight zone interplaying so-called reality and a psychological space; the latter contains hopes, aspirations, needs, motives, etc and the former supplies materials or demands meeting the expected satisfaction of the individual. The individual weighs the extent of supplies and experiences feeling of either goal attainment for the time being or not goal attainment partially or completely. The experience of second kind denoting non-fulfilment of motives is the general dilemma of human life which has been coined as frustration implying blocking or thwarting of ongoing activity/activities. Moreover, depending upon the nature as well as extent of those blocking or obstacle as defined by the individual, the consequence of frustration on the person being frustrated may be called assertiveness or aggression (Rosenzweig, 1944) although feeling of frustration is not observable explicitly. The former is the very stimulus to growth and the latter is said to exuberate various kinds of reactions, termed as reactions to frustration those may have likelihood to dampen the individual’s stimulus to grow in a satisfying or adequate manner and sometimes develop pathological symptoms or signs and the affected individual costs more psychological energy for maintaining effective adjustment thereby s/he may lose capacity to restore psycho-social equilibrium in intra-psychical and/or inter-psychical spaces of life.

Such experience is a sine quo none of every-life. Effect of frustration on human life, then, can be represented by a straight line equation rather a curvilinear relation is imaginable with a threshold value, called frustration tolerance, a construct designed by the experts but not yet clearly explained. Therefore, frustration as a psychological construct has attracted by the experts as well as the general public differing in approaches to looking and explaining human behavior. Most of the researchers on frustration have leaned towards psychoanalytic explanation of human behaviors though some have attempted to explain it from other stances. The present researcher after analyzing the conceptual background of this construct has found solid reason to move towards Saul Rosenzweig who most elaborately and systematically has mapped out frustration with the aid of his theory of frustration basing on the classical psychoanalytic theory fathered by Sigmund Freud. His elaborative classification system of reactions to frustration has been expressed very economically, each of them has been defined operationally and finally, he has designed the Picture Frustration Test [P-F Test] a-semi-projective test during the forties of the last century. Over the last seventy years his theory as well as the P-F Test has been a good tool for frustration studies in all parts of the world although works of the Yale-group and that of Maier contributed to frustration studies from
slight different angles.

Rosenzweig (1944) considers three main sources of frustration — privation, deprivation and conflicts, each of which may be further divided into two categories — internal and external. After publication of his original theory on frustration developed through a series of studies during the period 1934 to 1944, it has been modified several times but his main proposition remains mostly unaltered. Moreover, his work included the concept of frustration tolerance. After a series of empirical studies, his theory particularly in measurement term, has engineered a two-way classification of reactions to frustration which are known as types of Aggression and Directions of Aggression of which the latter dimension is more used in understanding individual’s nature of frustration underpinned by the basic Frustration- Aggression Hypothesis though use of the term ‘aggression’ is quite different.

His Directions of Aggression are looked along three separate axes of behavior, not necessarily they maintain an orthogonal relationship. Three Directions of Aggression are- Extraggresion (E-A), [in which the aggression is turned into the environment], Intraggresion (I-A) [in which the aggression is turned by the subject upon her / himself] and Imaggresion (M-A) [in which aggression is evaded in an attempt to gloss over the frustration].

The epicenter of individual’s frustration experience emanated from various perspectives lies in two planes — the perception of the sources of situations / conditions and the individual’s most basic as well as psychologically economic and /or habitual modes of behavioral expressions learned through life experiences filtered by cultural feedbacks received by the individual during her/ his on-going journey to life. Putting in other words, if two individuals are exposed to a physically equivalent obstruction or obstacle, the two persons may have likelihood to react differently and evoke dissimilar reactions to frustration. This genesis of individual variations in evoking reactions to frustration.

The above conceptualization of frustration reactions, has stimulated the present investigator to hypothesize that the abject material deprivation embedded in other socio-cultural impoverished conditions of the marginalized school children, e.g. the students and their cultural stereotypes, customs, gestures, approved social behavioral expressions in the situations of non-fulfilment of various needs, meaning of life, spectrum of life-goals, etc are some determining factors in expressing their own Directions of Aggression. Obviously, they may not be akin to students fostered in homes located at the brighter nucleus of contemporary society as such children may not be unfortunate enough to experience so much material and cultural deprivation.
Extending this elaboration further, it is expected that such the Scheduled Tribe students generally are not habituated to resort to delay in gratification of needs and consequently, have lesser amount of frustration tolerance operationalized by low score in GCR (Group Conformity Rating). As an obvious outcome, such children being less tolerant to life’s frustration may likely to evoke the greater extent of inadequate reactions to frustration which by chain reaction may affect their other aspects of personality, such as, emotional maturity, emotional intelligence, sense of powerlessness, voicelessness, alienation, locus of control, elaborate planning, long-term goal setting, risk-taking behaviors, and ultimately their inadequate reactions to frustration may intervene in their cognitive behavior demonstrated by poor scholastic achievement score measured through the tools that are not culture-free.

