

A Study of Personality of Secondary School Students in Relation to Frustration

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ABSTRACT

The current study aimed at exploring the relationship between reactions to frustration level and personality of secondary school students in Indore city. Research Design: To meet the objectives, ex-post facto design used or the data was analysed and proper statistical techniques used. For this purpose a sample of 50 adolescents, randomly selected from four Male and Female secondary schools students Indore city, was taken. As a result significant negative relationship was found between Frustration and personality of Adolescents of Male and Female secondary schools students.

KEYWORDS: Frustration, personality, Adolescent and Secondary School Students

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INTRODUCTION

Personality is one of the most popular words in the field of psychology now-a-days. The term personality has been derived from the Latin word Persona-meaning 'mask' Persona originally denoted the theatrical mask, first used in GREEK DRAMA adopted about a hundred years before Christ by Roman Players.

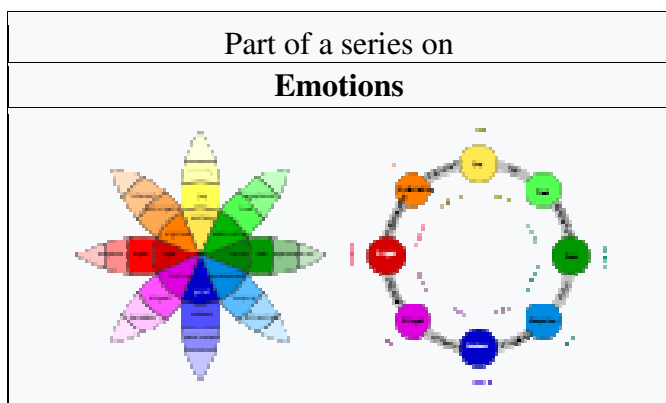
Personality is the organized system of the behaviours, attitudes and values that characterize a given individual and account for his particular manner of functioning in the environment. The human personality is formed and modified by the interaction between biological man and his environment. Children often have many of the personality characteristics of their own parents. Personality includes the motivational aspect as well as other outstanding characteristics. Different psychologists have perceived the phenomenon of personality in different perspectives hence they all put forth its different definitions. According to Warren (1956), personality is the entire organization of human being at any stage of his development. The definitions of the term personality can be multiplied and arranged in

a long list but the centralized theme mentioned in most popular definitions are; 'sum total' of innate and acquired traits. Others regard it as adjustment to environment. Still others understand 'personality' as the 'organization' of innate and acquired traits. In present study personality patterns meant as a unity of traits which are responsible for unique behaviour of the secondary school students. The personality can be described in terms of the degree of each of the trait present in these students such as (i) responsibility (ii) emotional stability (iii) heterosexuality (iv) ego-strength (v) curiosity (vi) self-concept.

Frustration:-

Frustration is an emotional response to stress. It's a common feeling that everyone will experience in their life. Frustration is a common emotional response to opposition, related to anger, annoyance and disappointment. Frustration arises from the perceived resistance to the fulfilment of an individual's will or goal and is likely to increase when a will or goal is denied or blocked. There are two types of frustration: internal and external. Internal frustration may arise from challenges in fulfilling personal goals, desires,

instinctual drives and needs, or dealing with perceived deficiencies, such as a lack of confidence or fear of social situations. Conflict, such as when one has competing goals that interfere with one another, can also be an internal source of frustration or annoyance and can create cognitive dissonance. External causes of frustration involve conditions outside an individual's control, such as a physical roadblock, a difficult task, or the perception of wasting time. There are multiple ways individuals cope with frustration such as passive-aggressive behaviour, anger, or violence, although frustration may also propel positive processes via enhanced effort and strive. This broad range of potential outcomes makes it difficult to identify the original cause(s) of frustration, as the responses may be indirect. However, a more direct and common response is a propensity towards aggression.



Frustration has been different connotations for different psychologists when the issue is considered with its definition Symonds (1946) quotes the term frustration as "frustration means the blocking or interference of the satisfaction of an aroused need through some barrier or obstructions".

Rosenzeig (1938) the pioneer worker in the field of frustration had defined the term as "frustration occurs whenever the organism meets a more or less insurmountable obstacle on obstruction in its root to the satisfaction of any vital need."

REVIEW OF LITERATURE: -

Tripathi (2010) studied the effectiveness of transactional analysis (TA) enhancing self-esteem and personality development of Low SES children. The study is carried out on 200 urban children in the age group of 10-15 years. The findings of the study indicated that the self-esteem and positive personality development is being witnessed in Low SES children because these children were subjected to transactional analysis empowered training for a month regularly.

