

## **Frustration As Co-Related to Family Relationship**

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### **Abstract**

People are driving themselves hard for various reasons – to earn money, to build careers, to create homes, to make a name for themselves, to gain reputation, etc. At time despite of one's the best planning efforts one may not get the desired success. Consequently, one gets frustrated. Even the inter-relationship of child and their parents vary so widely that there is no common pattern. The treatment which a child receives in the family will determine to a large extent, the kind of bio-social traits which he exhibits. The child and the parents achieve the relative roles based upon mutual understanding, confidence, love and respect through social interaction. The formation of attitudes in the early stages of life plays a very significant role in the development process of the child. The type of family structure, number of siblings, birth order, socio-economic status, working and non-working mothers, parental attitude of acceptance, concentration and avoidance etc. are the factors which have a direct bearing on the child.

In Education, the quality and effectiveness of procedure and programmes, efforts and achievements, goals and outcome is determined by the attitude of pupils, teachers, parents and administrators. But, the behavior of the child is largely determined by the attitude of the family. Thus parent-child relationship would be of major importance in determining the frustrated behavior of the child. In these days there is unrest among the children due to their non-adjustment according to their families. Thus the present study entitled FRUSTRATION AS CORELATED TO FAMILY RELATIONSHIP.

**KEYWORDS:** Frustration, family relationship, parental attitude.

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### **Introduction**

Darwin says, "Life is a continuous chain of struggle for existence and survival." It is very appropriate as we find in our day to day life; life all around seems to be moving at a dizzying pace. Rapid modernization, continuous change and cut throat competitions in all fields and at all levels are all contributing to make us run the race of our lives at a frantic pace. But, in spite of the amenities of civilization and all-round development in every sphere of human life, life is not and had never been a bed of roses.

People are driving themselves hard for various reasons – to earn money, to build careers, to create homes, to make a name for themselves, to gain reputation, etc. At time despite of one's the best planning efforts one may not get the desired success. Consequently, one finds himself in the state of utter confusion and bewilderment. He lands himself at a dead end. This feeling of homelessness, disappointments at the repeated failures puts one into a state or condition that can be termed as frustration.

### **Frustration**

Frustration is a key concept of both academic and clinical psychology. As a matter of fact, everyone is subjected to some amount of frustration during his life time. Frustration is not something which occurs rarely and it should never be considered a sign of misfortune. Life comprises a series of needs and activities directed towards meeting them.

According to Alexander Franz (1950) pleasure is dependent on previous displeasure and that gratification without some antecedent frustration is hardly conceivable. Therefore, frustration should be accepted as a usual course in life and it is unavoidable and inevitable.

Rosenzweig (1934) defines frustration as “whenever the organism meets a more or less insurmountable obstacle or obstruction, in its route to the satisfaction of any vital need, it is called frustration. These obstacles may either be internal or external, passive or active.”

Maier (1970) has defined frustration as a situation where learning is stopped and other forms of adjustments are adopted.

### **Components of Frustration**

1. Regression: It means going backward or returning to the past. It is another form of escape from difficulties. In this process, an individual tends to regress to his early childhood responses in order to save himself from mental conflicts and tensions.
2. Fixation: It may be defined in terms of cherishing for deep and lasting hurts, persistence of childhood fears, feeling of physical handicap, health, negligence, etc. It has been taken as defense against anxiety by stopping the process of development.
3. Resignation: It is emotionally tinged attitude shown by active response to a situation. In resigned behavior, we obtain extreme elimination of needs, no plans, no definite relations to future, withdrawal from social contacts, frequent and serious considerations of committing suicide, lack of interest in surrounding, either no hope at all or hopes which are not taken seriously. Resignation is a state of helpless anxiety is almost intolerable.
4. Aggression: It is an act whose goal response is injury to an organism. Aggression may be defined operationally in terms of rude answers to elders, irritation, feelings of unfairness carrying grudges, impulses to take revenge, the reactionary attitudes to traditions and beliefs.

### **Family Relationship**

Family is the cradle in which the child is nursed and brought up. It is the nursery of the future of the child. The family is a group of persons united by the ties of marriage, blood or adoption; constituting a single household, interacting and intercommunicating with each other in their respective social role of husband and wife, mother and father, brother and sister creating a common culture and emotional environment. The network of relationships existing among these social roles is collectively considered as familial

relationships.

The inter-relationship of child and their parents vary so widely that there is no common pattern. The treatment which a child receives in the family will determine to a large extent, the kind of bio-social traits which he exhibits. The child and the parents achieve the relative roles based upon mutual understanding, confidence, love and respect through social interaction. The formation of attitudes in the early stages of life plays a very significant role in the development process of the child. The type of family structure, number of siblings, birth order, socio-economic status, working and non-working mothers, parental attitude of acceptance, concentration and avoidance etc. are the factors which have a direct bearing on the child.

In Education, the quality and effectiveness of procedure and programmes, efforts and achievements, goals and outcome is determined by the attitude of pupils, teachers, parents and administrators.

But, the behavior of the child is largely determined by the attitude of the family. Thus parent-child relationship would be of major importance in determining the frustrated behavior of the child.

### **Parental Attitude**

Attitude is a complex term which cannot be defined in a single statement. Attitudes are dynamic as they change in the time and experience. Attitudes are not innate but they are acquired. Attitudes guide are behavior and affect actions more than knowledge. Roe hypothesized that three types of parental attitudes-acceptance, concentration, and avoidance are associated with the development of the child.

1. Acceptance-It means that the parents consider the child as a full fledged member of the family who needs a certain degree of independence and who has the capacity to assume responsibility. Parents having acceptance attitude towards their child neither concentrate their attention nor overlook their children. They encourage them to fulfill their potentialities as best as they can.
2. Concentration-It refers to attitude of parents who devote disproportionate amount of their time and energy to direct and control their children. They overprotect them through restrictions imposed upon them to perform beyond their efforts to explore the environment. They place heavy demands upon them to perform beyond their capacities to achieve ambitious goals.
3. Avoidance-It characterizes the disposition of parents who either neglect or reject the child. They withdraw when the child approaches them for affection and love. They spend as little time as possible with the child. They fail to satisfy the child's physical needs or they openly abuse the child. In short, they manifest no positive interest in child or his activities.

## **Frustration as co-related to Family Relationship**

In the process of development, different degrees of frustrations are imposed on the child especially in the oral and phallic stages by the process of feeling, elimination, nourishing, toilet training and taking overall care of the child including socialization process. When his needs and desires which he cannot fulfill directly are not satisfied by others or whom he depends, he suffers a feeling of discomfort, agony and unhappiness.

Thus child consciously or unconsciously is subjected to frustration by the family. Emotional disturbance arising out of loss of love of the mother, lack of security, etc. constantly haunt the child during the process of development.

