SOCIAL ADJUSTMENT AND FRUSTRATION AMONG ADOLESCENTS AND ITS EFFECTS ON QUALITY OF ACADEMIC PERFORMANCE

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BY
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UNDER THE SUPERVISION OF
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TO WHOM IT MAY CONCERN

It is hereby certified that the dissertation entitled "SOCIAL ADJUSTMENT AND FRUSTRATION AMONG ADOLESCENTS AND ITS EFFECTS ON QUALITY OF ACADEMIC PERFORMANCE" is an original work conducted by Mr. Md. Mahmood Alam under my supervision. It may be considered for the award of the degree of Master of Philosophy in Education.

(DR. NABI AHMAD)
Supervisor
I feel under special obligation to my supervisor DR. NABI AHMAD (LECTURER), Department of Education, Aligarh Muslim University, whose kind help and constant inspiration remained the only driving force towards completing this work.

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CHAPTER 1

INTRODUCTION
The magnitudes of adjustment and frustration have been a matter of great concern for both the psychologists and educationists for quite a long time; and more so in the case of adolescents who are exposed to rapidly growing scenario of competition in the realm of self-actualization as well as in the field of educational opportunities and job satisfaction specially in the modern age. Both the phenomena, adjustment and frustration operating as positive and negative forces on self-actualization processes as well as social and occupational satisfaction have become very crucial for the present day adolescents who while singing between the attributes of childhood and adulthood find the ground under their feet getting more and more slippery and evanescent when faced with the competitive atmosphere around them for grabbing the educational and occupational avenues to their taste and calibre.

Now the question arises specially with reference to India: are we really providing enough room for the free play of our adolescents' manifest and unmanifest potentialities? Even those who manage to get admission to the educational institution of some kind or the other, eventually get frustrated by the end of their education when exposed to the over competitive scene at the doors of job opportunities.

How far adjustment goes with academic achievement and frustration with low academic performance among the adolescents is, therefore, the main concern of the present
study.

Adjustment denotes the process whereby an organism, or an individual enters into a relationship of 'harmony' or equilibrium with the environment. (Gould and Kolb; 1965, pp. 9).

Frustration denotes the obstruction or thwarting of a (felt) need and/or the feelings that result from such obstruction. Gould and Kolb, 1965, pp. 276).

The adolescents as a result of their abrupt physical changes specially relating to the onset of maturity and consequent heightened emotionality and the lack of balance between their capabilities and demands of their parents and teachers, generally remain in a confused state of mind, very much on the brink of frustration. The lack of educational and vocational opportunities further add new dimensions to the intensity of the problem which the present investigator humbly tries to start with.

The growing consciousness, for better job opportunities, as a result of industrialization force the rural masses to migrate to the cities. The process sped up and by the later part of the twentieth century, the nature of the work carried out by the young changed drastically. Relatively a large number of job seekers in the major cities transformed the entire scenario. Job availability became inversely related to aspirants slowly and gradually. This crisis had become a challenge to those youth who are in the school and
ready to go into job market. The hazy and unclear future prospects force them to think of other alternatives. Their inability to find appropriate ways and means and their inaction compel them to adopt certain bad habits that become further a matter of great concern to the nation.

Adolescents, as it is called, need parent's and teachers' care to enable them to adjust to physical maturity, social living and the commonly held moral code. Rapid and marked changes which take place during this period, thus transforming the child into a totally new personality, need special attention and care on the part of the parents, teachers, researchers and other agencies to keep things in the right directions.

Hereupon, the causal factors of social adjustment and frustration among the adolescents need to be identified on the one hand and diagnostic means to be adopted on the other to shape the personality in general and improve the academic performance in particular.

Adolescence is a preparatory stage for adulthood. It is considered to be the most crucial period compared to other periods of development of human life. It is a dynamic period to achieve high levels of self-awareness and goals learnt by them (Grinder, 1978).

Adolescence is both a biological process and a sociocultural phenomenon (Frank, L.K. 1944). Definitions of adolescence vary from strictly biological to broadly
Cultural. Ford and Beach (1951) and Kinsey and Others (1953) use the term synonymously with "pubescence" or reproductive maturaion. Dennis (1946) defines the study of adolescence as the study of the behavioral concomitants of pubescence. But usually the term is more generally defined to refer to the processes of development and adjustment during the so-called transitional period between childhood and maturity - roughly the teen years. Typically, adolescence is presumed to be a period involving certain discontinuities in development with resulting increase in psychological disturbance and a particular pattern of adjustive problems, and it is presumed to be a rather critical period in psychological developments forcing basic reorganizations in personality. In Raymond G. Kuhlen's opinion the preponderance of research fails to support the storm and stress hypothesis derived from most theoretical orientations. A survey of worries (Kuhlen, Raymond G., 1952), observations of emotional episodes in classroom (Blatz, W.E. and Others, 1937) counts of frequency of observed nervous systems (Olson Willard C. 1929), longitudinal Rorschach data (Hertz, Margaret R. & Baker Elizabeth 1943) and a questionnaire survey of specific nervous symptoms (Tyron, Caroline M. 1939) revealed no evidence of increased emotional disturbance during adolescence. Early findings of increased incidence of fingernail biting (Wechsler, David 1931) widely quoted as evidence of increased stress associated with pubescence, has
not been confirmed by more recent researches (Malone, A.J. and Massler, M. 1952). Usually sudden biological or cultural changes are presumed to cause the stresses among adolescents. Thus the present evidence suggests that, on an average, social horizons widen gradually during childhood and adolescence (Barker Roger G. and Wright, H.F., 1955) and that sex urges have been increasing over a period of years and are not sudden characteristic of the adolescent, as the assumption of a preadolescent latency period implies (Kinsey, Alfred C. & others).

On the other hand, other studies report adolescents to be "more introversive and concerned with their inner urges and experience" than children younger or older (Hertzman, M. & Margulies, H. 1943) to show more unhappiness in projective test material (Symonds, Percival M. 1945) to have more unpleasant and fewer pleasant experiences (Thompson, George G. and Kepler, M.O. 1945) and to show more delayed reaction time to stimulus word, such as "worry", "afraid", "unhappy", "restless" and "anxious" (Powell, Marwin, 1933) other investigators report that evidence for stress was found, although they do not report the supporting data (Frank, Lawrence K; and Others, 1951 and Tryon, Caroline M. 1939). In general, increase in anxiety in adolescence seems to be more characteristic of girls, but in both sexes it is associated with specific areas of adjustment typical of teens - family relations, ideological developments,
heterosexual relations, vocational orientation as described by Havighurst. (Havighurst, Robert, J. 1953). The whole question of adolescence obviously needs further study. Adolescence is a period of interest to researchers for a variety of reasons: (i) It is a period of major change, physically, psychologically, and socially. As such it offers a change to study the processes of development and change in human beings who are already quite complex and capable of initiating much of their own behaviour. (ii) Adolescence is preparation for adulthood. Consequently to explain successes and failures in latter life, it is necessary to discover how adolescent events and developments facilitate or hinder later coping behaviour (iii) There have been some major historical changes in adolescent behaviour which call for understandings. (iv) School and College populations have been and continue to be popular subjects for research, for all practical purposes; as they are more available and controllable than any other group of normal, near-adult people. From some of the researches that have already been done, it can be inferred that adolescence is seldom rigorously defined in the psychological literature. In general, psychological rather than chronological divisions of the developmental stages seem to be preferred. With regard to the chronology of adolescence, however, most writers seem to agree that adolescence begins approximately at the first manifestations of puberty (Jersild, 1963
McCandless, 1961). An exact span of years is not linked with adolescence: McCandless (1961) states that some authors extend the period to age 24; Jersild (1963) considers that adolescence continues through sexual maturity, achievement of maximum growth in height, and full mental growth as measured by tests of intelligence and that these take place between ages 12 and 20. Mussen and his associates (1963) use ages 11 to 18. Hurlock (1964) suggests that for purposes of definition adolescence be considered as terminating at the age maturity (21). Further she divides the period (which begins at approximately age 13 for girls and age 14 for boys) into "early" and "late" with age 17 as the dividing line. This emphasis on the chronology of adolescence is of some importance in the light of Erikson’s construct (1959) of the "psychosocial moratorium" wherein societies are said to offer, in accordance with individual requirements, a sanctioned transitional period between childhood and adulthood. Previously Kuhlen (1960) noted that educators at the high school level (both junior and senior) were considered to be especially concerned with adolescent phenomenon. There is now consensus (Group for the advancement of psychiatry, 1962) that the college years in whole or part, compose a part of adolescence. Thus prolongation of adolescence would be in accord with Erikson’s Concept.