Tarquin et.al. (2008) studied relationships among different aspects of student alienation and self-concept for this purpose, 351 undergraduates were

selected as sample. Students were asked to report their worst academic experience and overall feelings about themselves. The results indicated a moderate negative correlation between self-concept and student alienation. A step-wise multiple regression analysis indicated that the hopelessness and general maladjustment scores best predicted poor student self-concept.

Nolan et.al. (2003) studied prospective relations between rejection and depression in young adolescents to examine the relations between rejection and depression across three years in young adolescents who varied with regard to their risk of depression. The sample consisted of 240 adolescents who were assessed in the grades from VI to VIII respectively. The assessment of rejection was based on adolescent-mother, and the teacher's report. The depression assessment was based on adolescent and mother-report and clinical ratings. Structural equation modelling indicated that rejection prospectively predicted depression. The researcher did not find that depression prospectively predicted rejection, but such a relation cannot be ruled out because of strong cross-sectional correlations between depression and rejection.

Sandstorm (2003) studied girls' use of defence mechanisms following peer-rejection. The researcher had reported the results, as there existed a significant negative correlation between social adjustment and defence application by them. Categorical analyses revealed that rejected or neglected girls used more and more defence mechanism following the rejection experience than the poor and average level girls.

OBJECTIVES OF THE STUDY:-

1. To study the different traits of personality of male and female adolescents.
2. To study the effect of frustration of male adolescents and to compare it with female adolescents.

HYPOTHESES OF THE STUDY:-

H01: There exists no significant difference among male and female adolescents in relation to Responsibility.

H02: There exists no significant difference among male and female adolescents in relation to Emotional Stability.

H03: There exists no significant difference among male and female adolescents in relation to Heterosexuality.

H04: There exists no significant difference among male and female adolescents in relation to Ego-Strength.

H05: There exists no significant difference among male and female adolescents in relation to Curiosity.

H06: There exists no significant difference among male and female adolescents in relation to Self-Concept.

H07: There exists no significant difference between Male and Female Adolescents in relation to Aggression.

H08: There exists no significant difference between Male and Female Adolescent in relation to Resignation.

H09: There exists no significant difference between Male and Female adolescents in relation to Fixation.

METHODOLOGY:-

The population of the present study consists of all the secondary level students studying in various secondary schools of Indore city. In the present study the researcher has employed descriptive survey method of research. Descriptive studies are more than just a collection of data they involve measurement and interpretation. The researcher has observed the

ANALYSIS AND INTERPRETATION:-

Table NO.01 Mean, SD and t-value of the scores on the personality trait; Responsibility between male and female adolescents

| S. No. | Group | N | Mean | S.D. | t-Value | p-Value |
|--------|--------|----|-------|------|---------|---------|
| 1 | Male | 30 | 24.65 | 1.69 | 16.10 | 0.0001 |
| 2 | Female | 20 | 17.72 | 1.12 | | |

The calculated t-value has been highly significant at 0.05 level of significance ($p < 0.05$). Thus the null hypothesis (H01) is rejected in this case and it can be said that there existed significant difference with regard to personality trait-responsibility between male and female adolescents.

Table NO.02 Mean, SD and t-value of the scores on the personality trait; Emotional Stability of the male and female adolescents

| S. No. | Group | N | Mean | S.D. | t-Value | p-Value |
|--------|--------|----|-------|------|---------|---------|
| 1 | Male | 30 | 21.48 | 2.16 | 10.04 | 0.0001 |
| 2 | Female | 20 | 15.59 | 1.82 | | |

The calculated t-value has been highly significant at 0.05 level of significance ($p < 0.05$). Thus the null hypothesis (H02) is rejected in this case and it can be said that there existed significant difference between the two groups under consideration with regard to personality trait- i.e. Emotional Stability than their counterparts.

Table NO.03 Exhibiting M, SD and t-value of the scores on the personality trait: Heterosexuality of the male and female adolescents

| S. No. | Group | N | Mean | S.D. | t-Value | p-Value |
|--------|--------|----|-------|------|---------|---------|
| 1 | Male | 30 | 19.29 | 1.20 | 8.75 | 0.0001 |
| 2 | Female | 20 | 14.04 | 2.95 | | |

The calculated t-value has been highly significant at 0.05 level of significance ($p < 0.05$). Thus the null hypothesis (H03) is rejected in this case. The male adolescents are here again excel in relation to the trait of heterosexuality in comparison to their female counterparts.

