RELATED LITERATURE
If the purpose of research is rediscovery of knowledge through hair splitting analysis and deriving the theme of inferences, then one must say that what is already established should be reviewed in the light of objectives or hypotheses which are under investigation; although the situation in social sciences, as compared to natural sciences, is slightly different because of changing characteristics in human nature.

Research studies in psychology and education have, time and again, established that some of the variables in human personality are subject to change with developmental patterns, environmental interaction and psychological changes within an individual. However, there is agreement that some of the personality characteristics of an individual get stabilized by the time he reaches the stage of maturity of adulthood. Assuming the statement that personality correlates remain stable, unless a major bio-chemical change takes place in an organism, study and impact of frustration on the psychological, social and emotional development of a person has been conducted differently by authors in India and abroad. The present investigator has consolidated a summary review of research studies on frustration and other personality correlates. These summaries have been reproduced in this chapter with a view to consolidate the present investigation keeping in consideration what has already been established.
1. Kundu, Ramnath & Chaudhuri Jayanti R. (1984) - Assessment of frustration reactions, through the Rosenzweig Picture Frustration Study - a review:

Review studies from 1971 to 1982 that examined various aspects of reactions to frustration under S. Rosenzweig's (1944) picture frustration study technique, which features test material consisting of 24 pictures depicting frustrating life situations. The studies are grouped into the following categories:

1. Studies relating to the theoretical foundation;
2. Reliability studies;
3. Validity studies;
4. Studies involving special populations (e.g., handicapped, mentally retarded);
5. Scholastic studies and
6. Personality studies.

2. Dubey, Surendra N. (1983) - Personality correlates of reactions to frustrations among scheduled caste Indians:

Administered adaptations of the Resenweig Picture Frustration Test and High School Personality Questionnaire to 144 scheduled caste and 156 non-scheduled caste (NSC) adolescents and 150 NSC adults (mean ages 15.27 and 20.25 years). Among the SC adolescents, a considerably few personality factors were related to frustration reactions compared to the other groups of Ss. It is concluded that deprivation inhibited the personality development during adolescence.
Bhan K.S. (1984) - Aggression in relation to some cognitive, personality and environmental factors

Area: Jammu. Sample: 2171 students of 8th class (1148 boys, 1023 girls) and 1111 students of 1st year of 3 years' degree course (562 boys and 549 girls).

Methodology - Instruments: Teacher's identifying questionnaire, students' identifying questionnaire, Rosenzweig Picture Frustration Study (Hindi adaptation by Pareek & Rosenzweig), Tandon (1971) Group Test of Intelligence, TAT (adaptation by P. Mehta), K. Ray Chowdhary's (1963) standardized Maslow's security-insecurity inventory, MSL Saxena's adjustment inventory.

Data analysis: Mean, S.D. Point Biserial correlation coefficient. Results: Higher intelligence level, better economic condition of the family, cordial family relationship, better emotional adjustment and adjustment at home and school/college, higher educational and cultural level of the family, and better teacher-pupil relations are all associated with relatively lower levels of aggression. While n-achievement and n-affiliation have a significant positive relationship with aggression only at junior level; n-power and health adjustment are related positively to aggression, both at junior and senior levels. There is no significant difference between aggressiveness and normals as far as social adjustment, peer relationship and security-insecurity goes.
4. **Malaviya, Deepa (1977) - A study of reactions to frustration:**

Administered open ended questionnaires to the following groups of Delhi population. (a) 24 rural and 26 urban 10th grade and intermediate class males and (b) 3 rural and 47 urban females and 12 rural and 40 urban males undergraduate and graduate students. For each of the 26 frustrating situations described in the questionnaires, Ss were asked to indicate both - the way they would actually behave and the way they ought to behave. A multiple choice version of the questionnaire was then administered, followed by the Hindi version of the Maudsley personality inventory. Reaction patterns were characterized as (1) outwardly directed threat oriented (2) outwardly directed problem oriented (ODPO) (3) inwardly directed threat oriented (4) inwardly directed problem oriented (IDPO) (5) passively directed threat oriented and (6) passively directed problem oriented. Results showed that the distribution of all 'actual' reaction patterns except ODPO and all 'ideal' reaction patterns except IDPO are significantly skewed. Adolescents were significantly more aggressive in their reactions to frustration than were adults. Males were significantly more aggressive than females and low-status adult males were significantly more aggressive than higher status adult males. Ss did not differ in aggression as a function of residence or religion. Extrovert individuals do not react in aggressive manner while as aggressive responses are related to neurotic personality.
5. **Barnes, Blanche L. & Pal P.M. (1983) - Patterns of aggression - frustration among neurotic children -**

Forty, 10 to 11 year old, children with behaviour problems - 20 with hysterical (HY) and 20 with psychosomatic (PS) symptoms - were administered the Rosenzweig's Picture Frustration Study. PS Ss manifested intro-punitive tendencies and stronger need-persistence drives than HY Ss, who exhibited extrapunitive, obstacle-dominance and ego-defensive characteristics. Both, PS and HY Ss, had group conformity ratings indicative of pathological adjustment patterns. The PS group also had significantly lower IQ scores than the HY group.

