CHAPTER II

CONCEPTUAL FRAMEWORK
Chapter No. 2

CONCEPTUAL FRAMEWORK

2.1 Introduction:

The problem conceived for investigation was "A study of the extent and the patterns of reactions to frustration and professional adjustment of secondary school teachers." In preceding chapter operational definitions of the different terms have been given in brief but for some concepts they seem not to be sufficient and it is felt that they should be explained more clearly. Therefore, the investigator has attempted to explain them in a clear cut manner in the present chapter. Conceptual framework occupies a very significant place in the body of research because if concepts are once well understood the remaining part of the investigation becomes easily approachable and they help in gaining foresight for further work. The concepts under discussion are - frustration, different patterns of frustration viz. aggression, regression fixation, resignation, rationalization and projection, adjustment and some other terms related to them. Following is the full detail of the concepts taken one by one.

2.2 Frustration - Its nature and occurrence:

It is difficult for any one of us to engage in activities without meeting an opposing force of one kind or another. The interests of other people, rules and regulations, social codes,
unfulfilled desires, goals beyond achievement and competitive situations are some of the social and individual factors that cause mental and emotional disturbance.

When an individual is blocked in his pursuit of a goal frustration results

Individual → Interference → Denied goal → Frustration

When an individual is motivated to reach a particular objective or goal, but in so doing has his course of action temporarily or permanently blocked, he experiences an emotional reaction known as frustration.

The intensity of frustration varies with the need or desire, and the duration of the blocking of the drive. A hungry person will experience greater frustration if denied available food than will a person who has eaten recently. A continuation of the denial of goal is likely to increase the frustration experience. The person who fails to secure the type of employment, he seeks, experiences frustration, likewise, the employee who tries but can not attain advancement in his establishment develops internal tension of frustration.

In general, a frustration can be defined as an unsatisfied need or desire. Throughout his life an individual encounters many frustrating situations. Some of the frustrations are relatively mild and can be overcome easily, others may be so serious or seem so to the individual that he comes to believe that there can be no satisfying way out of the difficulty (Crow 74).
A frustration is the condition of being thwarted in the satisfaction of a motive. The thwarting may be largely the result of external (environmental) conditions or it may be internal, arising primarily out of the mental and emotional state of the individual. External frustrations are inevitable, for there are always, certain factors in a person's situation which keep him away from achieving fully the desires which he has.

In considering the phenomenon of frustration it is important always to think in terms of degree. It is obviously impossible to divide people into two groups, those who are frustrated and those who are not, for, all are frustrated to some extent. Some of our needs are more insistent than others, and the strength of a specific need varies from person to person. The frustration of an important need results in more serious consequences than the frustration of a minor need. (Carroll 61).

Frustration is defined as a state arising from a motivated ongoing behaviour or behaviour potentially which is blocked or thwarted (Edward p.282).

Study of frustration is an elaboration of the study of motivation. Since it is concerned with the behaviour resulting from failure to satisfy a motive. Organisms are motivated to solve a problem or to reach an incentive or goal object. If the problem situation is an uncomplicated one, the organism when aroused, unfolds a behaviour sequence previously acquired
and attains the goal object. If the organism is in a relatively new situation for which it has no appropriate response immediately available trial behaviour occurs and the organism usually changes upon the adequate response. If in either of these situations, blocking or interference with goal diverted behaviour occurs, these are conditions which may produce frustration.

It is observed that after blocking, the behaviour of the organism deviates from or is not the same as the behaviour which occurred when no blocking took place. This deviant behaviour, deviant compared with that in a non-blocking situation, is what is called frustrated behaviour. To define, frustration in terms of the operations by which it is measured one has to correlate both the stimulus manipulation and the response measurements. Consequently, one must define frustration, as that which leads to the deviant behaviour which is observed as a result of the blocking of or interference with a goal directed behaviour sequence. Thus, frustration is another logical construct when goal-directed behaviour is blocked and when such blocking results in deviant response, one infers a state which is called frustration (Underwood 49).

Shaffer regards frustration as involving a situation in which accustomed reactions fail to bring satisfaction, thus situations to which one can readily adjust are not thought of a frustrating (Shaffer 1936, p.117). Finally, there is the viewpoint that frustration occurs only in those situations in which the individual is actively striving to reach a goal that is important and attainable. Interference with this striving
is interpreted as frustration (Lawson & Marks 58).