The calculated t-value confirms that the male adolescents have better expressions in their trait as the female adolescents have the limitations of free-mixing with opposite sex, always have familial, and social apprehensions in their acts and the parents do not give them approval for liberal mixing with opposite sex.

facts collected data by administering the tests for the variables specified in research work and analysed the data by employing appropriate statistical techniques.

SAMPLE AND SAMPLE SIZE:-

In the present study the researcher has selected the sample of 50 students (30 Boys and 20 Girls) from different secondary schools of Indore city. The researcher has employed simple Randomization Technique to select the sample of schools

STATISTICAL TOOL:-

The researcher has employed different tools for the collection of reliable information's with regard to the variables of the study and testing of the hypotheses. The main tools employed in the present study are as follows:

1. Singh's Differential Personality Inventory (SDPI) by A.K. Singh to measure specific Personality Traits of the students.
2. Relation to Frustration Scale (RFS) by Dixit and Srivastava to measure the modes of Frustration of the students.

Table NO.04 Exhibiting Mean, SD and t-value of the scores on the personality trait: Ego-strength of the male and female scores

| S. No. | Group | N | Mean | S.D. | t-Value | p-Value |
|--------|--------|----|-------|------|---------|---------|
| 1 | Male | 30 | 17.42 | 2.79 | 4.86 | 0.0001 |
| 2 | Female | 20 | 14.16 | 1.33 | | |

The calculated t-value has been highly significant at 0.05 level of significance ($p < 0.05$). Thus the null hypothesis (**H04**) is rejected in this case. The calculated t-value confirms that the male adolescents are found to be better on their ego-strength, which in representing their balanced personality make-up at this moment giving the green signal to be converts into a mature adult with full mental competencies.

Table NO.05 Exhibiting Mean, SD and t-value of the scores on the personality trait: Curiosity of the male and female adolescents

| S. No. | Group | N | Mean | S.D. | t-Value | p-Value |
|--------|--------|----|-------|------|---------|---------|
| 1 | Male | 30 | 15.45 | 2.65 | 4.29 | 0.0001 |
| 2 | Female | 20 | 18.87 | 2.91 | | |

The calculated t-value has been highly significant at 0.05 level of significance ($p < 0.05$). Thus the null hypothesis (**H05**) is rejected in this case. The personality trait of curiosity where the female adolescents are found to be much better than their male counterparts. The girls are more curious, having find skills of observation of the details in any situation or task, have high capacity of skilful manipulation of tasks and have more foresight in the events to happen. Hence the female adolescents are doing best performances in fine arts, music, dance, painting, sculpture, embroidery etc. They are also patientful listeners and giving best judgement to the issues in time to come. They are forward-looking and know their responsibilities in a better way towards their family, parents, and society.

Table NO.06 Exhibiting Mean, SD and t-value of the scores on the personality trait: Self-Concept of the male and female adolescents

| S. No. | Group | N | Mean | S.D. | t-Value | p-Value |
|--------|--------|----|-------|------|---------|---------|
| 1 | Male | 30 | 17.33 | 1.60 | 4.03 | 0.0002 |
| 2 | Female | 20 | 15.22 | 2.09 | | |

The calculated t-value has been highly significant at 0.05 level of significance ($p < 0.05$). Thus the null hypothesis (**H06**) is rejected in this case. Thus it can be said, about male adolescent that they have better knowledge, better expectation and better evaluation of their self. It is also witnessed from daily school-life experiences that generally boys are not having the tendencies of overestimation themselves whether it is concerned with academic performances or co-curricular performances. They do their work with full might and know their capacities. Thus this group of male adolescents is more relying on rationality than daydreaming.

Table NO.07 Exhibiting Mean, SD and t-values of Male and Female Adolescents in Relation to Aggression – the First Dimension of Frustration Reaction Scale

| Frustration Reaction | Male (30) | | Female (20) | | t-value | p-value |
|----------------------|-----------|------|-------------|------|---------|---------|
| | Mean | S.D. | Mean | S.D. | | |
| Aggression | 23.12 | 2.11 | 17.99 | 1.88 | 8.78 | 0.0001 |

The calculated t-value has been significant at 0.05 level of significance ($p < 0.05$). Thus the null hypothesis (**H07**) is a rejected. The Male and Female adolescents have clear-cut differences in the expressions of the Aggression in their routine life. Here the male adolescents are appeared to behave as young angry men and ready to express their Aggression in routine course of life while the girls are little bit having patience in its expression.