Every child experiences inevitable frustration because of his helplessness and because he pines for something which he does not achieve. He may feel hungry when it is impossible to feed him, he may like to monopolize the love of the mother which is objected socially and he may like to indulge in certain activities which are not allowed by the parents. He thus feel disappointed, hurt and at every stage due to frustration he feel very discomfort.

## **Need and Justification of the Study**

In these days there is unrest among the children due to their non-adjustment according to their families. In the family, when one's strivings are thwarted, either by obstacles that block prospers towards a desired goal or by absence of an appropriate goal, frustration occurs. Frustration is said to be universal in its character.

The research work done so far shows that frustration is affected by various factors such as intelligence, anxiety, aptitude, interest, life situations, family-background, school system, level of aspirations, social and emotional tendencies, etc. But, not much work has been done regarding the variable of family relationship which potentially affects frustrated behavior of the children.

Thus, there is a great need to study the frustration co-related to family relationship.

Hence the problem entitled FRUSTRATION AS CO-RELATED TO FAMILY RELATIONSHIP.

## **Objectives**

1. To study the frustration among students.
2. To study the family relationship of students.
3. To find out the co-relation between frustration and family relationship.

## **Hypothesis**

1. There is a significant relationship between acceptance and components of frustration among the sample.
2. There is a significant relationship between concentration and components of frustration among the sample.
3. There is a significant relationship between avoidance and components of frustration.

4. (a) There is a significant relationship between acceptance and total frustration.
- (b) There is a significant relationship between concentration and total frustration.
- (c) There is a significant relationship between avoidance and total frustration.

### **Delimitations**

1. The study is restricted to 9<sup>th</sup> class students because the students of lower classes are normally immature and cannot answer the questions in right perspective.
2. The number of students under taken for the present study is only 200.
3. The study has been confined to Ludhiana city only.

### **Procedure and Techniques**

The following procedure was adopted for the present study.

### **Sample**

The sample for the present study consisted of 200 students (100 Boys and 100 Girls) selected randomly from Ludhiana city.

### **Tools**

The following tools were employed to collect data for the study:

1. Frustration Test  
By Dr. N. S. Chauhan and Dr. Govind Tiwari.
2. Family Relation Inventory  
By Dr. (Mrs) G. P. Sherry and J. C. Sinha.

### **Statistical Techniques Used**

The descriptive techniques were employed as frequency distribution, frequency polygon, mean, median, mode, standard deviation, skewness and kurtosis to find out the normality of the data. Bi-variate analysis of the coefficient of co-relation has taken up to find out the relationship between frustration and familial attitude.

### **Results and Discussions**

Table1: Original frequency distribution along with the measures of mean, median, mode, SD, SK and KU on the mode of regression scores of 200 school students.

<b>Scores</b>	<b>Frequencies</b>
12-20	10
20-28	36
28-36	100
36-44	51
44-52	3
	N=200

Mean	Median	Mode	SD	SK	KU
32.04	32.32	32.88	6.64	-1.05	0.20

Table shows the frequency on the mode of regression of the total sample. The value of mean, median and mode are 32.04, 32.32 and 32.88 respectively, which shows that there is close proximity in the scores. The value of skewness is -1.05, which shows the distribution is negatively skewed indicating that the scores are massed at the higher end of the scale and spread out gradually at the lower end. The value of Kurtosis is 0.20 which is lower than the normal distribution i.e. 0.263. Thus the curve is Leptokurtic because it is more peaked than the normal curve as shown in figure:

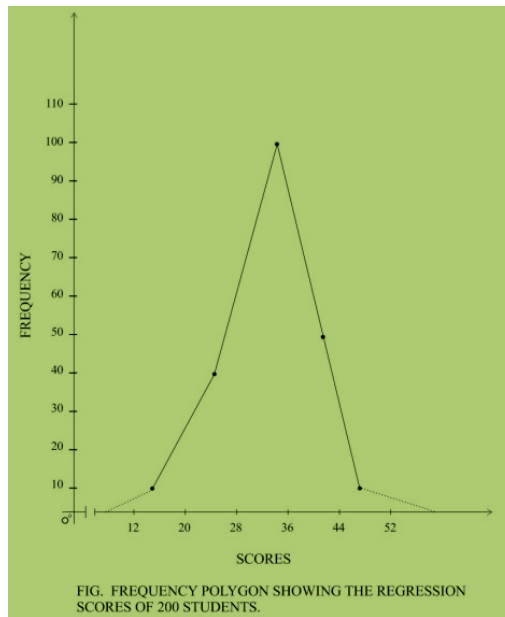


Table2: Original frequency distribution along with the measures of mean, median, mode, SD, SK and KU on the mode of Fixation scores of 200 students.

Scores	Frequencies
16-24	21
24-32	86
32-40	75
40-48	17
48-56	1
	N=200

Mean	Median	Mode	SD	SK	KU
31.14	30.85	30.27	6.48	0.61	0.32

Table shows the frequency distribution of the scores on the mode of fixation. The value of mean, median and mode are 31.14, 30.85 and 30.27 respectively. The central tendencies show almost the same results with slight difference. The value of skewness is

0.61, which shows the distribution is positively skewed indicating that the scores are massed at the lower end of the scale and spread out gradually at the higher end. The value of Kurtosis is 0.32 which is higher than the normal distribution i.e. 0.263. Thus the curve is platykurtic because it is more flattened than the normal curve as shown in figure:

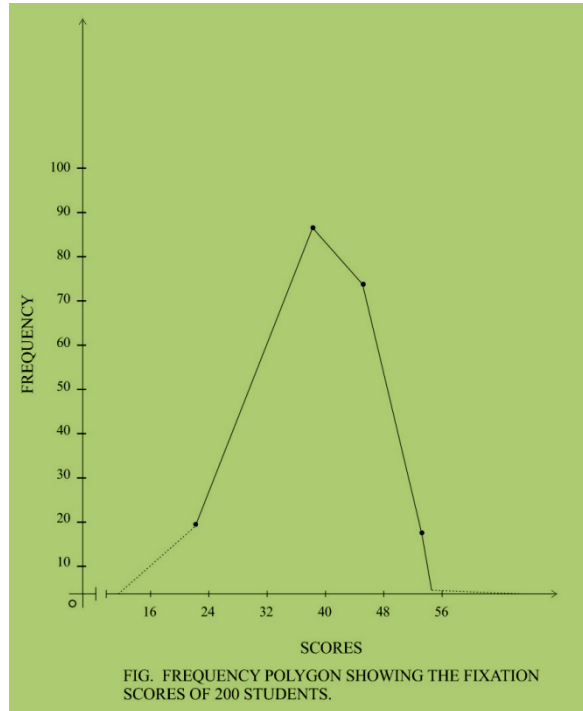


Table3: Measures of mean, median, mode, SD, SK and KU on the mode of Resignation scores.

