

## REACTIONS TO FRUSTRATION OF ADOLESCENTS ACROSS GENDER

Chokchimsa Wegara R. Marak<sup>1</sup>, Dr. Anshu<sup>2</sup> & Dr. Anjali Mathur<sup>3</sup>

<sup>1</sup>Research Scholar, Department of Human Development and Family Studies, SHUATS, Prayagraj, India

<sup>2</sup>Associate Professor, Department of Human Development and Family Studies, SHUATS, Prayagraj, India

<sup>3</sup>Assistant Professor, Department of Human Development and Family Studies, SHUATS, Prayagraj, India

### ABSTRACT

An exploratory research was conducted to find the reaction to frustration of adolescents with the following objective: To assess frustration reactions of adolescents across genders. Sample constituted of 150 adolescents, from which 75 adolescent girls (25 each from upper, middle and lower socio- economic status) and 75 adolescent boys (25 each from upper, middle and lower socio- economic status) were selected through stratified random sampling. Socio economic status of the sample was ascertained using **Kappuswamy Socio- Economic Scale (1962)** revised by **Sharma (2019)** and frustration reactions were assessed with the help of **Reactions to Frustration scale** constructed and validated by **Dixit and Srivastava (2005)**. Frequencies, percentages, standard deviation and ANOVA were used for analysing the data and drawing the inferences. It was concluded from the findings of the study that irrespective of the socio economic group, the adolescents showed average frustration in them. The findings of the study also indicated significant gender differences in frustration reaction where boys were found with greater frustration reactions than the girls. The findings also indicated that there are no significant differences in reactions to frustration across socio economic groups thereby depicting that adolescents irrespective of their socio economic backgrounds have similar frustration reactions. Therefore, it is recommended to adolescents to adapt calming techniques and pay attention to interpersonal relationships and be away from the gizmo as much as possible.

**KEYWORDS:** Adolescents across Genders, Reactions to Frustration Scale, Frustration of Adolescents

---

### Article History

**Received: 02 Jul 2022 | Revised: 02 Jul 2022 | Accepted: 07 Jul 2022**

---

### INTRODUCTION

Life is full of frustrations. The course of life is not always smooth. We have a number of desires, which are not fulfilled due to certain obstacles. **Harriman (1946)** defines frustration as, condition of being thwarted in the satisfaction of motive. The word frustration has been derived from a Latin word 'Frusta' means 'obstruct'. The term frustration refers to the blocking of behaviour directed towards the goal. It's a common feeling that everyone will experience in their life from the minor irritations of losing something to the major problem of continued failure towards a desired goal. Frustration is an emotion that occurs in situations where a person is blocked from reaching a desired outcome. Some of the typical responses to frustration include anger, quitting (burn out or giving up), loss of self esteem and self confidence, stress and depression, ironically most of these feelings are very common during adolescence.

Frustration results in various types of reactions according to its intensity and nature of the individual experiencing frustration. Some have frustration tolerance to the extent that they bear the consequences with a little injury to the self or society, while others become too violent and aggressive. Frustration has a different set of behaviour mechanism. It is expressed in various modes which are aggression, resignation, fixation and regression.

Thus frustration has its own system. It has four modes of reactions to a situation – aggression, resignation, fixation and regression. Aggression indicates frustration dynamics in hostile situation, resignation is the extreme escapism from reality, regression is the condition to go back and fixation is the compulsive type of behaviour. It can be said that frustration is closely related with problems of adjustment, change personality, development or growth.

Adolescence is a transitional stage of physical and psychological development that generally occurs during the period from puberty to legal adulthood. Adolescence is usually associated with the teenage years, but its physical, psychological or cultural expressions may begin earlier or later. The adolescent period is very critical in terms of social adjustments and maturation. An adolescent world is different from others and he/she is full of energies and ambitions for future life and develops positive value system.

The adolescents face problems as a result of parental indifference, problem in schools, problem due to teachers, social inferiorities, personal handicaps constitute adolescence problems. They maintain such difficulties as striving for recognition from peers of their own opposite sex being under anxiety producing pressures from their parents for scholastic and social achievements and trying to establish their independence while being financially dependent on their parents. So, they face a number of problems and failures.

## **RESEARCH METHODOLOGY**

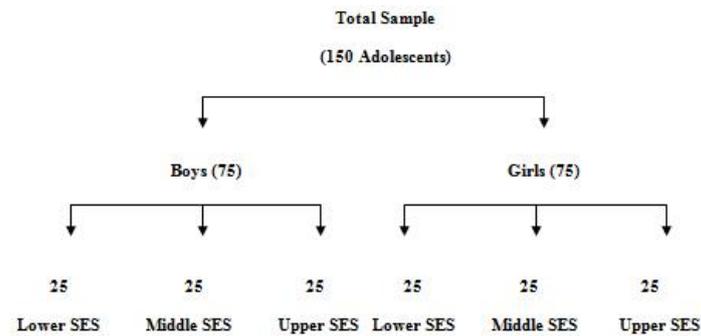
### **Research Design**

Based on the nature of the study, exploratory research design was adopted for the study.

### **Methods used for Data Collection**

- **Selection of Research Method:** Survey method was adopted in the present study for the collection of information and data.
- **Sampling Method:** Based on the objectives of the study, stratified random sampling method was adopted for the sample selection in the study.
- **Locale of the Study:** Study was conducted in Tura, town of Meghalaya.