Adjustment is the process of behaviour by which men and
other animals as well, maintain an equilibrium among their various needs or between their needs and the obstacles of their environments. The psychological climate of the home affects the adolescent's personal and social adjustment directly through its influence on his characteristic pattern of behaviour, and indirectly, by the effect it has on his attitudes. Out of the many conditions within the family, the greatest influence on the adolescent depends largely on the kind of person adolescent is. Peck and Havighurst have written "Each adolescent is just about the kind of person that would be predicted from a knowledge of the way of his parents treated him. Indeed, it seems reasonable to say that, to an almost startling degree, each child learns to feel and act, psychologically and morally, as just the kind of person his father and mother have been in their relationships with him".

In general, the adjustment process involves four parts: (i) a need or motive in the form of a strong persistent stimulus (ii) the thwarting or non-fulfillment of this need (iii) varied activity or exploratory behaviour, leading to (iv) some response that removes or at least reduces the initiating stimulus and completes the adjustment.

Some of the motives that stimulate adjustive behaviour are primary physiological needs such as hunger and thirst. Of greatest importance in complex human adjustments are the social motives involved in interactions with other persons,
including needs for security, approval, recognition, affection, conformity, prestige, mastery, self-realization and the like. Social motives are not inborn, but are learned by each person during the course of his development and socialization. Innate emotional responses provide the base from which many important social motives develop.

Social motivation may also originate from the learning of secondary rewards. Feeding and comforting are intrinsically satisfying to little child. If these are accompanied by attention and kindwords, then recognition and approval from other people will become gratifying in themselves. Their absence will arouse maladjustive behaviour.

Since social motives are learned, they tend to differ from one culture to another as society provides different learning experiences for its children.

Emotional motivation has an especially important role in the process of adjustment. The feeling tone of anxiety is much like that of fear, but there are differences. Fear is evoked by a present external stimulus, anxiety by an apprehension of threat and a feeling of helplessness. There is no specific effective adjustment to anxiety. Anger may lead to aggression and fear to flight, but the anxious person is stirred up futilely. Anxiety is therefore at the root of many of the less effective adjustments.

One of the most difficult of the developmental tasks,
the adolescent must master, relates to social adjustments. These adjustments must be made to members of opposite sex in a relationship that never existed before and to adults outside the family and school environments.

A good foundation of social adjustments, established during the early years of life, will go a long way towards helping the young adolescent to adjust successfully to the new social demands placed upon him.

Of the many new adjustments the young adolescent must make in his social life, the most important and, in many respects, the most difficult are the adjustments he must make to increased influence of the peer group, to changes in social behaviour, to new social groupings, to adolescent friendships, to social acceptance or rejection, and to leaders and leadership.

If the home climate is pleasant and the adolescent enjoys doing things with and for the members of the family, he learns to behave in a socially approved way. This makes him popular with his peers as well as with adults. "The home", Warnath says, "thus appears indeed to be a seat of learning for the development of social skills, and perhaps of the desire to participate in activities with other individuals". The influence of the home climate on the socialization of the adolescent extends to many areas: learning to conform to group mores, to communicate with others, to participate in peer activities, and to express a
liking for others. If the adolescent comes from a frictional home, he generally develops the habit of rebelling against home standards. A poor home climate discourages communication between family members. Equally important in social acceptance is the ability to express affection for others. The adolescent who comes from a home with a frictional climate finds it difficult to establish affectional relationships with outsiders just as he does with family members.

Social adjustment or maladjustment depends upon several organismic and environmental variables such as age, sex, intelligence, achievement, family background and socio-economic conditions. These factors are interrelated. When the young child is well adjusted in his peer group, he is likely to achieve and develop his potentialities to the fullest extent. Any kind of disturbance in his social relations is likely to hamper the healthy development of his personality.

Many theorists are in accord that peer relations play a major role in adolescence. Ausubel (1954) states that these interactions serve the facilitation of emancipation from the home and the transmission of social class values. Sullivan (1953) posits certain crucial interpersonal needs during each developmental stage, with "chumship" being the crucial need during pre-adolescence and the patterning of heterosexual object relationships prepotent in adolescence.
With regard to deviant adolescents, such as delinquents and emotionally ill teen-agers, the presence of distorted and unhealthy parent-child relationship is a common finding (Lichter & Others, 1962; Bennett, 1960). Solocum & Stone (1963) investigated the relationship between the family culture pattern (fairness of discipline, degree of affection, family democracy, and intra-family cooperation) and delinquent-type behaviour. Delinquent behaviour was found to be associated with low scores on the four family variables. McCord and his associates (1963), investigating antisocial as opposed to socialized aggressiveness, found that extreme neglect and punitiveness, along with a deviant, aggressive paternal model, produce antisocial aggressiveness; on the other hand, moderate neglect, moderate punitiveness, and ineffective control produce socialized aggressiveness. Peck and his associates (1960) experimented with a scheme of developmental levels of character formation and reported systematic relationships of character structure to several aspects of parental behaviour, to relations with age, mates, and to school achievement.

Frustration involves the thwarting or blocking of person's dominant motives, needs, desires, drives and purposes. Psychologists have emphasized greater stress upon the thwarting than upon the individual's reaction to it. Frustration is categorized as primary and secondary. Primary
frustration involves the sheer existence of an active need, characterized by tension and subjective dissatisfaction. Secondary frustration occurs whenever the organism meets a more or less unsurmountable obstacle.

Frustration has been defined as a psychological state resulting from the blocking of goal directed activity (Kisker, 1964), thwarting a need or desire (Coleman, 1974), as a hypothetical construct produced either by some type of inhibitory condition or by a excitatory tendency leading to accumulation of strength (Brown and Farber, 1951). Frustration-behaviour lacks goaorientation, feeling of intensive need deprivation and has a different set of behaviour mechanism which appears more or less senseless due to compulsive nature (Chauhan and Tiwari, 1973).