Maier clearly distinguishes in his work, between a frustrating situation and a frustrated organism (Yates 62). It is important to note that whether or not an animal is frustrated can not be deduced from either the experimental situation as such or from the existence of a stereotype. According to Maier the essential components of a frustrating situation are -

(a) That the animal be faced with an insoluble problem.
(b) That a response to the problem be imperative i.e., (the animal is not permitted to escape or leave the field in any other way).
(c) The animal be highly motivated to respond.

Maier's definition of a frustrating situation is important because it is very clear cut, relatively restrictive and would lead him to reject as frustrating many situations which are commonly regarded as such. When escape or the choosing of substitute goals is prevented the situation becomes more stressful and frustration may be made a more likely condition.

Maslow (1943) indicated that the presence of barriers which produced a deprivation condition which threatens the possibility of the individual, are those which are typically conceived to be frustrating, while those barriers which result in a deprivation condition which is unimportant to the organism do not.
 Definitions of Frustration:

The term frustration has been defined in different ways by different psychologists. According to Freud (20), "Frustration occurred whenever pleasure seeking or pain avoiding behaviour was blocked." Generally speaking, the definition of frustration can be classified into two categories, viz., frustration as a state of an organism and frustration as a hypothetical construct. Most of them, however, agree in emphasizing the role of interference in goal response in producing frustration. The following are the typical definitions in this regard. "As that condition which exists when goal response suffers interference." (Sears 46), "the blocking or interference of the satisfaction of an aroused need through some barrier or obstruction" (Symond 46), "the blocking of drive evoked behaviour" (Davitz 42), "the interference with goal directed behaviour or more simply, blocking or preventing a person from achieving the things he desires" (Angelino 51), "Blocking of motivated action" (Murphy 64), "the blocking or thwarting of goal attainment" (Kretch and Crutchfield 65), "not getting what one desires or interference with a wish or with a gratification" (Maslow 41) and "by a frustrating situation will be meant any situation in which an obstacle physical, social or conceptual, personal or environmental prevents the satisfaction of a desire" (Barker 41). According to Lewin (41), "frustration refers, in a vague way to a multitude of different settings rather than to one conceptually definable type of situation." Maier (49) defines frustration
as, "a change when the condition of the organism and through it a different set of behaviour mechanisms is put into operation."

On the other hand Amsel (62) defines frustration as "a conceptualization of a hypothetical, implicit reaction elicited by non reward after a number of prior rewards." Brown and Farber (51) outlined an approach in which frustration was treated as a hypothetical construct." Thus it is seen that most of the psychologists have laid emphasis upon the interference in the goal directed activity of the person. The topological psychologists (Barker, Dembo and Lewin 41) define frustration, "as a state of emotional tension resulting from the opposition of forces acting upon the person." Carroll (59) gives his idea for frustration, "In his quest for achievement, the individual will at times be successful, and at other times unsuccessful. From birth or for that matter, from conception untill death, he is in constant struggle with his environment. When he masters certain segments of it, he experiences a deep sense of satisfaction. When he is defeated by certain segments of it, he experiences a feeling of frustration."

2.2.2. Some Other aspects of Frustration :

(a) Subjective & Objective Frustration : Frustration applies to the blocking or hinderance of behaviour as well as motivation or mental activity. An acceptable definition of frustration should be predicted on a clear distinction between subjective and objective frustration. To be frustrated is not the same
thing as to feel frustrated. The subjective feeling of frustration is more important to adjustment and is manifested unmistakably in the external signs of frustration. The mere blocking of motivation, behaviour or mental activity is certainly a kind of frustration, but if the person does not react subjectively (emotionally) to the blocking, it has little psychological meaning, especially where adjustment is concerned.

In the light of these considerations frustration may be defined as the subjective reaction to the blocking or hindrance of significant behaviour or motivation that leads to interference with adequate and effective adjustment. (Snygg & Combs 49).

(b) External-impersonal and internal and personal: Impersonal frustrations are those originating in some aspects of the environment or cultural setting. They include privations, such as poverty, lack of cultural or recreational advantages, absence of playmates and inadequate funds for education, also included are deprivations such as the sudden loss of wealth or social position, the breakdown of one’s means of transportation or the death of parents on whom one is dependent, further more there are obstructions, such as parental restrictions, social conventions and moral laws that stand in the way of personal gratification.