Scores	Frequencies
2-14	13
14-26	100
26-38	79
38-50	7
50-62	1
N=200	

**Mean**                      **Median**                      **Mode**                      **SD**                      **SK**                      **KU**  
 23.98                      23.94                      23.86                      8.28                      0.57                      0.30

Table shows the frequency distribution of the scores on the mode of resignation. The value of mean, median and mode are 23.98, 23.94 and 23.86 respectively. All the central tendencies give nearly the same results. The value of skewness is 0.57, which shows the distribution is positively skewed indicating that the scores are massed at the lower end of the scale and spread out at the higher end. The value of Kurtosis is 0.30 which is higher than the normal distribution i.e. 0.263. Thus the curve is platykurtic because it is more flattened than the normal curve as shown in figure:

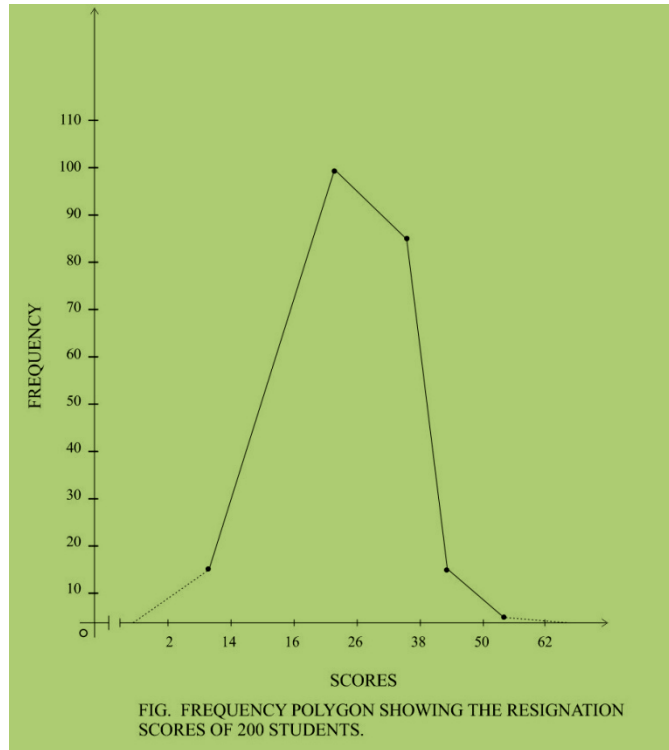


Table 4: Measures of mean, median, mode, SD, SK and KU on the mode of Aggression scores.

Scores	Frequencies
12-21	27
21-30	70
30-39	74
39-48	28
48-57	1
	N=200

Mean	Median	Mode	SD	SK	KU
30.27	29.86	29.04	8.19	0.17	0.28

The results entered in the table 4 shows the frequency distribution on the mode of aggression which reveals that mean, median and mode are 30.27, 29.86 and 29.04 respectively. All the central tendencies show almost the same results with slight difference. The value of skewness is 0.17, which shows the distribution is positively skewed indicating that the scores are massed at the lower end of the scale and spread out at the higher end. The value of Kurtosis is 0.28 which is higher than the normal distribution i.e. 0.263. Thus the curve is platykurtic because it is more flattened than the normal curve as shown in figure:



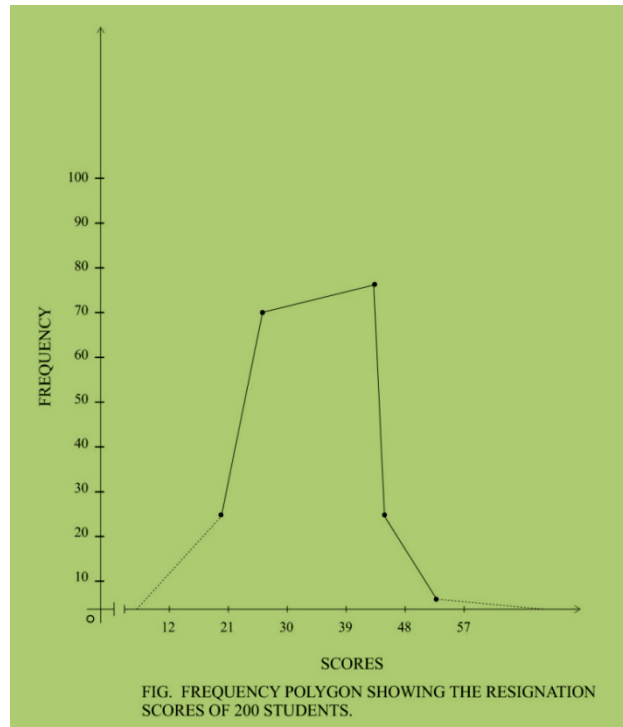


Table 5: Measures of mean, median, mode, SD, SK and KU on the mode of total Frustration scores of 200 students.

Scores	Frequencies
65-90	17
90-115	73
115-140	98
140-165	11
165-190	1
	N=200

Mean	Median	Mode	SD	SK	KU
116.75	118.05	120.65	18.75	-3.56	0.31

The results entered in the table 5 shows the frequency distribution on the variable of total frustration. The value of mean, median and mode are 116.75, 118.05 and 120.65 respectively. All the central tendencies give nearly the same results with minor fluctuations. The value of skewness is -3.56, which shows the distribution is negatively skewed indicating that the scores are massed at the higher end of the scale and spread out at the lower end. The value of Kurtosis is 0.31 which is higher than the normal distribution i.e. 0.263. Thus the curve is platykurtic because it is more flattened than the normal curve as shown in figure:

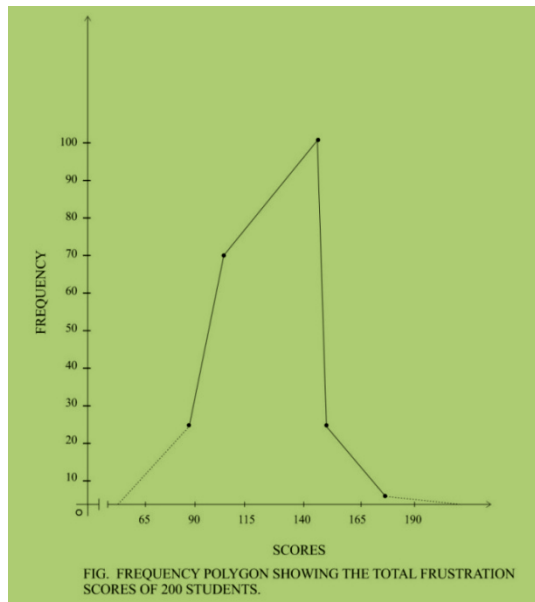


Table6: Frequency Distribution showing the Parental Acceptance Attitude scores of 200 students.