6. **Sharma K.N. (1982) - A study of effects of frustration and anxiety upon originality in a rural male sample:**

Area: Aligarh. Sample: 110 tenth class male students from three rural schools of Aligarh District in 1974. 2x2 factorial design (anxiety, frustration)

Methodology - Instruments: Nairaschaya Mapa (Chauhan and Tiwari), Sinha's Anxiety Scale, Sarjanatmaka Pariksha.

Data analysis: Analysis of variance.

Results: None of the fractions were significant. Neither the low nor high degree of resignation, fixation, regression, aggression and frustration create any effect upon originality whether they function alone or in interaction with anxiety and so does anxiety.
Kundu R & Bhaumik G (1982) - Introversion, extroversion and neuroticism - two outstanding personality correlates of juvenile delinquent boys:

Area: Calcutta. Sample: 30 inmates of Barhampore Borstal School, situated in West Bengal. They were convicted juvenile offenders from middle and lower SES, mean age of 13.5 years, 30 control of the same SES and age, free from previous records of mental abnormality as well as anti-social activities as reported by school authorities and guardians.

Methodology - Instruments: Bengali version of Junior Eysenck Personality Inventory (Kundu 1976).

Data analysis: Mean, S.D., t-test, coefficient of correlation. Results: The delinquent group was significantly higher on extraversion and neuroticism, both. The correlation between these two dimensions were found to be .21 for delinquent and .39 for non-delinquent groups.
8. **Lidhoo M.L. (1933) - Frustration as related to intelligence, value orientation, extraversion and neuroticism - a comparative study of engineers, doctors and university teachers:**

This study was conducted in Srinagar District of J & K State on a sample of 100 engineers, 100 doctors and 100 university teachers within the age range of 30 - 36 years, with at least five years' experience on the job. Women subjects were not included in the study. Following four tools were used for this study: - (i) Rosenzweig's Picture Frustration Test (adult form); (ii) Eysenck's M.P.I. (iii) Tandon's General Mental Ability Test & (iv) Allport-Vernon's and Lindzey's study of values. After administration of these tests data thus obtained was subjected to the following statistical treatment. The test of significance between low and high G.C.R. scores, one way analysis of variance, multiple regression analysis and verimax factor analysis.

Results indicated: (1) engineers and doctors as compared to university teachers have a high level of intelligence (2) university teachers and doctors have a higher tendency towards neuroticism as compared to engineers (3) no difference was found between university teachers, doctors and engineers on extraversion (4) engineers, doctors and university teachers partly differ in their value orientation (5) university teachers compared to doctors and engineers are highly frustrated (6) factors like personality correlates, level of intelligence, value orientation, partly influence Group Conformity Rating (G.C.R.)

Administered the Rosenzweig's Picture Frustration Test on twenty six juvenile delinquents and thirty normal girls matched for age, social class and education. There were significant differences between them on group conformity rating, obstacle dominance and ego-defence.


Area: Delhi. Sample: A-11 the children who were available and who could respond during the month of testing in the two classes of the institute within the age range 4-13 years. Methodology - Instruments: Indian adaptation of Rosenzweig Picture Frustration Study (childrens' form), Raven's coloured Progressive Matrices. Individual Interview Method. Data analysis: Percentages, Mean, S.D., C.R. Results: 35 delinquent children, 33 neglected children in Remand Home and 48 children in small group home are compared. The neglected children in the Remand Home were higher on obstacle dominance (O-D) in comparison to the delinquent children, but on other parameters they were alike. The children from small group home were higher on extrapunitive-ness. The most remarkable difference between the delinquent and the neglected group (SGH) is in respect of ego-defence (E-D). In respect of need-persistence, the delinquent group is much higher than the neglected group.