Internal or personal frustrations generally affect adjustment more than those externally determined. Since the significance of frustration increases in proportion to the degree of subjective reaction to frustrating conditions it
may be expected that personal privations, deprivations or barriers will have a more direct and damaging effect on adjustment than those that are impersonal. Poverty, for example, can be very frustrating when one wants an education, position or power, however, it will seldom exert as much influence, on adjustment as bodily deformity, lack of intelligence or sudden loss of sight.

(c) Frustration as inevitable: It is universally accepted that frustrations have always been inevitable in human life. Unless an individual is motivated he can not be frustrated (Karn and Weitz 55).

Severe frustrations concerning the gratification of primary biological needs have become relatively rare in modern civilization but the complicated frustrations of 'acquired desires and emotional needs (Ruch 58) have become even more common than they were in the earlier times'.

In the modern age the needs have multiplied and there is competition in every field. Every body is trying to supersede the other in education, position, prestige, money and so on. The fulfilment of greater number of needs would require greater efforts and ability which cause more barriers, consequently more frustrations.

Its inevitability also consists in the factor that frustration is closely related with the problem of 'adjustment, change, personality development and growth'. (Karn and Weitz 55)
In this way it can be said that frustration is never ending process of dealing with ever arising newer human-adjustments. In other words, because of organic growth and changing external conditions, frustration has become an integral part of life and therefore inevitable for all living beings.

(d) Frustration as Constructive: Besides its inevitability frustration is a phenomenon of a great consequence to human happiness. Many psychologists like Freud (33), Sanford (61), Wright (37) and many other psychologists have pointed out the importance of frustration towards constructive side. Ruch (58) says, for example, "in spite of the unpleasant nature of the stress that accompanies frustration, it has real survival value, for it greatly strengthens the individual's motivation to overcome the obstacle". The frustration may spur an individual to greater and more well organized efforts, determined to achieve ultimate success and satisfaction. As Wright (37) says, "It may increase the strength of the motive and do redouble the efforts to go ahead with the blocked line of activity." Many of the outstanding achievements in human social and individual history have sprung out of deeply frustrating situations or backgrounds.

(e) Frustration as root of all behavior disorders: Frustration studies have been particularly useful in connection with personality studies and behavior disorders. Gardner Murphy has pointed out the effects of frustration in moulding personality. According to him, "profound frustration is characteristic of modern man, woman and child - so characteristic that the
sociologists and psychologists take it for granted and attributed to it much of the neuroses and psychoses that characterize society today (Murphy 47).

Whether frustration plays a 'constructive' or 'distructive' role in life depends upon the way an individual reacts to frustrating situation. The type of reaction to frustration has an 'important bearing on the general comfort and effectiveness (Sanford 61) with which one lives.' Constructive and 'distructive' refer to adaptive and maladaptive reactions to frustration.

Different individuals show marked differences in the degree to which they are able to tolerate frustrating circumstances. Wide variations also appear in the same individual at different times and under different kinds of stress.

2.2.3 Theories of Frustration:

Different psychologists have given different theories of frustration. Some of them have been given below.

(a) Rosenzweig's Frustration Theory: Rosenzweig's frustration theory which appeared in 1938 consisted of three major points. First, there was a very global definition of frustration conceived as the "occurrence of an obstacle that prevented the satisfaction of a need." The term 'need' was used as more or less equivalent with the broad concept of motivation. Second, and perhaps the best known feature of this theory was the classification of types of reactions to frustration. His concepts, "extra punitive", "intrapunitive"
and "impunitive" come under the direction of aggression and "obstacle dominance", 'ego defence' and 'need persistence' come under the type of aggression. The third was the 'frustration tolerance' which means, 'the capacity of the individual to withstand frustration without resorting to inadequate modes of responses (Rasonzweig 65). He asserted that frustration tolerance tends to increase with age and also there is some sort of 'optimum' amount of frustration that an individual should experience at a particular developmental level in order to attain maximum frustration tolerance."

Rosenzweig considers that three classes of situations i.e. privation, deprivation and conflict give rise to six types of frustrations -

i) general - Ve exogenous frustration or external privation
ii) general - Ve endogenous frustration or internal privation
iii) specific - Ve exogenous frustration or external deprivation
iv) specific - Ve endogenous frustration or internal deprivation
v) + Ve exogenous frustration or external conflict
vi) + Ve endogenous frustration or internal conflict.