Obviously, previous researches along this direction is not scanty but those studies encompassing the generalized patterns of reactions to frustration of students during their critical stage of life where various welfare services and opportunities for their holistic development have been legitimatized, itemized and are being provided though some implicit social welfare mismanagement and uneven distribution of facilities for various reasons are not reached to them, are not in fact, clearly visible. Further, in this country, some forum are advocating for removing the economic, socio-cultural and educational barriers to equity, justice, freedom, empowerment assuming the multifarious deprivation of the marginalized sector of Indian society. Naturally, sense of regionalism has increased to launch diffusive movements. Obviously, these are linked to the persons’ feeling of frustration. Consequently, such segment of students remains unreached to the formal educational institutions and finds no explicit ground to continue study, the curriculum does not attract them, the materials and culture of classroom remain unintelligible to them. The final result is that education becomes a feast, not the menu of daily menu.

With these, the present researcher intends to undergo the study for understanding the some causes of educational failures of the Scheduled Tribe students with an ultimate object to disseminate some data of knowledge contributing educational guarantee of these marginalized segment. However, he will set his pointer to only the three Directions of Aggression, the most reliable measures of reactions to frustration after Rosenzweig. Furthermore, to be more realistic in mind the investigator intends to explore and understand deeply, he likes to set his mind also to learn about the Scheduled Tribe school-going students in terms of some other variables which are assumed to be related to their reactions to frustration (directions of aggression).

These variables are their (a) sense of deprivation (material and psycho-educational) at
home, (b) attitude to school, (c) academic motivation, and (d) locus of control. This study intends to explore the relationships of Scheduled Tribe secondary school-going students’ directions of frustration with above variables.

Further the present study likes to study relationships of such students’ directions of aggression and academic achievement.

Finally, sex differences and rural-urban residence variations in the above variables have also be intended to examine.

Sadly to say that most of the research studies executed so far in India and generally published as “tribal studies” give much emphasis on the economic and material aspects of adult scheduled tribe population, not generally on their psycho-educational aspects. Moreover, most of the tribal studies with school-going population of students are of narrow-beam of variables, ignoring a broader spectrum of variables interwoven in the life of such students. It is also a fact that research studies on reactions to frustration is a void not only in India but also in any other part of the globe. Such research gaps have helped motivate to undertake the present investigation.

1.2.0 STATEMENT OF THE PROBLEM

The present investigation purports to explore basically the nature of Scheduled Tribe secondary school-going students’ reactions to frustration in terms of three directions of aggression, namely, Extraggession(E-A), Intraggession (I-A) and Imaggression (M-A), in the light of Rosenzweig’s theory of frustration (1944,1945) in relation to their sense of material and psycho-educational at home in the affairs of their educational provisions and facilities received/enjoyed by them at home; their attitude to school including school’s capacity to meet students’ educational needs ; their academic motivation implying students’ determination to succeed in achieving good grade ; and their locus of control indicating the extent of their externality–internality. Further, the present investigator intends to study some other aspects of secondary school-going Scheduled Tribe students’ too. One of such aspects is to study sex differences in each of three directions of aggression between the male and female Scheduled Tribe secondary school students which has always been a research worthy issue in the study of frustration for a long period. The study of sex differences in the measures the earlier mentioned four other variables have also been judged important in this study. Next, important aspect of this investigation is to study differences in the directions of aggression between the rural and the urban students, as the differences in the nature of habitation of individuals provide different social learning experience at home and in the
neighborhood which determine persons’ frustration tolerance, defining the frustrating situation and hence their nature and extent of their directions to aggression (reactions to frustration). Additionally, the investigator finds reasons to explore if sex differences in the three directions of aggression have some interaction with the students’ area of residence. Finally, the present investigator purports to understand relationship of directions of aggression with academic achievement of the secondary school-going Scheduled Tribe students.