**Effect of conflict, anxiety and frustration on adjustment** -

Area: Raipur. Sample: 50 male students of XI class. Methodology - Instrument: Asthana's Adjustment Inventory, Homa's (1971) Conflict Scale, Sinha's Anxiety Scale and Chauhan & Tiwari's (1972) Frustration Scale. Data Analysis: Mean and t-test. Results: It was found that conflict, anxiety and frustration significantly affected adjustment. The subjects with higher degree of conflict, anxiety and frustration showed significantly poorer adjustment.

12. **Brunner, Reinhard - (1985) Frustration, Optimum Frustration & Education** -

Explores whether the concept of optimum frustration is relevant to the question of education Vs anti-education. Theories addressing the problems of frustration and optimum frustration are evaluated and the theory of anti-education is discussed. Anthropological aspects of frustration and optimum frustration are described, and it is suggested that these aspects are reflected in present sociological conditions. The possible effects of frustration on education are noted.
13. **Muthayya, B.C. (1964) - Frustration - reaction and achievement motive of high achievers and low achievers in the scholastic field**:

Area: Madras. Sample: 60 adolescent boys aged 12 to 17, studying in IX, X, XI in English Medium School. Half the boys were high achievers and half low achievers (on the basis of school marks). Methodology - Instruments: Madras Picture Frustration Study devised by the author. To measure achievement motive, Murray's TAT cards 7 BM and 8 BM were used. Data Analysis: Mean, S.D., t-test.

Results: Extra punitive and impunitive reactions to frustration were predominant among high achievers and low achievers respectively. Mean differences in the two groups were significant ( .01 level ) only in the impunitive reaction. With regard to type of reaction O-D and N-P were characteristics of high achievers, whereas E-D is predominant among low achievers. Mean difference was significant only in E-D response. High achievers and low achievers differed significantly ( .01 level ) in their n-achievement score. High achievers had a higher n-achievement score than low achievers.
Uniyal, M.P. & Bisht, A.R. (1980) - School climate and reaction to frustration

Area: Kumaun. Sample: Two schools out of six were selected for highly satisfactory school climate and highly dissatisfactory school climate by means of cluster sampling. 100 students (50 each school) of age 14 plus and class X matched on age, achievement and socio-economic status. Methodology - Instruments:

For the measurement of school climate the investigators developed two scales. For the measurement of frustration reaction to school situation Sharma's (1975) School Situation Reactions to Frustration was administered. Data Analysis: Mean, S.D. and t-test analysis. Results: School climate definitely affects reactions to frustration. Students develop personality characteristics in a good college environment. And these characteristics help them to face frustration in a meaningful manner.
Fagen, Stanley A (1984) - Integrating Frustration Management into the language arts/reading curriculum -

Presents a model that demonstrates that management of frustration can be taught without sacrificing traditional academic code. The model includes two specific instructional objectives: (i) to develop knowledge and skill in accepting the experience of frustration; (ii) to develop the knowledge and skill in coping with the experience of frustration. It is suggested that one promising approach promoting a social-emotional goal such as frustration manipulation is to integrate instruction into the regular school system programme studies; by spotlighting compatible areas of instruction it becomes possible to achieve multiple or converging objectives with the same lessons. An illustration is presented of a primary language, arts/reading curriculum that was modified to promote the "acceptance of frustration" and "coping with frustration". Guidelines are given for conducting lessons focusing on accepting and coping with frustration.

Analysed the types of verbal responses to frustrating situations from the picture frustration test. Attention is drawn to differences that lead to the development of a new criterion of group conformity rating. Results from 212, 18 to 19 year secondary school Slovaksians are presented.

17. **Rauchfleisch, Udo (1981)** - Age and sex-related changes in the reaction to frustration in children and adolescents - Results of an investigation with the Rosenzweig Picture Frustration Test:

Administered Rosenzweig Picture Frustration Test (RPFT) to 950 normal 7-14 year old Ss. No significant sex differences were found in the reaction to frustration; however, age groups did vary in their reactions. Observed in the developmental process were a reduction of openly expressed aggression, an increase of conformity in social behaviour and a differentiation of the super-ego functions. Older Ss were better able to deal with people representing authority than were younger Ss. RPFT results from a control group of behaviourally disturbed children revealed that this group was handicapped in its ability to handle conflicts adequately. In comparison to normal Ss, the behaviourally disturbed Ss were more dependent upon their respective significant other. This finding is viewed to be the result of early pathological object relations.
18. Ravi, Shulamith (1980) - The influence of genetics, age and training on the reaction to frustration in sport-gifted children -

Administered the Rosenzweig Picture Frustration Study to 44, 9 to 12 year old sport-gifted (SG) children and 45 control Ss to test the influence of genetics, age and physical training on the reactions to frustration. Ss were tested twice within 2-year interval. Specific reaction patterns were found to characterize S.G. Ss (detailed in S. Ravi and E. Geron, 1978). After 2 years of intensive sports activity SG Ss (i) increased in aggressive reaction (ii) increased in 'ego defence' reactions, (iii) reduced in conformity reactions and (iv) remained stable in 'self-incrimination' reactions. In the 2nd testing, both groups were characterized as having increased in 'need-persistence' reactions and reduced in 'obstacle-dominance' reactions. It is concluded that these changes were related to the developmental stage of the Ss.