Scores	Frequencies
17-24	5
24-31	49
31-38	69
38-45	73
45-52	4
	N=200

Mean	Median	Mode	SD	SK	KU
35.27	35.17	34.97	6.17	-0.87	0.29

Table 6 shows the mean, median and mode on the scores of the parental acceptance attitude as 35.27, 35.17 and 34.97 respectively which show the close proximity. The value of skewness is -0.87, which shows the distribution is negatively skewed indicating that the scores are massed at the higher end of the scale and spread out at the lower end. The value of Kurtosis is 0.29 which is higher than the normal distribution i.e. 0.263. Thus the curve is platykurtic because it is more flattened than the normal curve as shown in figure:

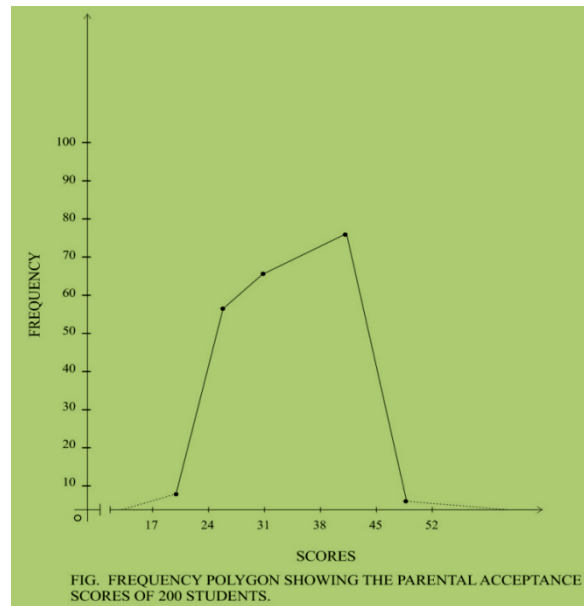


Table7: Frequency Distribution showing the Parental Concentration Attitude scores of 200 students.

Scores	Frequencies
12-17	11
17-22	70
22-27	95
27-32	23
32-37	1
	N=200

Mean	Median	Mode	SD	SK	KU
22.8	22.5	22.86	4.2	-0.25	0.17

Table 7 represents the mean, median and mode on the scores of the parental concentration attitude as 22.8, 22.5 and 22.86 respectively. All the central tendencies give nearly the same results. The value of skewness is -0.25, which shows the distribution is negatively skewed indicating that the scores are massed at the higher end of the scale and spread out at the lower end. The value of Kurtosis is 0.17, which is lower than the normal distribution i.e. 0.263. Thus the curve is leptokurtic because it is more peaked than the normal curve as shown in figure:

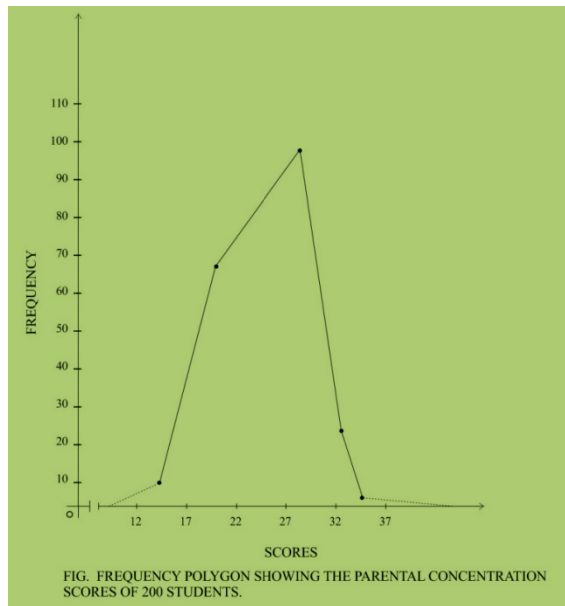
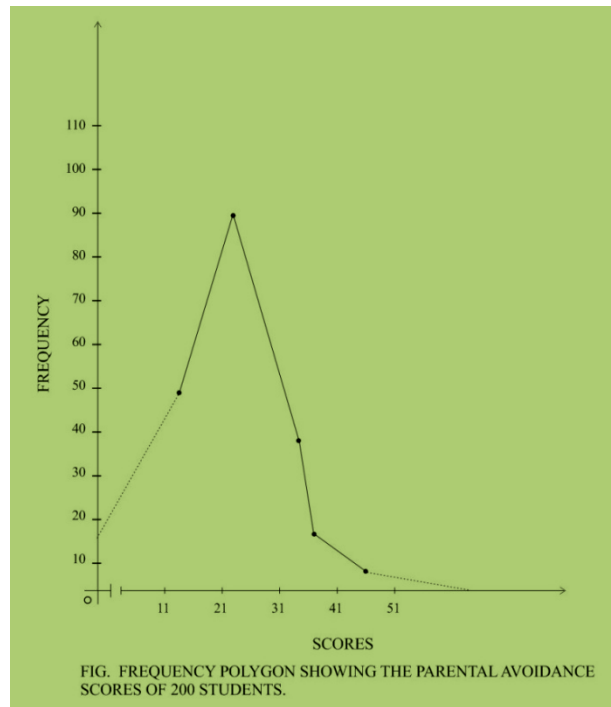


Table8: Frequency Distribution showing the Parental Avoidance Attitude scores of 200 students.

Scores	Frequencies
1-11	56
11-21	88
21-31	37
31-41	18
41-51	1
	N=200

Mean	Median	Mode	SD	SK	KU
16.5	15.5	13.5	9.3	1.9	0.24

Table 8 represents the mean, median and mode on the scores of the parental avoidance attitude as 16.5, 15.5 and 13.5 respectively. All the central tendencies give nearly the same results with little deviation. The value of skewness is 1.9, which shows the distribution is positively skewed indicating that the scores are massed at the lower end of the scale and spread out at the higher end. As far as the Kurtosis is concerned, it is 0.24, which is slightly lower than the normal distribution i.e. 0.263. Thus the curve is leptokurtic because it is slightly more peaked than the normal curve as shown in figure:



**Coefficient of correlation-** The coefficient of correlation (r) was calculated to see the relationship between the variables of familial attitude (i.e. parental acceptance, concentration and avoidance) and frustration (i.e. regression, fixation, resignation and aggression).

Table9: Scatter diagram showing correlation of parental acceptance and regression scores of 200 students

Acceptance (y)	Regression (x)					Total (fy)	y'	fy'	fy' <sup>2</sup>	Σx'	Σx'y'
	12-20	20-28	28-36	36-44	44-52						
17-24	1	-	3	1	-	5	-2	-10	20	-1	2
24-31	6	19	16	8	-	49	-1	-49	49	-23	23
31-38	2	9	36	21	1	69	0	0	0	10	0
38-45	1	7	42	21	2	73	+1	73	73	16	16
45-52	-	1	3	-	-	4	+2	8	16	-1	-2
Total (fx)	10	36	100	51	3	200	-	22	158	-9	39

$$\begin{aligned}
 x' &= -2 & -1 & 0 & +1 & +2 \\
 fx' &= -20 & -36 & 0 & 51 & 6 = 1 \\
 fx'^2 &= 40 & 36 & 0 & 51 & 12 = 139 \\
 \Sigma y' &= -7 & -10 & 26 & 11 & 2 = 22 \\
 \Sigma x'y' &= 14 & 10 & 0 & 11 & 4 = 39 \\
 C_x &= -0.045 & & C_y &= 0.11 \\
 C_x^2 &= 0.002025 & & C_y^2 &= 0.0121 \\
 \sigma_x &= 0.83 & & \sigma_y &= 0.88 \\
 r &= 0.27 & & &
 \end{aligned}$$

Table 9 shows the coefficient of correlation between parental attitude of acceptance and regression of the students. The value of coefficient of correlation comes out to be 0.27 which is positively significant at both levels of significance i.e. 0.05 and 0.01. It means that the parental acceptance attitude and regression are closely related to each other. Thus, if parental acceptance attitude increases, then regression among the students also increases and vice-versa. It may be attributed to the fact that some parents overprotect their children, resulting in lack of confidence, initiative and regressive attitude among the students.