Frustration behaviour is expressed in various modes such as regression, fixation, resignation and aggression. It is an emotionally oriented phenomenon (Sarget, 1948). Frustration results in aggression (Walter and Suleman, 1968). Aggression has been defined as an act whose goal response results in injury to an organism - surrogate (Dolland et al, 1939). Fixation has been taken as a defence mechanism against anxiety by stopping the process of development (Symonds, 1946). Fixated behaviour may be taken in terms of interests and emotional attitudes to designate the attachment (Chauhan and Tiwari, 1972). Regression and fixation relate to a withdrawing frustration where
regression is a condition of fixation. Regression means a return to an earlier mode of adjustment (in Freudian terms), differed from manifestation of behaviour during neurosis (Crutter, 1968). Resignation is an emotionally tinged attitude of active response going back to a situation, which we have previously been making. In this mode of frustration we obtain elimination of needs, no plans, no definite relation to future (Zwadski and Lazarusfield, 1935).

Academic achievement of pupils has been a matters of concern for long and its prediction has assumed enormous importance in view of its practical value. Attempts have been made to identify the main determinants of achievement which led to studies involving both cognitive and non-cognitive variables. Academic achievement is not a unidimensional function but a multidimensional activity. Lucas and Horrocks (1960) extracted approximately 70 stated needs of adolescents from a survey of the literature and constructed a questionnaire covering these needs. Factor analysis of the response of over 725 adolescents to the questionnaire revealed need for achievement related primarily to school achievement. Harris (1959) observed that "Study habbits" were high on the list of problems of adolescent boys and girls in 1937 and 1957. Hess (1963) found that high school scholastic performance was the best and most consistent simple predictor of adult success.

In other words, academic achievement has to be studied
in terms of psychological correlates in order to identify the factors which are important in affecting the academic achievement at school level.

The dictionary of education (Good, 1945) defines the academic achievement as the knowledge attained or skills developed in school subjects, usually designated by test scores or by marks assigned by teachers or by both.


It can thus be inferred from the above discussion that in both the phenomenon adjustment and frustration complexities growingly emerge during the period of adolescence and these complexities affect quite significantly the academic achievement of the students. The extent of effect and its mode need a thorough study of the problem and a concerted effort for the identification of the
relationship between these variables. The present study entitled "Social adjustment and frustration among adolescents and its effect on quality of academic performance" is a humble attempt in this direction. The work has been taken up with the following objectives:

(i) to measure different dimensions of adjustment among adolescents.
(ii) to find out the levels of frustration and their possible causal factors.
(iii) to identify the influence of adjustment and frustration on academic achievement both from the points of quantity and quality.

On the basis of above discussion, it is hypothesized that:

(i) that the level of the adjustment would be closely associated with academic achievement and negatively correlated with frustration.
(ii) that highly adjusted subjects will be high achievers also and low adjusted ones low achievers,
(iii) that the high adjusted subjects will exhibit low level of frustration and low adjusted groups high level of frustration,
(iv) it is expected that the frustration will have a negative relationship with academic achievement.

The comparisons between the two sexes are expected to reveal
differences along all the three selected variables between the boys and girls.

(v) there should be difference between the boys and girls on the measure of adjustment, it is expected that the boys shall be more adjusted than the girls.

(vi) on the measure of frustration, the girls are expected to be more frustration prone than the boys.

(vii) on the scale of academic achievement, it is expected that the girls will show an edge over the boys.

(viii) Quite naturally it is expected that frustration will exhibit negative relationship with academic achievement.

The next chapter deals with the brief survey of related studies.
CHAPTER II

AN OVERVIEW OF RELATED STUDIES
The present study is an attempt to investigate into the relationship of social adjustment, frustration and its effect on academic achievement individually and collectively. Although the field has been explored quite extensively. Yet the specific area taken up by the present investigator has hardly been the focal point for the previous studies. Most of the studies done in past dealt either with one or two factors of personality in relation to academic achievement but other important factors such as extraversion, frustration and its effects on scholastic achievement were not given due importance. Similarly social adjustment in relation with academic achievement is either unexplored or if done so then very casually. Therefore the researcher has tried to review the studies more comprehensively keeping in view the various psychological and socio-psychological variables such as frustration and social adjustment etc. with academic achievement.

Studies on Social Adjustment and Frustration:

In the complex society like ours, an individual cannot achieve all the desires and goals due to the feelings of lack of belongingness on the one hand and a feeling of decline in the drive to adjustment to the existing environment on the other. Whenever needs and desires are created but no means of satisfying them is provided, frustration results, which creates adjustment problems in different areas viz social, emotional, educational etc.

John N.W. (1941) conducted a study on factors related to the social adjustment of college girls. The sample consisted of 119 boys and 119 junior girls at Syracuse university. The tool used was Washburne Social Adjustment Inventory. The finding revealed that those college boys and girls are most likely to be socially and emotionally well adjusted (i) who are from upper class (ii) who come from unbroken homes. (iii) who work to earn part of their way through college (iv) who are engaged in college activities and (v) who are in the upper 25% of college students in intelligence.

Bhatt L.N.; et.al (1961) investigated into
psychological factors related to adolescent adjustment. The sample of the study comprised of 2500 boys and girls drawn from urban and rural schools and colleges. The test material consisted of a battery of ten Psychological Inventories specially constructed for the study. The Adolescent Adjustment Tests consisted of the three components viz. emotional, social and family. The finding revealed that the correlation coefficients between emotional, social and family were statistically significant.

Kakkar, A. (1964) investigated the adjustment problems of adolescents. The sample of the study was 75 girls and 75 boys of class XI. The tools used were Raven's Progressive Matrices Test, the Asthana Adjustment Inventory, Personality Inventory prepared by Allahabad bureau of psychology, the Rorschach Ink Blot Test and the Thematic Apperception Test by Murray. Result revealed that there is positive intercorrelation between home, school, health and social areas. It was also found that the adjustment problems adversely affected the learning efficiency of adolescents.

Singh, B.N.K. (1965) studied some non-intellectual correlates of academic achievements. The study was conducted on a sample of 370 male students of graduate courses. The study revealed that academic achievement was significantly and positively related to intelligence, concept formation ability and academic motivation. Academic achievement was negatively related to anxiety.
Barial, R.N.P. (1966) investigated into the impact of social class background upon educational achievement and motivation. The investigation was made on a sample of 1508 students. The tools used were Kuppusway’s Socio-economic Status Scale, Raven’s Standard Progressive Matrices Test, Edward’s Personal Preference Record (Hindi version) and the marks of examination. The investigation revealed that there exist no significant difference in the educational achievement of students belonging to various social classes.

George, E.I. (1966) made a comparative study of the adjustment and achievement of students studying in Kerala State. They were tested with Intelligence and Personality Test and Adjustment Inventories covering home, health, social, emotional and school adjustment. Marks of SSLC were also obtained. The findings revealed that (i) extraversion was related to only a few areas in adjustment and had no influence on achievement (ii) the less neurotic were better adjusted in all areas (iii) neuroticism had no significant influence on achievement.

Agrawal, R.N. (1970) conducted a study on adjustment problems of secondary school pupils as perceived and judged by parents, teachers and pupils themselves. The sample of the study was 2,375 male students of different socio-economic strata within the age range of 13 to 18 years. The tools used were the Self-prepared Adjustment Inventory and Saxena’s Adjustment Inventory. The findings revealed that
(i) adjustment problems in social areas as perceived by pupils themselves decreases with age, whereas in case of emotional and health areas, it increase. (ii) the pupils’ overall adjustment problems in different areas except home are highest for upper socio-economic group and lowest for the lower. (iii) in general the nature of adjustment problems increases with age (iv) parents responses reveal that the adjustment problems of pupils decrease in social area. Teachers' perception of pupils adjustment problem is, by and large, in agreement with that of parents.