Hypothesized that the large variance in low achiever's self-portraits may be related to frustration and symbolic acting out. 29 low achievers in reading and mathematics were given the "Describe Your School Inventory". Low achievers were pupils scoring below the median score of 80 on 12 mathematics and 15 reading assignments over a 12 week period. Ss below that median drew pictures that were taller than pictures drawn by Ss above the median score. It is concluded that frustration must be considered when using height of drawing to analyze low achiever's self-portraits.

20. **Grover, Paul & Tessier, Kenneth E. (1978)** - *Diagnosis and treatment of academic frustration syndrome*

Compared a random sample of 48 medical students with 7 who were unable to cope with unanticipated academic frustration. Three instruments were used to define the parameters of academic frustration syndrome. Survey of study habits and attitudes, academic anxiety test and the Rotter internal-external locus of control scale. The non-coping students demonstrated higher levels of debilitating anxiety and lower levels of facilitating anxiety, while their perceptions of locus of control tended to be more extreme. No difference was found in study habits and attitudes. Techniques of attribution therapy and desensitization in the counselling of these students proved to be effective in improving coping behaviour in 6 cases.

Collected by means of J.R. Nuttin's motivational induction method, the intentions, plans, and goals of 71 frustrated Rwandan Ss (those not admitted to the University) and compared them with those of 47 (non-frustrated Rwandan Ss admitted to the University) regarding extension of their future time perspective (FTP). As hypothesized FTP of frustrated Ss was more restricted than that of non-frustrated Ss (the mean extension score, in number of years, and the proportion of number of references to the near future to the number of references to the distant future). No difference was found before the occurrence of the frustrating situation. An additional analysis based on subjective frustration demonstrated that a significant relationship existed between intensity of experienced frustration and extension of F.T.P.
22. Caprara, Gian V (1982) - A comparison of the frustration - aggression and emotional susceptibility hypothesis -

Tested the prediction that there would be significant differences in the number of intensity of shocks delivered to a confederate by highly and less emotional Ss after a frustrating experience. Level of emotionality was assessed in 200, 20 to 30 year old Ss with a 30-item Likert-type Scale. Results support the prediction that the highly emotional Ss gave more shocks to the confederate after frustration than did the less emotional Ss. This was true, however, only for males.

23. Rudica, Tiberiu (1981) - The phenomenon of frustration between normal and pathological -

Observed that an adult's reaction to stress can be either positive, will prompt further personality development, or negative, will eliminate socioprofessional integration. These reactions, be traced to the mother-child relationship during the 1st 6-7 years of the child's life, are significant from the adults adequate training in daily life. Adult frustration is triggered by a situation between professional and personal goals and inherent in any form of emotional egocentrism that makes individual unable to recognize the needs of others.
Studied frustration, sex of Ss, and irritability (a personality construct) as factors influencing the aggressive behaviour of Ss in same-sex dyads. 100 high and 100 low-irritable 20-30 year old Ss were given the opportunity to deliver electric shocks to an experimental confederate, half after experiencing frustration, half without such experience. ANOVA showed that under conditions of frustration, high-irritable Ss behaved more aggressively than low-irritable Ss; female Ss were less aggressive than male. Non-frustrated high-irritable Ss were not more aggressive than those less irritable. Females not victims of frustration were more aggressive than males in the same condition. Findings are discussed in terms of the importance of a personalogical approach in the experimental study of aggression.
On a perusal of literature based on studies published in various journals, the investigator found that a good number thereof was relevant for the proposed investigation. Study of frustration, it was revealed, has mainly been conducted in relation to scholastic achievement, school adjustment and vocational adjustment. Studies in India have been conducted around frustration and personality correlates which include level of adjustment, degree of neuroticism and deviency trends. Some of the studies, however, have also incorporated extraversion/introversion and such other related factors. The survey of literature has provided a good insight into the problem which is under investigation. Accordingly, the investigator has formulated the research design of the present investigation in the light of studies which have been discussed herein. The design is discussed in Chapter III.