According to Rosenzweig, frustration is defined as "occurring whenever the organism meets a more or less unsurmountable obstacle or obstruction in its route to the satisfaction of any vital need."
(b) **Frustration-Aggression Theory**: The second major theory developed during this period by a group of social scientists working at Yale's Institute of Human Relations, is frustration aggression hypothesis, which stemmed from the work of different psychologists, particularly from Me Dougal (23) and Freud (20). The systematic presentation of the thesis by Dollard et all (39) has evolved frustration - aggression hypothesis involving two basic assumptions:

1) "Aggression is always a consequence of frustration"

2) "the occurrence of aggressive behaviour always presupposes the existence of frustration" (Dollard 44). Dollard et al, defined frustration in two separate ways. The dependent definition of frustration is "an interference with the occurrence of an instigated goal response at its proper time in the behaviour sequence." (Dollard 44) and independent definition of frustration is "that condition which exists when a goal response suffers interference" (Dollard 44). All the more, the term aggression is also defined in two ways. The dependent definition states that aggression is "that response which follows frustration, reduces, only the secondary, frustration - produced instigation and leaves the strength of the original instigation unaffected" (Dollard 44). The independent definition is given as; "Aggression is an act whose goal response is injury to an organism" (Dollard 44). Dollard et al (44) have shown four factors affecting the strength of instigation to aggression -
(i) "The strength of instigation to aggression will vary
directly with the strength of instigation to the
frustrated response."

(ii) "The strength of instigation to aggression will vary
directly with the degree of interference with the
frustrated response."

(iii) "The strength of instigation to aggression will vary
directly with the number of frustrated response sequences."

(iv) "The strength of instigation to aggression will vary
directly with the number of responses which are extin-
guished through non-reinforcement as frustration
persists."

Frustration-Aggression Hypothesis has been criticised on the
points that aggression is the resultant of so many factors and
it has not taken into account the cognitive factors (Pastore 50).

(c) Frustration Regression Theory: The second most important
study to find the effects of frustration of the behaviour of
young children in a controlled play situation has been done by
Barke, Dembo and Lewin (1911), who have shown, 'regression' as
an outcome of frustration. To them regression is a 'primitivi-
zation of behaviour', a 'going back' to a less mature state
which the individual has already outgrown. This is based upon
Lewin's theory of stages of development in young children. It
is stressed that the regressive behaviour may not be necessarily
identical with any particular kind of behaviour manifested by
the individual at an earlier stage of development.
According to them the development can be assessed through a number of features:

(i) Variety in behaviour  
(ii) Organization in the variety of behaviour  
(iii) Extension of the life-space  
(iv) Increase in the interdependence of behaviour and 
(v) Increase in the realism of the child's behaviour.

The increasing variety of behaviour is indicative of the degree of differentiation of the person. The change in the type of organization, as the child develops, contains a series of levels of control, which can be exemplified in diverse aspects, such as, motor behaviour, language and play.

The extension of life-space indicates the differentiation of the psychological world and formation of time perspective. Regression can be shown by a decrease in organization of behavioural unit of action, a decrease in the areas of interest and activity and decrease in realism.

(d) Maier's Fixation Theory: In sharp contrast to the consideration of aggressive and regressive responses as produced by frustration, Maier has proposed still another—that of fixation. It is Maier's basis thesis that frustration results in a stereotyping of an organism's response. Stereotype, or fixation, as it has been more frequently termed, is used by the author to designate an extremely persistent type of response. Because such persistency seems to be much greater under the frustration situations than found in typical learning situations, Maier (49) believes that such behaviour cannot be explained by using learning principles. Therefore, a dichotomy between
the operation of frustration and motivation is proposed.

To reiterate the point made earlier, Maier's basic position is that in frustration-instigated behaviour, there is no goal orientation, and that the behaviour is a terminal response rather than a means to an end.

Separate and distinct from frustration produced behaviour is behaviour related to motivation. Motivation as used by Maier, characterizes the process by which the expression of behaviour is determined or its future expression is influenced by consequences to which such behaviour leads. Maier points out that an examination of the behaviour properties associated with frustration reveals that they are quite different from those in motivated problem-solving and learning.

2.2.4 Varieties of Reactions to Frustration

In addition to the major theoretical explanations mentioned above some other discussions have stemmed on the theoretical issues of frustration.

Reactions to frustrations are defined by many psychologists in terms of 'defence-mechanism', the mechanisms or the means used by the individuals to 'defend the integrity of the ego', as defined in psychological literature.