Seth, S. (1970) investigated into the adjustment problems of female students. The sample of the study consisted of 500 female teenagers. The tool used was an Interview Schedule covering aspects of adjustment problems related to the family, school, sex, personal, social and vocational areas. The finding indicated that the female teenagers had more social problems.

Pandey, A. (1970) attempted to study adjustment, personality, values and vocational interests of supernormal and normal adolescents. The sample of the study was 400 adolescents of class X and XII within the age of 15 to 18 years. The tools used were an Adjustment Inventory, Vocational Interests Blank and an Inventory to measure values. The finding revealed that (i) super normals and normals did not differ in home, health and emotional adjustments. (ii) normal adolescents of 15, 17 and 18 years
had significant superiority over supernormal adolescents of the same ages with regard to social adjustment (iii) increase in age and education was normally accompanied by betterment of adjustment in all areas (iv) normal adolescents had superiority over supernormal adolescents in the case of social values.

Badami, H.D. and Goswami S.P. (1973) studied social adjustment in relation to some organismic and environmental variables. The sample of the study was consisted of 50 high achievers and 50 low achievers aged between 13 to 17 years. They were tested on Badami's Social Adjustment Inventory and Kuppuswamy's Socio-economy Status Scale. The findings revealed that social adjustment is significantly associated with school achievement.

Kanawala, S.C. (1973) investigated the adjustment problems of college students in different areas of adjustment. The sample was drawn from university students of arts stream. Badami's Adjustment Inventory was used for measuring adjustment. The finding revealed that entire group is highly adjusted in social area and lowest adjustment is marked in educational area.

Pandit, K.M. (1973) studied the adjustment problems of the gifted and non-gifted male and female children and their reactions to frustration. The finding of the study revealed that (i) the gifted had less adjustment problems than non-gifted. (ii) girls of both the groups had less problems of
adjustment than their corresponding counterparts (iii) the gifted and the non-gifted children did not differ in their level of adjustment in almost all the areas except school adjustment (iv) gifted boys were more problematic than gifted girls in their overall adjustment (v) non-gifted girls showed superior adjustment to boys except for emotional area. (vi) it was observed that the gifted and non-gifted reacted differently to experimentally produced frustration; the gifted evaluated the situation more positively and critically than non-gifted (vii) there was no effect of frustration producing instructions on the self concept or anxiety scores of the gifted and non-gifted; but the interaction effect was statistically significant.

Tiwari, S.N. (1977) did comparative study of personality of high school boys and girls. The sample of the study consisted of 200 girls and 300 boys of class X from rural and urban areas each. They were tested on the Test of General Mental Ability by M.C. Joshi, the Personality Inventory by J. Singh, the Asthana's Adjustment Inventory. The findings of study were (i) in sociability, girls were superior to boys and urban students were superior to rural students (ii) boys were more adjusted in comparison to girls.

Sharma, G.R. (1978) studied factors underlying adjustment problems of professional and non-professional college students. The sample of the study comprised of 520
professional students and 510 non-professional students. The tests used were Sinha and Singh’s Adjustment Inventory for college students, the Kulshreshtha and Day’s Socio-economic Status Scale. The study revealed that (i) the medical students had greater problems in social, emotional and educational areas than the commerce students (ii) socio-economic status contributed significantly towards the well adjustment of professional college students.

Asha, C.B. (1978) made an empirical study of the adjustment problems of creative children in secondary schools. The sample of the investigation consisted of 1100 students (510 boys and 590 girls) studying in X standard in the various schools of Kerala. They were tested on Adjustment Inventories and Tests of Creative Thinking Abilities. The finding revealed that (i) the highly creative children are more or less equally adjusted as their less creative peers (ii) boys and girls differ significantly in creativity and in adjustment.

Pandey, B.B. (1979) investigated into adjustment problems of adolescents. The sample of the study was 500 students studying in Class XI. The tests used were the Adjustment Inventory and the Test on the Level of Aspiration. The findings of the investigation were (i) rural students secured better points in emotional, health and school adjustment areas (ii) significant relationship existed between adjustment and achievement (iii) urban
students were facing difficulty in adjustment in school, health and emotional areas.

Sathappan, S. & Kuppan, A. (1980) made a comparative study of adjustment patterns of humanities and science students. Sample consisted of 50 science and 50 humanities students. The tools used were the Saxena's Adjustment Inventory measuring home, health, emotion, social and college life. The study revealed that (i) humanities students were found to be better adjusted generally and socially than science students (ii) there were no significant differences between the groups in the other adjustment areas.

Owen, K. (1981) attempted to investigate into the relationship between certain home environment factors, non-cognitive variables and achievement. The sample of the study was 1792 pupils. The finding revealed that day dreaming, motor coordination, relationship with peers and particularly concentration were related to school performance.

Chatterjeea, R.G. and Bhaskar, P. (1981) investigated the effects of adjustment, extraversion and field independence on academic achievement. The sample of the study was 100 males aged between 14.5 years to 16.1 years. They were administered The Bell Adjustment Inventory, a Bengali Adaptation of The Junior Eysenck Personality Inventory and Adjustment Test. Achievement scores were taken from school records. Results indicated that better adjusted
subjects had significantly higher scholastic achievements than poorly adjusted subjects. Achievement scores did not correlate significantly with extraversion scores.

Lynn, R; Hampson, S.L. and Magee, M. (1983) investigated the determinants of educational achievement of 16+ in relation to intelligence, personality, home background and school. 701 secondary school students aged 15 years studying in Northern Ireland were administered the Junior Eysenck Personality Questionnaire and measures of status aspiration, parental occupation and school type. Results showed that psychoticism and status aspiration were significant predictors of educational achievement.

Sujatha, B.N. (1985) conducted a study on school adjustment in relation to academic achievement of socially disadvantaged children. The sample of the study consisted of 280 IXth standard boys. The tools used were the Kannada Version of Bhagia's School Adjustment Inventory and annual examination marks were considered as academic achievement. The result indicated that school adjustment and academic achievement are intimately related and disadvantaged group was found poor at both.

Mehta, P. and Kumar, D. (1985) studied the relationship of academic achievement with intelligence, personality, adjustment, study habits and academic motivation. The sample of the study comprised of 60 male and 60 female post-graduates. They were administered the Eysenck Personality
Inventory. A Study Survey designed by S. Jalota, a Test of Academic Motivation designed by H. Hartley and J.H. Hogarth (1971), and the Bell's Adjustment Inventory. Results indicated that psychological variables in terms of personality and adjustment are not related.

Shah, B. (1986) conducted a study on social adjustment of graduate students in relation to caste and educational development. The sample comprised of 1050 graduate students in arts, science and business. A Social Adjustment Inventory was used. The finding indicated that no significant differences in social adjustment distinguished the castes. High achievers showed better social adjustment.

Kumari, R. (1988) conducted a study on the adjustment problems of normal and handicapped adolescent boys in relation to their home and health. The sample comprised of 100 normal and 100 physically handicapped adolescent boys. The tool used was Bell's Adjustment Inventory. The study revealed that normal adolescents from low income face more adjustment problems than adolescents from high income group.