Table NO.08 Exhibiting Mean, SD and t-values of Male and Female Adolescents in Separately in relation to Resignation

| Frustration Reaction | Male (30) | | Female (20) | | t-value | p-value |
|----------------------|-----------|------|-------------|------|---------|---------|
| | Mean | S.D. | Mean | S.D. | | |
| Resignation | 18.53 | 1.74 | 18.27 | 2.90 | 0.3966 | 0.6934 |

The calculated t-value has been not significant at 0.05 level of significance ($p > 0.05$). Thus the null hypothesis (**H08**) is accepted.

As earlier said both of the groups of adolescents (Male and Female) are almost showing uniform behaviour with regard to the resignation It means that the female adolescents do not exert any effect on the resignation in similar fashion.

Table NO.09 Exhibiting Mean, SD and t-values of male and female adolescents separately in relation to frustration the third Dimension – FIXATION

| Frustration Reaction | Male (30) | | Female (20) | | t-value | p-value |
|----------------------|-----------|------|-------------|------|---------|---------|
| | Mean | S.D. | Mean | S.D. | | |
| Fixation | 16.38 | 3.26 | 16.96 | 2.85 | 0.6472 | 0.5206 |

The calculated t-value has been not significant at 0.05 level of significance ($p > 0.05$). Thus the null hypothesis (**H₀₉**) is accepted.

It apparently denotes a little superiority of female subjects of in relation to their male counterparts. Moreover the females group has shown comparatively more homogeneity in their expression of frustration in terms of fixation.

FINDINGS:-

1. The personality dimension Responsibility is again found to be statistically significant in case of the male adolescents ($M=24.65$) as it is found significant at 0.05 level of Significance.
2. The personality dimension emotional stability is also found to be significant at 0.05 level of significance in case of male adolescents studying in secondary school of Indore city.
3. The male adolescents in secondary schools possess the trait of heterosexuality as it is found statistically significant at 0.05 level of significance.
4. The personality dimension of ego- strength is found to be significant at 0.05 level of significance and the male adolescents have marked superiority over the female adolescents.
5. The personality dimension curiosity is found to be significant at 0.05 level of significance and the female adolescents have overpowered their counterparts on this trait.
6. The personality dimension self- concept is found to be significant in female adolescents in comparisons than their counterparts.
7. The Male and Female differ significantly in relation to aggression as the expression of their frustration.
8. The Male and Female does not differ significantly in relation to resignation as the expression of their frustration.
9. The Male and Female does not differ significantly in relation to fixation as the expression of their frustration
2. The male adolescents are having high emotional stability in comparison than their counterparts as revealed by the analysis.
3. The male adolescents have shown high trend of the Heterosexuality while comparisons are made between male and female adolescents.
4. The male adolescents have demonstrated high order of Ego-strength in comparison than their female counterparts.
5. The female adolescents have shown high level of curiosity in comparison than the male adolescents. The very first personality dimension which has statistically shown the difference as well as superiority of feminine gender on this dimension of personality.
6. In last the personality dimension of self-concept the male adolescents have high superiority in comparison than their counterparts it confirms that the self-concept of male adolescents is quite high than the female adolescents.
7. The male and female adolescents are having differences in relation to aggression as the expression of their frustration.
8. The personality make-ups are also showing differences in relation to aggression as exhibited by the adolescents in general.
9. The sex and personality make-up co jointly also expressed the difference in relation to aggression.
10. The male adolescents and the female adolescents in relation to resignation have shown no differences as the mechanism of frustration reaction adopted by them. Both have equal potential and homogenous in nature of frustrations expression in the form of resignation.
11. The adolescents having different personality make-ups are following the different mechanisms of the expression of their frustration in the form of resignation.

CONCLUSION:-

1. The male adolescents are appeared to be more responsible in comparison than their counter part which is compensatory to above dimension of the personality.

12. The sex and personality make-ups co-jointly expressed no difference in relation to Aggression.
13. The male adolescents and the female adolescents do not have any sort of sex difference with regard to the frustration reaction's constituent- fixation.
14. The male adolescents and the female adolescents are also expressing no sex difference in relation to their personality make-ups when treated against the frustration reaction's Constituent- fixation.
15. The combined effect of sex and personality also demonstrate no difference in relation to fixation. Thus it can be concluded here that the sex, personality make-ups of the adolescents do not exert any effect in relation to fixation and more or less they all behave just like a homogeneous single group of adolescents without any distinction in relation to frustration reaction's constituent-fixation.

LIMITATIONS OF THE STUDY:-

1. (ii) The study has been delimited to Indore city only and the sample consists of 50 adolescents (30 Boys + 20 Girls) from Secondary school of Indore.
2. (iii) The age group of the adolescents is varying from 13-18 years and studying in 9th – 12th grade.

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