Frustrating situations are threatening to the individual. Defence mechanisms are the methods used by the subjects to protect himself against threat. Kretch and Crutchfield (62) have suggested two types of reactions to frustration (a) adaptive and
(b) maladaptive. Related to this is the experimental evidence of Wright (37) and child. They found that under some conditions the presence of a barrier to a goal enhances the attractiveness of the goal and hence intensifies the individual's efforts. Adaptive reactions to frustration also lead to the re-organization of perception of problem. Such reactions to frustration lead to insight and are of great significance for the understanding of social behaviour. Another adaptive reaction to frustration is the 'discovery and acceptance of alternative goals which serve as satisfactory substitute for the original goal."

Many other psychologists have defined special adaptive techniques as reaction to frustration. Yet another classification that has been put forward by Underwood (49) is as follows -

(a) aggression (b) withdrawal (physical and psychological). He has discussed three types of withdrawal - regression, apathy and repression (c) Fixation (d) Miscellaneous - Rationalization and bulldozing response. Stafford and Hsii (48) found five types of responses to frustration in an experimental study on human adults - (a) Rationalization (b) withdrawing (c) Neurotic depression and (d) normal depression. Maier (49) prefers to classify the reactions into following categories: (a) aggression (fighting, hostility, non-cooperation, (b) regression (bed wetting, dependency, stammering, nail biting) (c) fixation (rigidity, ritual behaviour, compulsive symptoms), (d) resignation (desirable escape, low motivation, withdrawal). Karn and Weitz (55) defines the reactions as (a) aggression
(displaced and self directed), (b) regression, (c) fantasy, (d) rationalization, (e) projection, (f) identification, (g) compensation, (h) reaction formation, (i) drinking, (j) ailments, (k) direct action.

2.2.5 Other Reactions to Frustration

Since frustration always constitutes an interruption in a person's ongoing motivated behaviour, it follows that frustration leaves one in a state of unreduced tension. Indeed, the strength of the original tension is often increased. Therefore, the universal reaction to frustration is to look around immediately for some way to ease this tension (Rogers 57).

The ideal way to reduce the tension of frustration is what may be called the problem-solving approach: the individual faced with a frustrating situation, analyses the barrier to the satisfaction of his needs, and then takes steps to overcome these obstacles. Such a straightforward attack on the source of difficulty is an ideal approach to frustration.

Every one experiences thwarting in some form or other and as a consequence suffers frustration. The individuals learn to respond to frustration in various ways. These ways of responding become routinized through being reinforced and repeated. When they have become well established habit patterns they are called mechanisms. They are simply learned ways of responding to the total situation of drives, motives, frustration and conflicts and opportunities for adjustment. Since none of us are capable of satisfying all our motives or
solving all our problems directly, we learn to solve some of them
deviously or indirectly. Direct methods of satisfying our
motives differ from the indirect ways, in that, some of the
behaviour mechanisms which result from indirect problem solution
are discussed below.

(a) Aggression:

Everyone is frustrated time to time and is bound to feel
aggression as the result of this frustration. Dollard et al (39)
maintain that aggressive impulses inevitably start from
frustration. Aggression toward objects that are frustrating is
normal and usual (James and Charles 64).

A typical reaction to frustration is to attack directly
the frustrating object. Much, if not most, aggression engaged
in by people is direct. Direct aggression is so frequently not
rewarded or is actually punished that indirect means for the
expression of aggressive tendencies have to be discovered. The
child typically relieves his tensions caused by frustration on
objects in the environment that are not in and of themselves
threatening to him. The child who is frustrated by his teacher
in the classroom may behave aggressively, not toward the teacher,
but toward a playmate on the school ground. The teacher who is
thwarted by his principal may direct his aggressive behaviour
towards the children in the class or the teacher frustrated by
a quarrel with his spouse may vent his aggressive feelings on
another teacher or on a particular student. Aggression in the
classroom is frequently exhibited by failure of students to
follow prescribed routines, noisy disturbance or other teacher-
annoying behaviour.
Repression may be considered as a fundamental defence mechanism, the cornerstone mechanism to many of the others because it comes into play so very early in life and because it influences or causes some of the other ego defenses to be brought into play. In fact, Freud, in his 'An Autobiographical Study', stated, 'The theory of repression become the foundation stone of our understanding of the neuroses'. And further on, 'It is possible to take repression as a centre and to bring all the elements of psychoanalytic theory in relation with it'.

Basically repression means to hold back, to prevent from acting, to exclude, or to block. The unique characteristic of the Freudian definition is that all of these things are done without the knowledge in the conscious sense, of the personality. If they are done with the knowledge of the conscious mind, then we may call that suppression, (Bischof, p.60-64).