Vasishtha, K.K. (1989) investigated into relationship among achievement motivation, adjustment, self concept and academic achievement. A sample of 155 (M = 95, F = 60) of class XII science student was selected. Tools used were Adjustment Inventory for College Students, by Sinha and Singh. Mohsin's Self Concept Inventory and Achievement Motivation Test & Inventory by Prag Mehta and annual
examination marks were considered as the academic achievement. The findings revealed that (i) academic achievement appeared to be a function of achievement motivation and personality adjustment (ii) Unduly high achievement motivation may enhance the level of anxiety causing a blow to the adjustment (iii) well adjusted students demonstrate a realistic self concept and high academic achievement while maladjusted ones may lack in both the self concept and academic achievement.

Joshi, A. (1990) examined the relationship among achievement, personality and adjustment. The sample of the study was 54 girls at a secondary school. They were administered Achievement Test in Physics, a Hindi version of The Maudslay's Personality Inventory and An Adjustment Scale. The finding revealed that overall achievement of the subjects were not significantly correlated with personality (Extraversion - introversion) with adjustment in general or with adjustment towards home, school, peers.

Studies on Social Adjustment and Academic Achievement

Since present investigation focuses on the aspect of social adjustment and achievement, a detailed survey of the studies, predicting the relationship between these variables will be quite important to understand the significance of the study under investigation. There are very few studies made in this specific area.

Mathur, K. 1963; Jain, S. 1965; Sinha, N.C.P. 1967;
Mathur, K. (1963) investigated into effects of socio-economic status on the achievements and behaviour of higher secondary school students. The sample of the study was 500 students (308 boys and 192 girls) of classes IX and X. The research tools used included SES scale. The Achievements Test of Bureau of Educational and Vocational Guidance, Bihar; a five points scale constructed for measuring the personality components and behaviour. The Bell’s Adjustment Inventory (Student form), Maslow’s security – Insecurity Inventory and an Inventory of Study habits. The investigation revealed that achievement was highly correlated \( r = .67 \) to adjustment.

Jain, S. (1965) experimentally studied the relationship between home environment and scholastic achievement. The
sample for the purpose was 504 aged between 13+ to 15+ of both the sexes. The tool used was a Group Verbal Test of Intelligence (B.P.T.14 - prepared by Bureau of psychology, Allahabad) and scholastic achievement was assessed from the U.P. Board's high school examination marks. The study revealed that personality adjustment tended to bear almost a negative and significant relationship with the scholastic achievement, although the amount of relationship was negligible.

Sinha, N.C.P. (1967) studied intelligence and some personality factors in relation to academic achievement of school students. The sample consisted of 400 male students studying in class X in the towns of Patna and Gaya. The tools used in the study were the Nafde's Non-verbal Test of Intelligence (NVTI); the Taylor's Manifest Anxiety Scale (TMAS), The Mc Clelland's TAT Picture Cards and the Eysenck's Personality Inventory (EPI). The study revealed that (i) intelligence and academic achievement were significantly related (beyond 0.01 level) (ii) academic achievement was found to be positively and significantly related to achievement motivation and manifest anxiety at 0.01 level and with extraversion - introversion and neurocticism at .05 level (iii) science students scored significantly higher on the intelligence test than the students of arts.

Bhatnagar, R.P. (1967) attempted to study some of the
personality variables as predictors of academic achievement. The sample of the study was 1,941 students (912 belonged to humanities, 476 to commerce group and 553 to science group) studying in Class XI. The tools used were the Hindi adaptation of Edward’s Personal Preference Schedule, the academic achievement was assessed in terms of composite scores of students on objective attainment tests and intelligence was measured by Jalota’s Group Test of General Mental Ability. The study revealed that the correlation between personality variables and academic achievement was significant.

Jha, V. (1970) investigated into some factors related to achievement in science by students in secondary schools. A random sample of 342 boys and 104 girls was drawn from two boys and two girls school. The tools used were the Mohsin’s General Intelligence Test, the Roy Choudhary’s Science Selection Test, the Sinha and Singh’s Adjustment Inventory, Taylor’s Manifest Anxiety scale, the Antarmukhi Bahirmukhi Vyaktitva Prashnavali, Wrenn’s Study Habit Inventory, and Kuppuswamy’s Socio-economic Status Scale. The two preceding annual examination marks in science was considered as achievement. The investigation revealed that: (i) there was a significant positive relationship between achievement in science and adjustment (ii) there was a significant negative relationship between achievement in science and anxiety in case of boys and combined samples,
Sharma, K.G. (1972) made a comparative study of adjustment of over and under achievers. The sample of the study consisted of 525 subjects of grade VIII aged between 13 to 15 years. The tools used were the Mehta’s Verbal Intelligence Test and examination marks were considered as academic achievement. The result showed that (i) the over achievers had better adjustment than the underachievers in the area of social adjustment (ii) those who had more effective adjustment in social area were overachievers and those having less effective adjustment in this area were underachievers (iii) intelligence was related to adjustment in social area, which implied that adjustment was at least partly dependent upon intelligence.

Thakur, R.S. (1972) investigated into the scholastic achievements of secondary school pupils of Bihar. A sample of 780 science students of Class XI was selected. Tools used were the Bihar Verbal Intelligence Test, Mehta Achievement Motivation Test, Science Aptitude Tests in Physics and Chemistry, Socio-economic Status Scale and a questionnaire prepared by the investigator. The important finding is that scholastic achievement and intelligence were significantly associated.

Reddy, V.L.N. (1973) investigated into certain factors associated with academic achievement at the first year degree examination. The sample consisted of 396 students of
the arts and science colleges. The tools used on the above sample were the questionnaire developed by the investigator, the Mukherjee's Sentence Completion Test, Cattell Culture Fair Test of Intelligence, scale 3, Form A and Form B, the Cattell 16PF Test, Form A (1962) and Form B (1961). The findings revealed that (i) socio-economic status and personality factors E, F, O and Q² were not significantly related to achievement in any subject or group of subjects (ii) the variables of emotional climate in the home, intelligence and personality factors of the 16PF, namely, A, C, G, H, F, L, M, N, Q₁, Q₃ and Q₄ were found significantly associated with achievement in one subject or the other.

Srivastava, J.P. (1974) attempted to investigate the effects of academic and personality characteristics on the academic achievement of boys studying in class X. The sample for this purpose included 1,131 male students studying in Class X. The tools used for data collection were, The HSPQ, Test of Academic Motivation, Socio-economic Status Scale, (SESS, urban form), Culture Fair Test of Intelligence and Achievement Test constructed by R.P. Bhatnagar. The investigation revealed that (i) personality trait of tough minded - tender minded was found to influence significantly but negatively the academic achievement at 0.05 level (ii) each personality trait contributed to the academic achievement along with academic motivation.

Pandey, R.P. (1974) attempted to examine the effects of
mental ability, certain personality factors and rural and industrial backgrounds on the academic achievement of early and late adolescents in both arts and science sections. The sample consisted of 800 students between the age of 13 to 15 (early adolescents) and of 16 to 18 (late adolescents). The tools administered were the Maudsley Personality Inventory, Jalota Group Test of General Mental Ability and IPAT High School Personality Questionnaire. The investigation revealed that the upper achieving group of adolescent students differed significantly from the lower achieving group with regard to the personality factor F (Cheerfulness and Socialability).

Seetha, B.C. (1975) inquired into the psychological and social factors affecting academic achievement. The sample of the study was 566 students. The inquiry revealed that no significant relationship existed between social adjustment and academic achievement.