Table10: Scatter diagram showing correlation of parental acceptance attitude and fixation scores of 200 students

Acceptance (y)	Fixation (x)					Total (fy)	y'	fy'	fy' <sup>2</sup>	Σx'	Σx'y'
	16-24	24-32	32-40	40-48	48-56						
17-24	1	2	2	-	-	5	-2	-10	20	-4	8
24-31	7	23	15	4	-	49	-1	-49	49	-33	33
31-38	6	31	25	7	-	69	0	0	0	-36	0
38-45	7	27	32	6	1	73	+1	73	73	-33	-33
45-52	-	3	1	-	-	4	+2	8	16	-3	-6
Total (fx)	21	86	75	17	1	200	-	22	158	-109	2

$$\begin{aligned}
 x' &= -2 & -1 & 0 & +1 & +2 \\
 fx' &= -42 & -86 & 0 & 17 & 2 = -109 \\
 fx'^2 &= 84 & 86 & 0 & 17 & 4 = 191 \\
 \Sigma y' &= -2 & 6 & 15 & 2 & 1 = 22 \\
 \Sigma x'y' &= 4 & -6 & 0 & 2 & 2 = 2 \\
 C_x &= -0.545 & & C_y &= 0.11 \\
 C^2_x &= 0.297025 & & C^2_y &= 0.0121 \\
 \sigma_x &= 0.81 & & \sigma_y &= 0.88 \\
 r &= 0.10
 \end{aligned}$$

Table 10 shows the coefficient of correlation between parental attitude of acceptance and fixation among the students. The value of coefficient of correlation comes out to be 0.10 which is not significant at both levels of significance i.e. 0.05 and 0.01. This shows that there is insignificant positive relationship between parental acceptance attitude and fixation among the students.

Table11: Scatter diagram showing correlation of parental acceptance attitude and resignation scores of 200 students

Acceptance (y)	Resignation (x)					Total (fy)	y'	fy'	fy' <sup>2</sup>	Σx'	Σx'y'
	2-14	14-26	26-38	38-50	50-62						
17-24	-	3	2	-	-	5	-2	-10	20	-3	6
24-31	2	26	18	3	-	49	-1	-49	49	-27	27
31-38	4	31	33	1	-	69	0	0	0	-38	0
38-45	6	38	25	3	1	73	+1	73	73	-45	-45
45-52	1	2	1	-	-	4	+2	8	16	-4	-8
Total (fx)	13	100	79	7	1	200	-	22	158	-117	-20

$$\begin{aligned}
 x' &= -2 & -1 & 0 & +1 & +2 \\
 fx' &= -26 & -100 & 0 & 7 & 2 = -117 \\
 fx'^2 &= 52 & 100 & 0 & 7 & 4 = 163 \\
 \Sigma y' &= 6 & 10 & 5 & 0 & 1 = 10 \\
 \Sigma x'y' &= 4 & -6 & 0 & 0 & 2 = -20 \\
 C_x &= -0.585 & & C_y &= 0.05 \\
 C^2_x &= 0.342225 & & C^2_y &= 0.0025 \\
 \sigma_x &= 0.69 & & \sigma_y &= 0.89 \\
 r &= -0.12
 \end{aligned}$$

Table 11 shows the coefficient of correlation between parental attitude of acceptance and resignation among the students. The value of coefficient of correlation comes out to be -0.12 which is negative and non-significant at both levels of significance i.e. 0.05 and 0.01. This shows that there is non-significant negative relationship between parental acceptance attitude and resignation among the students. It indicates that with the increase in parental acceptance attitude, resignation decreases and vice-versa.

Table12: Scatter diagram showing correlation of parental acceptance attitude and aggression scores of 200 students

Acceptance (y)	Aggression (x)					Total (fy)	y'	fy'	fy' <sup>2</sup>	Σx'	Σx'y'
	12-21	21-30	30-39	39-48	48-57						
17-24	-	3	1	1	-	5	-2	-10	20	-2	4
24-31	12	12	14	11	-	49	-1	-49	49	-25	25
31-38	6	23	31	8	-	69	0	0	0	-25	0
38-45	8	30	27	8	1	73	+1	73	73	-38	-38
45-52	1	2	1	-	-	4	+2	8	16	-4	-8
Total (fx)	27	70	74	28	1	200	-	22	158	-94	-17

$x'$	-2	-1	0	+1	+2	
$fx'$	-54	-70	0	28	2	= -94
$fx'^2$	108	70	0	28	4	= 210
$\sum y'$	-2	16	13	-5	0	= 12
$\sum x'y'$	4	-16	0	-5	0	= -17
$C_x$	= -0.47		$C_y$	= 0.06		
$C^2_x$	= 0.2209		$C^2_y$	= 0.0036		
$\sigma_x$	= 0.91		$\sigma_y$	= 0.89		
$r$	= -0.07					

Table 12 shows the relationship of parental acceptance attitude and aggression of the students. The value of coefficient of correlation (r) comes out to be -0.07 which is negative and non-significant at both levels of significance i.e. 0.05 and 0.01. Thus the relationship between parental acceptance attitude and aggression among the students is non-significant and negative. It indicates that with the increase in parental acceptance attitude, aggression decreases and vice-versa.

**Conclusion-** On the basis of the results shown above, it is clear that there lies non-significant relationship between parental acceptance attitude and fixation of the students, between parental acceptance attitude and resignation of the students, between parental acceptance attitude and aggression of the students. The significant relationship was found only between the parental acceptance attitude and regression of the students. This means that out of four relationships, only one relationship was found to be significant. Hence, the hypothesis “Significant relationships exist between acceptance and components of frustration” is not accepted.