It has been closely observed that the above mentioned issues have not been met in the studies involving the Scheduled Tribe school students. Such gap in knowledge has led the present investigator for executing this research work. Embracing all the above issues, the investigator has entitled his research problem in a very broad term as :

**REACTIONS TO FRUSTRATION OF SCHEDULED TRIBE SECONDARY SCHOOL CHILDREN IN THE DISTRICT OF PURBA MIDNAPUR, WEST BENGAL – A SURVEY**

### 1.3.0 OBJECTIVES

The above broad title of the present study has been translated in a very meticulous way to specify the research tasks to be performed in the solution of the problem at hand.

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.

### 1.4.0 HYPOTHESES

**Study of Sex Differences :**

**Sex differences in Directions of Aggression :**

\[ H_{1.1} : \] 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.
H₁.₃. : There is significant sex difference in Imagination (M-A) between the male and female secondary school scheduled tribe (S.T.) students.

H₁.₄. : There is significant sex difference in E-A between the male and female rural secondary school scheduled tribe (S.T.) students.

H₁.₅. : There is significant sex difference in I-A between the male and female rural secondary school scheduled tribe (S.T.) students.

H₁.₆. : There is sex difference in M-A between the male and female rural secondary school scheduled tribe (S.T.) students.

H₁.₇. : There is significant sex difference E-A between the male and female urban secondary school scheduled tribe (S.T.) students.

H₁.₈. : There is significant sex difference in I-A between the male and female urban secondary school scheduled tribe (S.T.) students.

H₁.₉. : 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 except Academic Achievement:

H₁.₁₀. : There is significant sex difference in the sense of deprivation at home between the male and female secondary school scheduled tribe (S.T.) students.

H₁.₁₁. : 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.

H₁.₁₂. : 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.

H₁.₁₃. : There is significant sex difference in attitude to school education between the male and female secondary school scheduled tribe (S.T.) students.

H₁.₁₄. : There is significant sex difference in attitude to school education between the rural male and female secondary school scheduled tribe (S.T.) students.

H₁.₁₅. : There is significant sex difference in attitude to school education between the urban male and female secondary school scheduled tribe (S.T.) students.

H₁.₁₆. : There is significant sex difference in academic motivation between the male and female secondary school scheduled tribe (S.T.) students.

H₁.₁₇. : There is significant sex difference in academic motivation between the rural male and female secondary school scheduled tribe (S.T.) students.

H₁.₁₈. : There is significant sex difference in academic motivation between the urban male and female secondary school scheduled tribe (S.T.) students.
H₁.₁₉. : There is significant sex difference in locus of control between the male and female secondary school scheduled tribe (S.T.) students.

H₁.₂₀. : There is significant sex difference in locus of control between the rural male and female secondary school scheduled tribe (S.T.) students.

H₁.₂₁. : 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 :**

H₁.₂₂. : There is significant sex difference in academic achievement between the male and female secondary school scheduled tribe (S.T.) students.

H₁.₂₃. : There is significant sex difference in academic achievement between the rural male and female secondary school scheduled tribe (S.T.) students.

H₁.₂₄. : There is significant sex difference in academic achievement between the urban male and female secondary school scheduled tribe (S.T.) students.

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

H₂.₁. : There is significant difference in E-A between the rural and urban secondary school scheduled tribe (S.T.) students.

H₂.₂. : There is significant difference in I-A between the rural and urban secondary school scheduled tribe (S.T.) students.

H₂.₃. : There is significant difference in M-A between the rural and urban secondary school scheduled tribe (S.T) students.

H₂.₄. : There is significant difference in the sense of deprivation at home between the rural and urban secondary school scheduled tribe (S.T.) students.

H₂.₅. : There is significant difference in academic motivation between the rural and urban secondary school scheduled tribe (S.T.) students.

H₂.₆. : There is significant difference in attitude to school education between the rural and urban secondary school scheduled tribe (S.T.) students.

H₂.₇. : There is significant difference in locus of control between the rural and urban secondary school schedule tribe (S.T.) students.

H₂.₈. : There is significant difference in academic achievement between the rural and urban secondary school schedule tribe (S.T.) students.
Study of Relationships with Directions of Aggression and the selected variables except Academic Achievement.

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.

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.
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 Directions of Aggression and 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.

\[ H_{4.8} \] : 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.

1.5.0 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.

1.6.0 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 reactions to frustration maintain 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 Extraggession(E-A), Intraggession (I-A) and Imaggression (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.