Contractor, B.M. (1977) investigated into educational attainment as a function of certain variables. The sample used was 300 students who had completed their S.S.C. examination from Ahmedabad city. The tools used for data collection were Standard Progressive Matrices Test, Thematic Apperception Test, Self Analysis Questionnaire developed by the investigator, Gujarati version of Maudsley Personality Inventory, Gosai's Personality Adjustment Inventory and Personal Information Blank. The findings of the
investigation were (i) educational attainment was positively related to intelligence and socio-economic status (ii) educational attainment was related in negative direction to anxiety (iii) educational attainment was not related to neuroticism, extraversion, maladjustment.

Bhagirath, G.S. (1978) studied correlates of academic achievement as perceived by the teachers and students of High School. The study was conducted on a representative sample of 407 teachers and 901 students of class IX and X. The tools used for the collection of data were a list of correlates of academic achievement prepared and standardized by the investigator, Raven's Standard Progressive Matrices and Bell's Personal Adjustment Inventory (Adult form). The findings of the study were academic achievement and school and social adjustment are correlated as perceived by the teachers and the students.

Friedrich, C. (1978) investigated into correlation between the social background and school performance of 12-13 year old pupil. The sample comprised of 257 male and 266 female high school students aged between 11-15 years. They were tested with the Culture Fair Intelligence Test 2 (CFT2) and Mannhein Biographical Inventory. The result revealed that the family situation, social activities, stress and frustration had low (0.00 - 0.12), yet partly significant, correlations with grades.

Finn, A. (1979) conducted a study on academic success
or failure: A clinical approach through open interviews with adolescents and their parents. The content of interviews with 17 early adolescent males (13-14 years) and with their parents were analysed. The study revealed that home environment of the successful groups were described positively. Successful youth were more mature and confident. Adjustment to the family environment may be a condition for adolescents academic success.

Verma, O.P. and Upadhyay, S.N. (1981) studied some psychological correlates of school achievement. The sample of the study was 50 male students. They were administered a battery of tests to measure the effects of adjustment, personality, frustration on school achievement. The result revealed that higher degree of adjustment was associated with better school achievement. Subjects with higher degree of extraversion, conflict and frustration were low achievers.

Iverson, B.K. and Walberg H.J. (1982) conducted a study on home environment and school learning and evaluated 18 studies of 5,831 school in 8 countries over 19 years. The result indicated that ability and achievement are more closely linked to the socio-psychological environment and intellectual stimulation in the home.

Krishnan, R. (1982) investigated into school achievement of pupils belonging to different levels of socio-economic status.
The sample for the purpose was 300 students having mean age 13 years. They were administered a SES scale and a general achievement battery. Result revealed that there was a significant positive correlation between SES and achievement scores.

Bose, U. (1982) studied scholastic achievement and its correlates. The sample of the study was 250 students aged between 7-12 years. The tools used were the interview of the mothers and Culture Fair Intelligence Test. Results showed that social background and intelligence were the major factors determining scholastic achievement.

Olga, A; Zorislava, B; and Albina, S. (1984) investigated into social determinants of children's scholastic achievement. The sample consisted of the children from low, middle and high socio-economic strata. The results confirmed the dependence of social gradient in scholastic achievement on family SES.

Mathiasen, R.E. (1984) investigated the predictors of College academic achievement over 60 studies. Finding indicated that, in general, successful college students excelled in high school, appear to be more introverted, more responsible, more academically motivated and more achievement oriented.

Quraishi, Z.M. and Bhatt, V. D. (1986) investigated academic achievement in relation to socio-economic status, age and sex. The sample of the investigation was 100 male
and 100 female undergraduate. The finding showed non-significant effects of age and sex on academic achievement. Socio-economic Status, however, was found to have a significant influence on academic achievement.

Barney, J.A; et al.(1986) analysed academic achievement and personality characteristics of business students. The sample used was 30 business students. The tools used were questionnaire designed to measure social responsibility, and stress anxiety. The result indicated that there was no relationship between academic achievement and the three personality characteristics. However, some relationship between academic achievement and social responsibility and between academic achievement and stress anxiety was found in the 1st semester of the 2nd year only.

Mohan J. and Gulati A. (1986) reviewed into correlates of academic achievement. The results indicated that besides intelligence, several other factors such as home environment, socio-economic status (SES), self concept, neuroticism, psychoticism, Introversion - Extroversion. Overall personality adjustment appears to be related to academic achievement.

Gakhar, S.C. (1986) made a correlational research of individual differences in intelligence, aptitude, personality and achievement among science, commerce and arts students. The sample of the research was 150 science, business and art students. The tools used were a Group Test
of General Mental Ability, The Differential Aptitude Test and the sixteen personality factor questionnaire (16PF). Finding revealed that intelligence was found to be more closely related with aptitude and achievement than with personality factors.

Sudhir, M.A. and Muraleedharan, P.G. (1987) investigated into science achievement in relation to intelligence and socio-economic status. The sample comprised of 146 male and 165 female secondary school students. They were administered a Science Achievement Test, a Group Test of Intelligence and a Socio-economic Status Scale. Findings revealed that socio-economic status and intelligence are positively related with science achievement, i.e., high socio-economic status and high intelligence subjects had higher science achievement scores than low socio-economic status and low intelligence groups.

Sinha, S; et. al. (1988) attempted to study scholastic achievement with special reference to their intelligence and family variables. The sample of the study was 50 high achieving and 50 low achieving undergraduates. They were administered the Raven Standard Progressive Matrices and a Semistructured interview on family and personal variables. Result revealed that scholastic achievement was significantly related to socio-economic status.

Furham, A. and Mitchell, J. (1991) conducted a 4 years analysis of the relationship between personality tests and
academic achievement. The sample was 252 occupational therapy students aged between 18-25 years. The analysis revealed that introversion was related to academic performance.

Studies on frustration and academic achievement

Frustration affects adversely the whole gamut of human behaviour including the academic performance of the individuals. However the extent of its influence on specific areas need empirical explorations. Some valuable work has been done in this field also but the field has yet not been fully divulged. It would be quite helpful to note some important studies in this regard.

detailed review of these studies are given below:

Julka, G.L. (1963) conducted a study on 100 school going children aged between 7+ to 11+ in relation to aggression, fear and anxiety. The tests used were one constructed for the purpose and Rorschach Ink Blot Test. The finding revealed that there was no significant difference between the two sexes on the production of aggression and anxiety. The intercorrelations between fear, anxiety and aggression showed either negative or low positive correlations.

Ruston, J. (1966) investigated the relationship between personality characteristics and scholastic success. The sample of the study comprised of 458 boys and girls aged between 10-11 years representing the different socio-economic strata.

They were tested on Children’s Personality Questionnaire (Cattell) forms A & B and Moray House Verbal Reasoning, Arithmatic, English and a Teachers’ Rating Scale of 14 Personality and Ability Traits. The finding was well adjusted, extrovert children have higher attainment.

Paul, K. (1966) conducted a study on 110 Ghanaian students at the university college of science, education, Cape coast in relation to extroversion, neuroticism and academic performance. They were administered Eysenck’s Personality Inventory (EPI 1964). The finding revealed a negative significant correlation between extroversion and
success in the examination while neuroticism, though also negatively related, failed to reach significance.