Table13: Scatter diagram showing correlation of parental concentration attitude and regression scores of 200 students

Concentration (y)	Regression (x)					Total (fy)	y'	fy'	fy' <sup>2</sup>	Σx'	Σx'y'
	12-20	20-28	28-36	36-44	44-52						
12-17	1	2	4	4	-	11	-2	-22	44	0	0
17-22	7	15	31	17	-	70	-1	-70	70	-12	12
22-27	1	16	57	19	2	95	0	0	0	5	0
27-32	1	3	8	10	1	23	+1	23	23	7	7
32-37	-	-	-	1	-	1	+2	2	4	1	2
Total (fx)	10	36	100	51	3	200	-	-67	141	1	21

$x'$	-2	-1	0	+1	+2	
$fx'$	-20	-36	0	51	6	= 1
$fx'^2$	40	36	0	51	12	= 139
$\sum y'$	-8	-16	-31	-13	1	= -67



$$\begin{aligned} \sum x'y' &= 16 \quad 16 \quad 0 \quad -13 \quad 2 = 21 \\ C_x &= 0.005 \quad C_y = -0.335 \\ C^2_x &= 0.000025 \quad C^2_y = 0.112225 \\ \sigma_x &= 0.83 \quad \sigma_y = 0.77 \\ r &= 0.17 \end{aligned}$$

The product moment coefficient of correlation was used to find out the relationship between parental concentration attitude and regression of the students. The value of the coefficient of correlation (r) comes out to be 0.17, which is positive and significant only at 0.05 level of significance as shown in the table 13. Thus, it means that if parental concentration increases regression among the students also increases and vice-versa.

It may be due to the fact that when parents concentrate on their children and provide ample protection, the children take undue advantage. This attitude results in regressive behaviour of the students.

Table14: Scatter diagram showing correlation of parental concentration attitude and fixation scores of 200 students

Concentration (y)	Fixation (x)					Total (fy)	y'	fy'	fy' <sup>2</sup>	Σx'	Σx'y'
	16-24	24-32	32-40	40-48	48-56						
12-17	2	6	3	-	-	11	-2	-22	44	-10	20
17-22	9	31	23	6	1	70	-1	-70	70	-41	41
22-27	7	38	42	8	-	95	0	0	0	-44	0
27-32	3	11	7	2	-	23	+1	23	23	-15	-15
32-37	-	-	-	1	-	1	+2	2	4	1	2
Total (fx)	21	86	75	17	1	200	-	-67	141	-109	48

$$\begin{aligned} x' &= -2 \quad -1 \quad 0 \quad +1 \quad +2 \\ fx' &= -42 \quad -86 \quad 0 \quad 17 \quad 2 = -109 \\ fx'^2 &= 84 \quad 86 \quad 0 \quad 17 \quad 4 = 191 \\ \sum y' &= -10 \quad -32 \quad -22 \quad -2 \quad -1 = -67 \\ \sum x'y' &= 20 \quad 32 \quad 0 \quad -2 \quad -2 = 48 \\ C_x &= 0.545 \quad C_y = -0.335 \\ C^2_x &= 0.297025 \quad C^2_y = 0.112225 \\ \sigma_x &= 0.81 \quad \sigma_y = 0.77 \\ r &= 0.09 \end{aligned}$$

Table 14 shows the relationship of parental concentration attitude and fixation of the students. The value of the coefficient of correlation (r) comes out to be 0.09, which is positive but not significant at both levels of significance i.e. 0.05 and 0.01. Thus, the relationship between parental concentration and fixation among the students is non-significant and positive. So it indicates that with the increase in parental concentration,

the fixation among the students also increases and vice-versa.

Table15: Scatter diagram showing correlation of parental concentration attitude and resignation scores of 200 students

Concentration (y)	Resignation (x)					Total (fy)	y'	fy'	fy' <sup>2</sup>	Σx'	Σx'y'
	2-14	14-26	26-38	38-50	50-62						
12-17	1	5	5	-	-	11	-2	-22	44	-7	14
17-22	3	33	29	5	-	70	-1	-70	70	-34	34
22-27	9	47	36	2	1	95	0	0	0	-61	0
27-32	-	15	8	-	-	23	+1	23	23	-15	-15
32-37	-	-	1	-	-	1	+2	2	4	0	0
Total (fx)	13	100	79	7	1	200	-	-67	141	-117	33

$$\begin{aligned}
 x' &= -2 & -1 & 0 & +1 & +2 \\
 fx' &= -26 & -100 & 0 & 7 & 2 = -117 \\
 fx'^2 &= 52 & 100 & 0 & 7 & 4 = 163 \\
 \Sigma y' &= -5 & -28 & -31 & -5 & 0 = -69 \\
 \Sigma x'y' &= 10 & 28 & 0 & -5 & 0 = 33 \\
 C_x &= -0.585 & & & & C_y = -0.335 \\
 C^2_x &= 0.342225 & & & & C^2_y = 0.119025 \\
 \sigma_x &= 0.69 & & & & \sigma_y = 0.77 \\
 r &= -0.07
 \end{aligned}$$

Table 15 shows the coefficient of correlation between parental concentration attitude and resignation of the students. The value of the coefficient of correlation (r) comes out to be -0.07 which is negative and also not significant at both levels of significance i.e. 0.05 and 0.01. Thus, the relationship between parental concentration and resignation among the students is non-significant and negative. So it indicates that with the increase in parental concentration, the resignation among the students decrease and vice-versa.

Table16: Scatter diagram showing correlation of parental concentration attitude and aggression scores of 200 students

Concentration (y)	Aggression (x)					Total (fy)	y'	fy'	fy' <sup>2</sup>	Σx'	Σx'y'
	12-21	21-30	30-39	39-48	48-57						
12-17	1	5	3	2	-	11	-2	-22	44	-5	10
17-22	3	25	31	11	-	70	-1	-70	70	-20	20
22-27	19	30	31	14	1	95	0	0	0	-52	0
27-32	4	10	9	-	-	23	+1	23	23	-18	-18
32-37	-	-	-	1	-	1	+2	2	4	1	2
Total (fx)	27	70	74	28	1	200	-	-67	141	-94	14

$x'$	-2	-1	0	+1	+2	
$fx'$	-54	-70	0	28	2	= -94
$fx'^2$	108	70	0	28	4	= 210
$\sum y'$	-1	-25	-28	-13	0	= -67
$\sum x'y'$	2	25	0	-13	0	= 14
$C_x$	= -0.47		$C_y$	= -0.335		
$C^2_x$	= 0.2209		$C^2_y$	= 0.112225		
$\sigma_x$	= 0.91		$\sigma_y$	= 0.77		
$r$	= -0.13					

Table 16 shows the relationship of parental concentration attitude and aggression of the students. The value of the coefficient of correlation (r) comes out to be -0.13 which is negative and significant only at 0.05 level of significance. Thus, the relationship between parental concentration and aggression among the students is significant but negative. So it indicates that with the increase in parental concentration, the aggression among the students decrease and vice-versa.

The results may be due to the reason that when parents concentrate on their children and provide the concentration according to their whims and wishes, there is no scope for the children to be aggressive.