Repression has two factors:

1. Content coming up from the id for the first time, not having been previously in the conscious mind and gone back into the id level, is named primal repression. By this process certain inborn impulses to act via the pleasure principle are denied first entry into the conscious mind. That is not to say that they are permanently kept out. At this moment in the present consideration of repression they are denied entry.
(ii) Primary repression is the denial of a re-entry of some past experience into the conscious mind, especially if the past experience would cause emotional pain.

(c) Regression:

To regress is to go back to a previous state of consciousness. Whereas in the discussion of repression one could repress something which had not existed previously in experience, it is only possible to regress to what has already been experienced. Man cannot return to some place he has never been.

Regression is manifestation of the repetition compulsion. The human personality is again inclined to repeat an activity which was once successful or at least pleasant. Since it is a compulsion type of repetition (reasoning plays no part in a compulsion) the activity repeated may in no way solve the present problem and may even worsen it. Usually the regressive form of behaviour does not recreate the entire past experience but only portions of it which reinforce the entire episode. When a personality is frustrated and regresses to an infantile form of behaviour, such as pouting, sucking on objects (oral erogenous, pleasure zone) or hitting, he does not also dress, talk or deport himself completely as a baby. Usually only vestiges of the earlier form of behaviour are recreated.

(d) Fixation:

Fixation is much like the egodefence mechanism of regression except that the individual who employs this egodefence-
mechanism does not necessarily go back (regress) to an earlier form of pleasant behaviour in order to relieve the present emotional problem. One may fixate or remain at a current pleasurable activity whether or not it solves any problem in the future. The feeling is this one: I like doing this, I do it well, it makes me feel good when I do it, and therefore, why change? To the fixated individual, flexibility leads only to unknown paths, and the unknown may make challenges which cannot be met.

In the usual Freudian sense, the mechanism of fixation describes the holding on to a past idea which was at one time successful in solving emotional problems, consequently, the term is closely allied to regression. One regresses by returning to fixated point.

(e) Projection:

The word projection receives a great deal of play in the psychological literature. Much of the intent of the word springs from Freud's introduction of it as an ego defense mechanism. Projection means the protection of one's own ego from feelings of guilt by casting them toward another individual and unwillingly blaming him for the very faults that one has himself. One projects one's anxiety-producing thoughts onto some other person, thereby not having to defend one's own thoughts. Thus when the penurious person accuses the world of being stingy, he has unconsciously projected his own feeling of being light fisted onto all the world, thereby making his own efforts to save a comparatively laudable endeavour. Another
example of projection is called, "comparing the irregular adjective." "I am thrifty, you are tightfisted, he is stingy." "I am brave, you take chances, he is foolhardy." or "I like to relax from studying now and then, you have not been very busy lately, he is going to flunk out of the school if he spends all of his time in the students union." These closely approach the mechanics of projection.

(f) **Rationalization**

Rationalization is the giving of socially acceptable reasons for one's behaviour. People frequently find that the responses that they make, can be interpreted as appropriate for more than one motive. A person finds that the real motive for performing a particular act would not be acceptable. The individual who lose prestige and also lose self-respect if his behaviour were believed to be instigated by a particular motive. When this happens the individual tends to deceive himself and attempts to deceive others by ascribing his behaviour to some more culturally acceptable motive. This allows him to maintain his self-respect because it can not logically be proved, in most situations, that a person's motives were other than the most socially acceptable ones.

A popular form of rationalization has been termed sour groups. The student is overheard to say that he does not want to be an 'A' student because students who get good grades in school do so at the expense of attaining a really social education. The poor reader may insist that only sissies enjoy literature. The frail boy may assert that all football
players are stupid. The belief that brilliant children are physically inferior, that slow learners remember longer and that beautiful girls are stupid, are rationalizations of the sour grapes variety.

The reverse of the sour-grapes mechanism has been called the sweet lemon. This is a way of indicating that one's current situation is more desirable than any other. The person who insists that his recently purchased automobile is the best for him really may be hiding the fact that he does not like it. It would reflect on his own good adjustment to admit having made an unwise decision.

(g) Withdrawal:

Some people learn to adjust to social situations through withdrawal. Such a habit of adjustment is probably learned in the same manner that other social responses are learned. The individual has found this kind of behaviour rewarding. Withdrawing is a relatively easy response to make. It probably requires less effort than aggressive behaviour and is rather immediately rewarding. Withdrawal can act as a kind of insurance against social failure. If one does not try, he can not fail, and it is better never to have tried at all than to have tried and failed as far as the individual involved is concerned.