Savage, R.D. (1966) investigated the relationship between personality factors including neuroticism and academic achievement. The tools used were The Junior Maudslay Personality Inventory and marks in reading and arithmatic were used as a measure of personality and academic success respectively. The finding revealed a negative correlation (-0.22) significant at 0.05 level between neuroticism and reading scores.

Malviya, I. (1968) attempted a study of reactions to frustration on a sample of 203 males and females subjects between 13-20 and between 21-35 respectively. The tests used were two forms of questionnaires - multiple choice and open ended. The findings of the study were the reactions of the male and female subjects were found to be different. The mean score was higher on reactions of males than of females. Males were more aggressive than females. The score for aggressive responses was higher in the rural group, though the difference was not significant. Aggressive responses of the non-Hindu group were a little higher than those of Hindu group. The reaction to frustration was found to be affected by high scores on neuroticism and extroversion.

Entwistle and Cunningham (1968) conducted a study to find out the relationship between neuroticism and academic achievement on a sample of 2,707 Aberdeen school children.
The measures used were J.E.P.I., English and Arithmetic attainment tests and ranks given by teachers. A regression analysis of the relationship between neuroticism and achievement was negative, significant and linear.

Pandit, K.L. (1969) studied the role of anxiety in learning and academic attainment of children. The sample consisted of 145 grade V boys. The CIE Group Test of Intelligence (11-12) and The Adaptations of Anxiety Scale were used. Two Questionnaires, one seeking information about socio-economic status and the demands which the parents impose on them with regard to their academic achievement, An Observation Schedule and Achievement Tests in Hindi and Mathematics were prepared and used. The result revealed that anxiety bore a negative relationship with learning and academic achievement. Subjects having less anxiety were found superior in learning and achievement irrespective of the task difficulty to those having more anxiety. Anxiety interfered with the retention of learning.

Entwistle, N.J. (1969) conducted a study on personality correlates of school attainment at the ability groups formed from 2538 Aberdeen School children aged between 11 to 14 years. The measures used were J.E.P.I., Academic Motivation Inventory (Entwistle, 1968), Moray House Verbal Reasoning Test and Socio-economic Rating derived from The Registrar General’s Scale of Occupation. Results suggested that among bright boys extraversion is negatively related to attainment.
but in the low ability group the relationship is positive. Similar, but less extreme differences exist among girls in this group.

Mathur, T.B. (1970) investigated causes of frustration in adolescents and its relation with the level of aspiration. The sample was consisted of 772 adolescent students of class XI. The tools used in the study were the Socio-economic Status Scale of Kuppuswamy, Jalota’s General Mental Ability Test, Saxena’s Personality Inventory and Questionnaire to study Frustration (in four areas viz: home, health, school and socio-personal). The conclusions drawn from the findings were:

Causes of frustration were found mainly in home, health and socio-personal areas. The foremost causes of frustration were found to be health and economic problems. All types of frustration and level of educational aspiration were not found to be significantly related except home frustration and the level of educational aspiration, the correlation being negative at 0.01 level of significance. No significant difference was found between frustration scores of adolescents having high academic achievement and those having low academic achievement. The incidence of frustration was found to be significantly higher in adolescents belonging to low socio-economic status than those from high socio-economic status.

Finlayson, D.S. (1970) conducted a study on
extraversion and neuroticism in relation to school achievement. The study was conducted on a sample of 128 boys aged 12-14 in a grammar school. The result indicated that in the 11+ tests, no systematic difference between the groups were noted, but in the secondary school, introverts obtained progressively higher marks in yearly examination than extroverts. Low neuroticism is consistently associated with better achievement in introverts while in extroverts high neuroticism depresses academic performance over the 3 years to give a significant over all effect in the 3rd year.

Uday Shankar and Lt. Jarnail Singh Brar (1973) conducted a study to investigate into the relationship of anxiety with academic achievement. The sample of the study comprised about 85 post graduate students of Kurukshetra university. The tools used for the collection of data was Anxiety scale prepared by N.K. Dutt (1963-64) and Intelligence Test prepared by Uday Shankar. The finding revealed that there exist a negative relationship of anxiety with academic achievement (-.32). In girls anxiety has been found to be highly and positively related with academic achievement (.68). It has also been found that different levels of anxiety are positively related with achievement. But the different levels of achievement show negative relationship with anxiety except the high achievers. It has also been found that there exists a substantial relationship between anxious and non-anxious subjects and types of
Mehryar, A.H. and Khajavi, F. (1973) conducted a study on some personality correlates of intelligence and educational attainment in Iran. The sample of the study comprised about 23,000 Iranian secondary school graduate aged between 18-19. The Persian form of the E.P.I. and Eysenck’s Psychoticism scale was administered. The study revealed that there was little correlation between neuroticism and educational attainment.

Brar, J.S. (1976) conducted a study on a sample of 190 army personnel of educational corps in relation to neuroticism and academic achievement. The sample of the study consisted of 70 non-commissioned officers, 70 junior commissioned officers and 50 commissioned officers of army educational corpse training college, Panchmarhi (M.P.). Maudslay’s Personality Inventory (MPI), Hindi Version prepared by Jalota was employed. It was found that the non-commissioned officers exhibit a substantial negative relationship between academic achievement and neuroticism ($r = -0.12$).

Tripathi, K.K. (1978) studied frustration among school going children and adolescents. The sample of the study consisted of 500 boys and 300 girls selected from classes VII, VIII, X and XI. The tools used were Joshi’s Group Test of General Mental Ability, the Kuppuswamy’s Socio-economic Scale (Urban), the Nemaunkohlstd’s Test for Introversion -
Extroversion, Diwedi's Personality Type Test, the Pareek's Picture Frustration Study Test, and Questionnaire developed by the Investigator. The finding revealed that both boys and girls were frustrated and there was no significant sex difference. Intelligence appeared to be one of the factors related to frustration. Socio-economic status was related to frustration in the case of both boys and girls. Frustration affected scholastic achievement and poor scholastic achievement caused frustration.

Patel, G.N. (1979) investigated into anxiety among Secondary School students. The test was administered on a representative random sample of 3,630 students of class VIII, IX and X. The finding revealed that the anxiety adversely affect the performance of pupils.

Grinnell, R.M. and Kyte, N.S. (1979) studied the anxiety level as an indicator of academic performance during the first semester of graduate work. The sample of the study comprised of 63 1st semester graduate students. Findings revealed that higher the students' graduate record examination score, the greater the chances of achieving a higher GPA at the end of 1st Semester of graduate work. However, the lower the students trait anxiety score at the time of admission, the greater the likelihood of earning a higher 1st Semester GPA.

Sumbali, K. (1981) conducted a study on aggression among children and adolescents. The tests administered were
the teacher's identification questionnaire and four scoring factors of Rosenzweig P-F Study (Hindi version) on a sample of 1710 boys and 1572 girls. The finding of the study revealed that aggressive subjects showed poor emotional adjustment at the adolescent level.

Ganguli, P.K. (1981) conducted a study on anxiety and academic achievement. Subjects (80 in number) were tested on IPAT Anxiety Scale Questionnaire and teacher constructed Mathematical Achievement Test. The finding revealed that there is no significant difference between high and low anxiety students on a non-standardized mathematical test.

Dagaur, B.S. (1982) conducted a study on the relationship between anxiety and creative thinking. The sample of the study consisted of 762 subjects of class XI. The tools used were the Dutt's Personality Inventory, Eysenck Personality Questionnaire and Torrance Tests of Creative Thinking. The result of the study revealed that anxiety, extraversion and neuroticism were normally distributed. Neuroticism and extraversion and neuroticism and psychoticism had negligible relationship. There was high positive relationship between anxiety and neuroticism and between psychoticism and anxiety.