Conclusion- On the basis of the results given above, it has been elicited that the non-significant relationship was found between the parental attitude of concentration and two components of frustration i.e. fixation and resignation. The relationship between parental concentration attitude and regression was positive and significant. But, negative and significant relationship was found between parental concentration attitude and aggression. This shows that two relationships are significant and two are non-significant. Hence, the hypothesis “Concentration and modes of frustration are significantly co-related” is partially accepted.

Table17: Scatter diagram showing correlation of parental concentration attitude and aggression scores of 200 students

Avoidance (y)	Regression (x)					Total (fy)	y'	fy'	fy'^2	Σx'	Σx'y'
	12-20	20-28	28-36	36-44	44-52						
1-11	1	4	22	28	1	56	-2	-112	224	24	-48
11-21	5	15	59	9	-	88	-1	-88	88	-16	16
21-31	3	12	11	9	2	37	0	0	0	-5	0
31-41	1	4	8	5	-	18	+1	18	18	-1	-1
41-51	-	1	-	-	-	1	+2	2	4	-1	-2
Total (fx)	10	36	100	51	3	200	-	-180	334	1	-35

$x'$	-2	-1	0	+1	+2	
$fx'$	-20	-36	0	51	2 =	1
$fx'^2$	40	36	0	51	12 =	139
$\sum y'$	-6	-17	-95	-60	-2 =	-179
$\sum x'y'$	12	17	0	-60	-4 =	-35
$C_x$	=	-0.05		$C_y$	=	-0.895
$C^2_x$	=	0.000025		$C^2_y$	=	0.801025
$\sigma_x$	=	0.83		$\sigma_y$	=	0.93
$r$	=	-0.22				

Table 17 shows the relationship between parental avoidance attitude and regression of the students. The value of the coefficient of correlation (r) comes out to be -0.22 which is negative at both levels of significance i.e. 0.05 and 0.01. Thus, the relationship between parental avoidance and aggression among the students is significant and negative. So it indicates that with the increase in avoidance, the regression among the students decrease and vice-versa.

This result may be due to the reason that as the parents avoid their children, the students may develop independent attitude and take their initiative in performing all types of activities resulting in decrease in regressive attitude.

Table 18: Scatter diagram showing correlation of parental concentration attitude and fixation scores of 200 students

Avoidance (y)	Fixation (x)					Total (fy)	$y'$	$fy'$	$fy'^2$	$\sum x'$	$\sum x'y'$
	16-24	24-32	32-40	40-48	48-56						
1-11	8	28	14	5	1	56	-2	-112	224	-37	74
11-21	9	35	39	5	-	88	-1	-88	88	-48	48
21-31	3	13	14	7	-	37	0	0	0	-12	0
31-41	1	9	8	-	-	18	+1	18	18	-11	-11
41-51	-	1	-	-	-	1	+2	2	4	-1	-2
Total (fx)	21	86	75	17	1	200	-	-180	334	-109	109

$x'$	-2	-1	0	+1	+2	
$fx'$	-54	-70	0	28	2 =	-94
$fx'^2$	108	70	0	28	4 =	210
$\sum y'$	-24	-80	-59	-15	-2 =	-180
$\sum x'y'$	48	80	0	-15	-4 =	109
$C_x$	=	-0.545		$C_y$	=	-0.9
$C^2_x$	=	0.297025		$C^2_y$	=	0.81
$\sigma_x$	=	0.87		$\sigma_y$	=	0.93

$$r = 0.07$$

Table 18 shows the relationship between parental avoidance attitude and fixation of the students. The value of the coefficient of correlation (r) comes out to be 0.07 which is positive but not significant at both levels of significance. Thus, the relationship between parental avoidance and fixation among the students is non-significant and positive. So it indicates that if the parental avoidance attitude increases, fixation among the students also increases and vice-versa.

Table19: Scatter diagram showing correlation of parental concentration attitude and resignation scores of 200 students

Avoidance (y)	Resignation (x)					Total (fy)	y'	fy'	fy' <sup>2</sup>	Σx'	Σx'y'
	2-14	14-26	26-38	38-50	50-62						
1-11	7	34	12	3	-	56	-2	-112	224	-45	90
11-21	3	41	42	1	1	88	-1	-88	88	-44	44
21-31	2	18	16	1	-	37	0	0	0	-21	0
31-41	1	6	9	2	-	18	+1	18	18	-6	-6
41-51	-	1	-	-	-	1	+2	2	4	-1	-2
Total (fx)	13	100	79	7	1	200	-	-180	334	-117	126

$$\begin{aligned}
 x' &= -2 & -1 & 0 & +1 & +2 \\
 fx' &= -26 & -100 & 0 & 7 & 2 = -117 \\
 fx'^2 &= 52 & 100 & 0 & 7 & 4 = 163 \\
 \Sigma y' &= -16 & -103 & -57 & -7 & -1 = -184 \\
 \Sigma x'y' &= 32 & 103 & 0 & -7 & -2 = 126 \\
 C_x &= -0.585 & & & C_y &= -0.92 \\
 C^2_x &= 0.34225 & & & C^2_y &= 0.8464 \\
 \sigma_x &= 0.69 & & & \sigma_y &= 0.91 \\
 r &= 0.15
 \end{aligned}$$

Table 19 represents the coefficient of correlation between parental avoidance attitude and resignation of the students. The value of the coefficient of correlation (r) is 0.15 which shows significant positive relationship between parental avoidance attitude and regression of the students only at one level of significance i.e. 0.05. This shows that if parental avoidance attitude increases, resignation of the students also increases and vice-versa.

This may be attributed to the fact that the parents avoid their children due to lack of patience or over-hurry schedule. With the result, the students withdraw into their own selves and develop an attitude of resignation.

Table20: Scatter diagram showing correlation of parental concentration attitude and aggression scores of 200 students

Avoidance (y)	Aggression (x)					Total (fy)	y'	fy'	fy' <sup>2</sup>	Σx'	Σx'y'
	12-21	21-30	30-39	39-48	48-57						
1-11	8	24	21	3	-	56	-2	-112	224	-37	74
11-21	11	30	31	15	1	88	-1	-88	88	-35	35
21-31	5	10	15	7	-	37	0	0	0	-13	0
31-41	3	5	7	3	-	18	+1	18	18	-8	-8
41-51	-	1	-	-	-	1	+2	2	4	-1	-2
Total (fx)	27	70	74	28	1	200	-	-180	334	-94	99

$$\begin{aligned}
 x' &= -2 \quad -1 \quad 0 \quad +1 \quad +2 \\
 fx' &= -54 \quad -70 \quad 0 \quad 28 \quad 2 = -94 \\
 fx'^2 &= 108 \quad 70 \quad 0 \quad 28 \quad 4 = 210 \\
 \Sigma y' &= -24 \quad -71 \quad -66 \quad -18 \quad -1 = -180 \\
 \Sigma x'y' &= 48 \quad 71 \quad 0 \quad -18 \quad -2 = 99 \\
 C_x &= -0.47 & C_y &= -0.9 \\
 C^2_x &= 0.2209 & C^2_y &= 0.81 \\
 \sigma_x &= 0.91 & \sigma_y &= 0.93 \\
 r &= 0.07
 \end{aligned}$$

Table 20 shows the coefficient of correlation between parental avoidance attitude and aggression of the students. The value of the coefficient of correlation (r) is 0.07 which shows non-significant relationship at both levels of significance i.e. 0.05 and 0.01. Thus, the relationship between parental avoidance attitude and aggression among the students is non-significant and positive. So, it indicates that with the increase in parental avoidance attitude, the students become more aggressive and vice-versa.