One solution to frustration is simply to withdraw, retreating from the frustrating situation. The individual may attempt to forget his difficulties and resign himself to the fact that his goal can not be achieved. Under such circumstances
the problem still remains a problem for the individual, but may be manifested in the form of behavior apparently unrelated either to the goal or to the source of frustration. Resignation is also a type of withdrawal reaction.

2.3 Adjustment:

Adjustment is not an easy term to define, partly because it has many meanings, partly because the criteria for evaluating adjustment have not been clearly defined, and partly because adjustment and its contrary - maladjustment have common boundaries which tend to blur the distinctions between them. Yet it can be said very simply that adjustment is defined by how well one gets along with oneself and with others.

From the biological standpoint all modes of responses direct or indirect, adequate or inadequate are adaptive in nature. They represent the best of which the organism is capable under the total existing conditions. Presumably an attempt is being made in every case to preserve integrated functioning by the restoration of equilibrium (Rosenzweig 44).

The notion of adjustment as self-maintenance or survival is applicable to physical well being but not to the adjustment in the psychological sense. Nor can we accept such oversimplified definitions as "satisfactory relation of an organism to its environment" or "Adaptation to the demands of reality".

In defining adjustment individual differences can not be ignored. Brilliant children do not correspond to the 'normal' pattern either in capacity or in behavior yet they can not be
labelled as being maladjusted. Quite often social and cultural standards are too rigid for intelligent conformity.

From the strictly psychological point of view, adjustment means many things, such as need gratification, skill in dealing with frustrations and conflicts, peace of mind or even the formation of symptoms. It means learning how to get along successfully with other people and how to meet the demands of the profession. Tyson lists such as adaptability, capacity for affection, balanced life, ability to profit from experience, frustration tolerance and many others (Tyson 51) obviously this multiphasic character of the adjustive process makes it difficult to formulate a concise definition.

Adjustment in itself is neither good nor bad, it is simply an organism's individual or peculiar way of reaction to inner demands or external situations. In some instances this reaction is efficient, wholesome or satisfying and in others it is disabling, ineffective or even pathological.

Since adjustment in itself is neither good nor bad it can be defined most simply as a process, involving both mental and behavioural responses, by which an individual strives to cope with inner needs, tensions, frustrations and conflicts and to bring harmony between these inner demands and those imposed upon him by the world in which he lives.

2.3.1 Concept of good Adjustment:

With the general definition of the adjustment, in mind, it will be helpful to ask, what is the well adjusted person
like? What, in otherwords is good adjustment? The well adjusted person is one whose responses are mature, efficient, satisfying and healthy. In contrast; for example, the neurotic person is characteristically inefficient and never manages to complete tasks that a well adjusted person will complete in half the time. The term, "healthy", implies that the response is wholesome, i.e., suited to man's nature, to his relations, with others and to his responsibilities. Wholesomeness is one of the most characteristic features of good adjustment.

In brief, then the well adjusted person can, within the limitations of his own personality, react efficiently to different situations and resolve conflicts, frustrations and problems without the use of symptomatic behaviour. He is, therefore, relatively free of such disabling symptoms as chronic anxiety, scruples, obsessions, indecision or psychosomatic disturbances. He creates a world of interpersonal relations and satisfactions that contribute to the continuous growth of the personality.

2.3.2 Nature of adjustment

Adjustment, as has been explained is relative in character, since there is no such thing as a perfectly adjusted person. It must be judged or evaluated in terms of a person's capacity to change and to cope with demands that are encountered and these capacities vary with personality and with developmental level.
According to Anderson (49) "Good adjustment can not be defined once and for all in any simple or complete fashion. It must be defined in terms of meeting the problem appropriate to the level of development - what is good adjustment at one age level may be poor adjustment at another. Viewed in this way growing up is a process of meeting stresses and strains in succession and thus building the capacity to meet the problem of the next higher level."

Adjustment is relative, also because it varies to some extent with social and cultural norms and because of individual variations in behaviour. Even the well-adjusted person occasionally finds himself face to face with situations or problems that are beyond the scope of his adjustive ability. Then, too, good adjustment is not necessarily pervasive. Many husbands handle their jobs well but find it impossible to live happily with their family.