1.7.0 DEFINITIONS OF 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.

4. **Dweck & Elliott (1967)**: Achievement motivation consists of a varied and complex set of assumptions, assessments, predictions, inferences, values, standards, and affective reactions that may be irrational, inaccurate and contradictory.

5. **Harter & Connell (1984)**: Achievement motivation typically refers to the level of one’s motivation to engage in achievement behaviors, based on the interaction of such parameters as need for achievement, expectancy or success, and the incentive value of success.

**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 – ‘agressio’ 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.

4. **Hilgard, E. R.; Atkinson, R. C. & Atkinson, R. L. (1976)**: Aggression is usually defined as behavior intended to injure another person (either physically or verbally) or to destroy property.

5. **Baron & Richerdson (1994)**: It is a behavior that is intended to harm another individual who does not wish to be harmed.

6. **D. F. Corner (2004)**: Aggression has also been viewed as a heterogeneous concept encompassing a wide variety of behavior.

7. **Dictionary of Education – Oxford University Press (2009)**: Behavior whose primary or sole purpose or function is to injure another person or organism, whether physically or psychologically.

**E. Locus of Control:**

The very concept “Locus of Control” was introduced by U. S. 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. **Mc 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.”

3. **Zimbardo (1985)**: A locus of control orientation is a belief about whether that outcomes of our actions are contingent on what we do (internal control orientation) or on events outside our personal control (external control orientation).

4. **Freud (1993)**: Aggression is an expression of frustration.

5. **Mearns (2006)**: Locus of control refers to an individual belief about what determines their rewards or outcomes in life. Individual’s locus of control can be classified along a spectrum from internal to external.

**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)**: 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 or 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. Frustration:**

1. According to **Freud (1920)**, “Frustration occurred when ever pleasure seeking or pain avoiding behavior was blocked.”
2. **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.

3. According to **Rosenzweig (1944)**, “Frustration occurs wherever the organism meets a more or less instrumental obstacle or obstruction in its route to the satisfaction of the vital needs.”

4. **Harriman (1946)** says frustration is defined as, “the condition of being thwarted in the satisfaction of motive.”

5. **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.

6. **Amsel (1958)** defined, “Frustration as a conceptualization of a hypothetical implicit reaction elicited by non-reward after a number of prior rewards.”

**H. Academic Motivation :**

Academic motivation refers to a concept that is coined by (Entwistle,1958) as one’s determination to succeed in academic studies.

1. **Gresham (1988)** – “Academic motivation is a subtype of the general construct of effectance motivation………………”

2. **Di Perna and Elliott (1999)** – “A person’s desire (as reflected in approach, persistence, and level of interest) regarding academic subjects when competence is judged against a standard of performance or excellence.”

3. **Agbesha (2012)** – “………an internal and external force that is acting on or within a person that directs her / him to engage in a goal –oriented behaviour and maintains that behaviour.”

**1.8.0 : OPERATIONAL DEFINITIONS OF SOME IMPORTANT TERMS**

1. Reactions to frustration are that what the Reactions to Frustration Test (Biswa) 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 (Biswa 2010) measures.

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

5. Students locus of control is that what the I-E Scale (Biswa, 1992) measures.
6. Student’s academic achievement is that what a student scored in her/his school Examination.

7. Rural student is one who resides within the jurisdiction of the Panchayet systems.

8. Urban student is one who resides within the jurisdiction of a municipality/corporation system.

9. Student refers to the individual who is enrolled in class VI or VII (first phase of adolescence) in Bengali-medium secondary school duly recognized by the West Bengal Board of Secondary Education.

10. The term ‘Scheduled tribe’ refers to the individuals who are designated so as per the provisions of the Indian Constitution.

1.9.0: SIGNIFICANCE FOR THE STUDY

Frustration and anger are fundamental emotions that everyone experiences from time to time. Frustration has important part of our development from birth to death and is inevitable in our daily life. Frustration influences the adaptability of adolescents. Adolescents living in both types of environment have their own privileges and handicaps and hence their adaptability varies to some extent according of the environment in which they live.