### Conceptual Model of the Sample



**Figure 1: Conceptual Model of the Sample.**

### SAMPLE DISTRIBUTION

The sample for the study consisted of 150 adolescents: 75 boys (25 each from upper, middle and lower socio-economic status) and 75 girls (similarly, 25 each from upper, middle and lower socio-economic status). The samples were taken from 6 schools of Tura, Meghalaya, namely, St. Mary's Higher Secondary School, Burny Hills Higher Secondary School, Govt. Boys Higher Secondary School, Don Bosco Higher secondary school, P.A Sangma Foundation College, Tura Government College. Permission was taken from the head of the institution of each school and colleges before collecting the data and then, the respondents were requested to read the instructions carefully that have been given on the title page of the Scale. When the researcher was sure that the respondents have understood the way of recording their responses, they were asked to begin the actual work.

### Variables

In every study there are set of dependent and independent variables. In the present study independent and dependent variables were as follows-

- **Independent Variables**
- **Socio Economic Status**
  - Upper Socio Economic Status
  - Middle Socio Economic Status
  - Lower Socio Economic Status
- **Gender**
  - Male adolescents
  - Female adolescents
- **Dependent Variable** – Reaction to frustration.
- **Tools used for Data Collection**

### 1. Kappuswamy Socio-Economic Scale

Kappuswamy's Socio-Economic Scale (1962) revised by **Sharma (2019)** was used to assess the socio economic status of the respondents. The scale is a three factor index of socio-economic status which uses the occupational, educational and economical levels of parents in each household. Each of the three variables is assigned scores to obtain total score on socio economic status of families. The maximum possible score on scale is 29; with a minimum of 3. On the basis of scores obtained, the subjects were categorized in three sub groups i.e., upper socio-economic status, middle socio-economic status, and lower socio-economic status.

### 2. Reactions to Frustration Scale

Reaction to Frustration scale constructed and validated by **Dixit and Srivastava (2005)** was used to measure the level of frustration reaction among adolescent boys and girls of different Socio- Economic Status. Reaction to Frustration Scale covers four reactions namely- aggression, resignation, fixation and regression. It consists of 40 items out of which each reaction to frustration has 10 items equally divided into positive and negative items. Each of the statement contains six responses in terms of degree of liking or disliking commencing from Most liked, Much liked, Liked, Disliked, Much disliked and Least Disliked.

## RESULTS AND DISCUSSIONS

Results of statistical test computed for reaction on frustration among adolescents in the study area across three socio economic groups and gender.

**Table 1: ANOVA or the Reaction to Frustration on the Basis of Socio- Economic Status and Gender**

| ANOVA         |    |        |        |       |       |        |
|---------------|----|--------|--------|-------|-------|--------|
| Source        | df | SS     | MSS    | F     | P     | Result |
| Due to gender | 1  | 352.6  | 352.6  | 4.412 | 0.037 | S      |
| Due to SES    | 2  | 291.36 | 145.68 | 1.8   | 0.168 | NS     |
| Total         | 3  | 643.96 | -      | -     | -     | -      |

**S- Significant NS - Non- Significant**

Table 1 shows the analysis of variance of reaction to frustration due to socio economic status and gender. The table clearly depicts a significant difference due to gender as the calculated value of p was found to be 0.037. It was calculated that reaction to frustration was found significantly different across the genders. The results could be attributed the trauma that children face during this transitional phase. Girls being closer to the mothers especially share their feelings with them but boys in general lack that bond and are unable to share their trauma with anyone and thus feel more frustrated than girls. The findings of the study are in accordance with the findings of **Yodida and Bhalang (2014)** who reported that gender affects the reactions to frustration which indicate that male and female differ significantly in their reactions to frustration.

Table 1 also shows the analysis of variance of reaction to frustration of the respondents due to socio- economic status. The table clearly depicts a non- significant difference due to socio- economic status as the calculated value of p was found to be 0.168. The reason for the above results could be attributed to the fact that challenges of adolescents are alike in all the socio economic groups. The findings of the study are in accordance with the finding of **Harcharan (2016)**, who studied frustration level among adolescents in relation to their socio- economic status and revealed that no significant

difference was observed in frustration scores of adolescents belonging to different socio- economic status leading to infer that difference in status is not responsible for frustration among adolescents.

## CONCLUSION

It can be concluded from the findings of the study that irrespective of the socio economic group, the adolescents showed average frustration in them. The findings of the study also indicated significant gender differences in frustration reaction where boys were found with greater frustration reactions than the girls. The findings also indicated that there are no significant differences across socio economic groups thereby depicting that adolescents irrespective of their socio economic backgrounds have similar frustration reactions.

## REFERENCES

1. **Anna Green (2017)** *Frustration in Teens. American Academy of Pediatrics: Nocturnal Enuresis in Teens.*
2. **Bhutia Yodida and Sungoh Bhalang (2014).** *Adolescents of Shillong: Their Reactions to Frustration. International Journal of Education and Psychological Research, Vol 3, Issue 1.*
3. **Dixit M and Srivastava D.N. (2005).** *Manual for reactions to frustration scale. National Psychology Corporation, Agra.*
4. **Harcharan Singh (2016)** *A study of frustration and academic achievement among rural and urban senior secondary school students. International Journal of Creative Research Thoughts, Vol 4, Issue 2.*
5. **Harriman, P.L. (1946).** *Frustration and Aggression. Encyclopedia of Psychology.*
6. **Kapuswamy B. (1976).** *Manual on Kapuswamy Socio Economic Scale. National Prasad Psychology Corporation of India, Agra.*
7. **Saul Rosenzweig (1941).** *Classics in the history of Psychology. Psychological Review, 48, 347-349.*
8. **Stagner, R (1961).** *Psychology of Personality (3<sup>rd</sup> edition). Journals and Periodicals.*