2.3.3 Adjustment and Morality:

The use of such words as "good" and "bad", places the adjustment psychologists in the position of making value judgments regarding behaviour, which no scientist is supposed to do. Yet it can be demonstrated very easily that value judgements are not peculiar to morality or to ethical science. Everyone speaks of good and bad health, or good and bad weather, without being concerned about moral implications. The objection, however, serves a point. Maladjustive behaviour must not be regarded as morally bad, and by the same rule, the well
adjusted person is not necessarily a paragon of virtue. Adjustment can not be equated with virtue nor maladjustment with sin (Mowrer 60). However, it often happens that immorality is at the root of maladjustment, and certainly wholesome adjustment in the widest sense must include moral soundness.

When, however, adjustment is characterized as good the reference is to psychological rather than moral well being. Just as physical health is desirable, so mental health is good for people, and it is just as obvious that mental instability, neurotic symptoms, or psychotic episodes are psychologically bad. It is here that the distinction between morality and adjustment becomes clear. Sin is primarily a moral evil and only secondarily maladjustive, whereas maladjustment is primarily a psychological evil and is morally bad only when the response is moral as well as psychological (Schneiders 54).

2.3.4 Definitions of Adjustment:

According to Symonds (46), "Adjustment can be simply defined as a satisfactory relation of an organism to its environment."

"Adjustment may be defined as a process of interaction between behaviour and conditions of the environment, including those originating within the individual."

It is better to define the term adjustment as the process of interaction between the individual and his environment for the sake of bringing harmony between them by any means."
The process of adjustment occurs when the individuals have needs and they can use various ways of keeping and satisfying their needs. When the individual is looked primarily as satisfying his various needs, adjustment is considered as need satisfying process or process of need reduction. When the individual is looked as getting along with his environment, and reacting to it differently, changing his mode according to its demands, adjustment is considered as the process of adaptation, conformity and problem-solving.

Adjustment, from other angle, is looked from viewpoint of the modes or ways of getting along with the environment while satisfying one's needs. As Malm & Jamison write, "Adjustment refers to the way we get along in satisfying our psychological and physical needs in an environment which is sometimes helpful, some times unyielding and sometimes hurtful towards us."

The exterior environment is having its own demands. In order to achieve harmonious relationship with the environment, an individual attempts to get along with its demands satisfactorily during the process of adjustment. An adjustment problem arises when a person confronts a demand made by his environment which he can not fulfil or when environmental demand comes in the way of immediate or early satisfaction of his need. Hence, from this point of view adjustment consists of the efforts of an individual to get along well and satisfy the demands of his environmental situations, while fulfilling his personal needs. There are various modes such as adaptation, mastery and conformity to get along well with the environment.
'Adjustment consists of the psychological process by means of which the individual manages or copes with various demands or pressures" (Lazarus, p.17).

'A well adjusted person is one whose needs and satisfaction in life are integrated with a sense of social feeling and acceptance of social responsibility. (Kaplan, p.242-45).

In brief 'adjustment' deals with that aspect of life which concerns itself to bring about harmony between the demands of the inner self on one hand and social milieu to which the person is exposed to promote intrapersonal and interpersonal relationships and promote emotional health which may in turn promote effective adjustment. The process of adjustment would involve psychological and non-psychological components. The psychological components would chiefly cover the mental make up or the personality make up of the individual and the non-psychological components would cover social, cultural, physical anatomical and other such aspects.

2.4 Frustration in relation to Adjustment:

All the points discussed above indicate the need and the significance of an attempt to carry out a psychological analysis of how human beings tend to react to frustrating situations. The analysis of the reactions to frustration may help the person in excluding, reorganizing or modifying the ineffective reactions under frustrating situations. By analysing the factors causing particular reactions to frustration the individuals may be assisted in making successful or effective adjustments to
frustrating situations and to leave those which disrupt the process of adjustment. If frustration has both 'constructive' and 'destructive' values in life, the aim of the investigation into the reaction patterns is to encourage 'healthy' reactions in resolving frustration rather than dealing with them inadequately.

When an individual driven by compelling inner forces, encounters frustration or failure, he is likely to experience emotional reactions. These may be of the intense, expressive variety, known as hyper emotional states, which prepare the individual for fight or flight or they may be repressed. The discussion of the emotional concomitants of frustration does not imply that all frustration should be avoided or that frustration has no useful function in human life. It is true that frustration interferes with the normal flow of emotional energy and places the individual under stress. But sometimes this stress may stimulate personality development and encourages the individual to put forth his best efforts.