The adolescent undergoes a continuous process of adjustment. Frustrations are felt more by adolescents. Their personal and social behavior does not developing a vacuum. Adolescence is the period of psychological and social transition between childhood and adulthood. Adolescents struggle with their anxieties, conflicts and confusion. The behavior that are particularly result from the relationship that exists between her/his personal desires, needs or inherit potentialities and existing environmental conditions by which s/he is stimulated. Conflicting situations and frustrations may confront the adolescent almost continuously in her/his growing up process. The need of the individual and the requirements of the society are never identical. But the flexible person is able to resolve the two demands into an acceptable synthesis. The study shows significant difference in the frustration level of students belonging to urban and rural areas. The difference generally is due to social, emotional, cognitive, moral, psychological and economic conditions. A sense of psychological disorder may interrupt even a brilliant career or future. It is observed that one frustrated ward is enough to ruin even to mutilate a whole family. Generally speaking definition can be classified into two categories, i.e. frustration as a state of an organism and frustration as a hypothetical construct. Furthermore, age and education level are also dependent on difficulty in making decisions as a reaction to frustration. So to avoid its bad
effects and consequences students must enhance their self-control and will power. They must shift their focus by engaging themselves in small but demanding activities. Students can also use different exercises or meditation techniques that can help them to stay calm and develop optimistic behavior.

Frustration is one of the most dominating factors influencing the individual behaviour. The frustration may spur individual to greater and better organized efforts, determined to achieve ultimate success and satisfaction. Reaction to Frustration results in various types of reactions according to its intensity and nature of the individual experiencing frustration. The study of frustration and also aggression has always been of special significance as the individuals, family and the community at large clamor for peace, tranquility, harmony, and peace even in the present scenario of our motto for sustainable human growth, development and national prosperity in the light of our constitutional directives. It is also a fact that India is a multi-racial country of which the so-called disadvantaged sector of population popularly called the scheduled castes, scheduled tribes and other backward classes of people. For various reasons and adequate policy exclusions even today the scheduled tribe population is said be deprived. Such deprivation has many dimensions – economic, social, educational, etc – what have been researched upon in examining their effects on life of the scheduled tribe population in India. In this venture, the sociologists, economists, anthropologist, psychologists, educationists have looked the multi-dimensional aspects of effects of such link of deprivation amongst the tribal people of India. Resultantly, their findings have helped a lot in bringing upon positive changes in the life of the scheduled tribes.

In the present venture the investigator has aimed at studying frustration, specially directions of aggression as prime reactions to frustration in the light of Saul Rosenzweig’s conception of frustration among the scheduled tribe secondary school students. He also thinks that the findings of his study may be helpful and beneficial for understanding some personality dynamics of such tribal students for offering counseling services to them so that they may be properly empowered as competent future citizen in all aspects.

Specifically, the present study intends to understand sex difference among the target group in three directions of aggression – extragression, intraggression and imaggression. The findings in this aspect is expected to point out if there be any differential treatments for the secondary school-going scheduled tribe boys and girls in the matter of school level counseling so that they can cope successfully in the frustration situations and to develop and elevated level of their frustration tolerance for growth-oriented positive adjustment patterns.

Secondly, this study has intended to examine if there be any sex differences among
the selected secondary school scheduled tribe students in some other selected variables like academic achievement, sense of deprivation at home, academic motivation, attitude to school and locus of control(external-internal), the findings are expected to be helpful for the teachers, academicians, curriculum designers, etc. alike.

Thirdly, this study also envisages to understand if the rural and the urban secondary school-going scheduled tribe students differ in the directions of aggression, and other selected variables mentioned in the preceding paragraph. The emerged findings may be helpful to the teachers as well as to the school psychologists. This sector of the present investigation has the potential to examine interaction of sex and area of residence in the effects of other variables like directions of aggression, sense of deprivation at home, academic motivation, attitude to school, locus of control and academic achievement which are very important and much significant in frustration research pertaining to the scheduled tribe secondary school students.

Fourthly, this survey research study intends to examine the possible relations of three directions of aggression (extraggression, intraggression and imaggression) with academic achievement, sense of deprivation at home, academic motivation, and attitude to school and locus of control for the secondary school-going scheduled tribe boys and girls. The findings are expected to be of immense important not only to the teachers but also to others including psychologists, counselors, educational administrators, etc.

Fifthly, this research venture would definitely shed further light in the area of tribal research which is still an important and necessary area of social research especially in India till the date, though eventually our national efforts have always been in the matter of inclusive human development for empowering the powerless with the planned execution of several schemes of activities by our national government since independence.

In fine, it is anticipated that the findings of the present survey research, which focuses on the reactions to frustration among the scheduled tribe secondary school children, would add new information and knowledge in the contemporary socio-political scenario of terrorism and rampant killing of peace loving men and women in some national boundaries in almost all the continents equally for the academicians, policy makers, and other concerned persons who believe in peace, tranquility, humane human relationships for integrated, inclusive and sustainable development of the world.