**Conclusion-** On the basis of the results as shown above, it is clear that there is positive and non-significant relationship of parental avoidance attitude with both fixation and aggression. The relationship of parental avoidance attitude and regression and resignation is significant. It shows that out of four correlations, two are found to be significant. Hence, the hypothesis "Relationships are significant between avoidance and components of frustration" is partially accepted.

Table21: Scatter diagram showing correlation of parental acceptance attitude and total frustration scores of 200 students

Acceptance (y)	Total Frustration (x)					Total (fy)	y'	fy'	fy' <sup>2</sup>	Σx'	Σx'y'
	65-90	90-116	116-141	141-166	166-191						
17-24	7	34	12	3	-	5	-2	-112	224	-45	90
24-31	3	41	42	1	1	88	-1	-88	88	-44	44
31-38	2	18	16	1	-	37	0	0	0	-21	0
38-45	1	6	9	2	-	18	+1	18	18	-6	-6
45-52	-	1	-	-	-	1	+2	2	4	-1	-2
Total (fx)	13	100	79	7	1	200	-	-180	334	-117	126

$$\begin{aligned}
 x' &= -2 \quad -1 \quad 0 \quad +1 \quad +2 \\
 fx' &= -34 \quad -73 \quad 0 \quad 11 \quad 2 = -94 \\
 fx'^2 &= 68 \quad 73 \quad 0 \quad 11 \quad 4 = 156 \\
 \Sigma y' &= -2 \quad 7 \quad 9 \quad 7 \quad 1 = 22 \\
 \Sigma x'y' &= 4 \quad -7 \quad 0 \quad 7 \quad 2 = 6 \\
 C_x &= -0.47 \quad C_y = 0.11 \\
 C^2_x &= 0.2209 \quad C^2_y = 0.0121 \\
 \sigma_x &= 0.75 \quad \sigma_y = 0.88 \\
 r &= 0.12
 \end{aligned}$$

Table 21 shows the coefficient of correlation between parental acceptance attitude and total frustration of the students. The value of the coefficient of correlation (r) is 0.12 which is non-significant at 0.05 and 0.01 levels of significance. This shows that there is non-significant positive relationship between parental attitude of acceptance and frustration in total. Thus the hypothesis "there exists significant relationship between acceptance and frustration" stands rejected.

Table22: Scatter diagram showing correlation of parental concentration attitude and total frustration scores of 200 students

Concentration (y)	Total Frustration (x)					Total (fy)	y'	fy'	fy' <sup>2</sup>	Σx'	Σx'y'
	65-90	90-115	115-140	140-165	165-190						
12-17	1	4	6	-	-	11	-2	-22	44	-6	12
17-22	6	27	31	6	-	70	-1	-70	70	-33	33
22-27	10	32	48	5	-	95	0	0	0	-47	0
27-32	-	10	13	-	-	23	+1	23	23	-10	-10
32-37	-	-	-	-	1	1	+2	2	4	2	4
Total (fx)	17	73	98	11	1	200	-	-67	141	-94	39

$x'$	-2	-1	0	+1	+2	
$fx'$	-34	-73	0	11	2 =	-94
$fx'^2$	68	73	0	11	4 =	156
$\sum y'$	-8	-25	-30	-6	2 =	-67
$\sum x'y'$	16	25	0	-6	4 =	39
$C_x$	=	-0.47		$C_y$	=	-0.335
$C^2_x$	=	0.2209		$C^2_y$	=	0.112225
$\sigma_x$	=	0.75		$\sigma_y$	=	0.77
$r$	=	0.07				

The product moment coefficient of correlation was worked on the total sample of 9<sup>th</sup> class students between the variables parental concentration attitude and frustration in total. Correlation between these variables came out to be 0.07 which is non-significant at both levels of significance i.e. 0.05 and 0.01 as shown in table 22. This indicates that there is non-significant positive relationship between the parental attitude of concentration and frustration in total. Hence, the hypothesis "significant relationship exists between the parental attitude of concentration and frustration" is rejected.

Table23: Scatter diagram showing correlation of parental avoidance attitude and total frustration scores of 200 students

Avoidance (y)	Total Frustration (x)					Total (fy)	y'	fy'	fy' <sup>2</sup>	$\sum x'$	$\sum x'y'$
	65-90	90-116	116-141	141-166	166-191						
1-11	6	25	23	1	1	56	-2	-112	224	-34	68
11-21	6	31	47	4	-	88	-1	-88	88	-39	39
21-31	5	9	20	3	-	37	0	0	0	-15	0
31-41	-	7	8	3	-	18	+1	18	18	-4	-4
41-51	-	1	-	-	-	1	+2	2	4	-1	-2
Total (fx)	17	73	98	11	1	200	-	-180	334	-93	101

$x'$	-2	-1	0	+1	+2	
$fx'$	-34	-73	0	11	2 =	-94
$fx'^2$	68	73	0	11	4 =	156
$\sum y'$	-18	-72	-85	-3	2 =	-180
$\sum x'y'$	36	72	0	-3	4 =	101
$C_x$	=	-0.465		$C_y$	=	-0.9
$C^2_x$	=	0.216225		$C^2_y$	=	0.81
$\sigma_x$	=	0.75		$\sigma_y$	=	0.93
$r$	=	0.12				



Table 23 indicates the relationship between parental avoidance attitude and total frustration. The value of  $r$  is 0.12 which is not significant at both levels of significance i.e. 0.05 and 0.01. This reveals that there is insignificant relationship between the parental avoidance attitude and total frustration. So, we can conclude that if parents do not give due attention to their wards they may show frustrated behavior. Hence, the hypothesis "there is significant relationship between avoidance and frustration" is rejected.

### **Suggestion for further study**

The present study opens up certain avenues for further research which are briefly listed below:

1. A similar study can be conducted on a large sample so that the results obtained may be more reliable.
2. The study of same nature can be undertaken for the different districts of the state.
3. The present study was conducted only on the ninth class students. It may be repeated for other senior classes.
4. A similar study can be conducted taking into consideration other variables such as intelligence, academic achievement and low socio-economic status in relation to frustration.
5. Research can also be conducted to see the effect of family determinant on the frustration of the child keeping in view the following variables:
  - Different types of family structures.
  - Discipline in the family.
  - Family Value.
  - Age of the child.
  - Father or Mother's absence.
  - Working and non- working mother.

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