Seemannova, M. (1983) investigated into the anxiety and intellectual abilities in relation to school progress. The tools used were the Manifest Anxiety Scale and Test of Intelligence. Finding showed that school achievement in low
anxiety subjects depended mainly on their level of intellectual abilities - this relationship was linear. Highly anxious males with an average IQ had higher school achievement scores than their high IQ counterparts, although this difference was not significant. A high anxiety level adversely affected the school achievement of females.

Sewell, T.E, Farley F.H. and Sewell, F. B. (1983) examined the relationship among anxiety, cognitive style and mathematics achievement. The sample of the study comprised of 50 junior college students enrolled in mathematics course. Results indicated that high state anxiety is associated with poor mathematics achievement. Trait anxiety showed no significant relationship to achievement.

McCann; Stewart, J. and Meen, K.S. (1984) investigated the effects of anxiety and intellectual ability on academic performance. The sample of the study was 222 XI and XII graders. They were tested on the State-Trait Anxiety Inventory, The Raven’s Progressive Matrices and Canadian Lorge – Thorndike Intelligence Tests. Subjects final grades in English Class were taken as academic performance. Results indicated the weak support towards the hypothesis that higher anxiety is associated with greater achievement for more intelligent students and with lower achievement for less intelligent students.

Verma, O.P. (1984) conducted a study on anxiety and school achievement. The sample of the study was 50 XIth
class Indian students. They were tested on Anxiety scale. Subjects' 10th class marks were considered as achievement scores. Findings confirmed a significant positive correlation between anxiety and school achievement.

Manwani, S.L. & Saxena, V.B. (1988) studied modes of frustration of tribal and non-tribal students. The sample for the purpose was 200 tribals and 200 non-tribals of mean age 15.5 years. They were tested on Chauhan's Frustration Scale and responses were analysed for four modes of frustration namely, Regression, Fixation, Resignation and Aggression. The result indicated that when compared as tribal and non-tribal, subjects differ significantly when modes of frustration are taken separately, individually and also in general.

Arun, K.S. & Pare, C.B. (1988) studied relationship between Socio-economic status and reactions to frustration of school-going children. 700 secondary school children of age between 11^t to 15^t were selected as a sample. They were tested on Sarkar's Socio-economic status scale and Biswas Reactions to Frustration Test. The finding revealed that the status of the subjects was significantly related to all the components of their reactions to frustration except in obstacle dominance and only the low group differed significantly from the high and the middle group status reactions to frustration except in obstacle dominance.

study on academic achievement in relation to anxiety. The sample of the study was 30, IXth and Xth standard school children. They were tested on Anxiety Self Analysis Form. Their previous annual examination marks were considered as academic achievement. Result revealed that there is no difference in the anxiety scores of the three groups (high, average and low achievers).

Mathews, D.B. & Burnett, D.D. (1989) investigated the relationship between performance on tests measuring complex thinking and the impairments that may be caused by various forms of anxiety. The sample of the study was 55, 6th & 7th graders. The tools used were State-Trait Anxiety Inventory and The Cognitive Ability Test. Findings indicated that low levels of both state and trait anxiety associated moderately with high performance on measures of verbal and quantitative reasoning. It is concluded that, although anxiety accounted for less than 10% of variance in achievement scores, anxiety was a factor to consider in achievement.

Mc Kenzie, J. (1989) examined the relationship between neuroticism and academic achievement in 204 British students. The tools used were The Eysenk Personality Questionnaire and the 16 Personality Factor Questionnaire (16PF). The finding revealed that neuroticism correlated positively with success on the 3rd year Bachelor of Arts/Science degree.

Seipp, B. (1991) analysed 126 studies to establish a
relationship between anxiety and academic performance. Findings revealed that anxiety goes together with poor performance.

The next chapter deals with method and procedure.
CHAPTER-III

METHOD AND PROCEDURE
The relevance and usefulness of the research findings depend much upon the procedure and methodology followed. As mentioned in the previous chapter, the research problem at hand aims at finding out the level of adjustment and frustration among adolescents and its effect on the academic performance. The identification of the population has been given a careful thought. The research design includes the sample, selection of valid and reliable tools and their administration for collecting data, scoring and statistical techniques used for the analysis.

Sample of the study:

A sample of 350 male and female students studying in class IX of the S.T. High School and A.M.U. Girls' High School were selected. Their age ranged between 14 to 15 years. A few students from the sample did not attempt all the items of the tests, leaving it incomplete. Therefore, the scores of such students could not be incorporated for the analysis of the data. The final sample therefore, consisted of 298 students. Following table presents the sex-wise distribution of the sample.

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<th></th>
<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>143</td>
<td>-</td>
<td>143</td>
</tr>
<tr>
<td>Girls</td>
<td>-</td>
<td>155</td>
<td>155</td>
</tr>
<tr>
<td>Total</td>
<td>143</td>
<td>155</td>
<td>298</td>
</tr>
</tbody>
</table>
Tools used:

1. Frustration Test:

The Nairashya Maapa (Frustration Test) was prepared and standardized by Dr. N.S. Chauhan and Dr. G.P. Tiwari (1972). This test is in the form of scale consisting of 40 items having 10 items in each mode of frustration. The test items were arranged in hierarchy from extreme to no occurrence of frustration on a six point scale. The respondents were required to put a tick mark (√) against the best suited alternative in the side parenthesis. The 'ticks' in reply may be converted into scores for all the four modes of frustration, i.e., regression, fixation, resignation and aggression which is presented in the table.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>E</td>
<td>7</td>
<td>F</td>
<td>9</td>
<td>G</td>
<td>12</td>
<td></td>
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<tr>
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<td>T</td>
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</tr>
<tr>
<td>E</td>
<td>34</td>
<td>O</td>
<td>38</td>
<td>N</td>
<td>40</td>
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</tr>
</tbody>
</table>

The reliability coefficient as claimed by the author, using test retest, was found to be 0.78, 0.92, 0.85, 0.87, 0.88 for regression, fixation, resignation, aggression and as a whole respectively.
2. Adjustment Inventory for School Students:

This inventory has been prepared and standardized by Dr. A.K.P. Sinha and Dr. R.P. Singh (1984) in Indian situation. It is suitable for Hindi knowing students and differentiates between well adjusted and poor adjusted secondary school students (age group 14-18 years) in three areas of adjustment: emotional, social and educational.

A set of 100 questions based on the problems of the students in the aforesaid areas of adjustment were prepared. Responses were recorded in 'Yes' or 'No'. After different stages of testing, e.g., checking by psychologists, item analysis using Chi-Square test and Biserial correlations; the number of questions were reduced to 60; 20 in each areas of adjustment. Coefficient of reliability as claimed by the authors was calculated using:

(i) Split-half method which gives 0.94, 0.93, 0.96 and 0.95 for emotional, social, educational and total respectively.

(ii) Test-retest method gives reliability coefficients as 0.96, 0.90, 0.93, 0.93 for emotional, social, educational and total respectively.

(iii) K-R formula-20 gives reliability coefficients as 0.92, 0.92, 0.96 and 0.94 for emotional, social, educational and total respectively.

Validity coefficients were found out using Biserial correlation method and only such items were retained whose
biserial correlation with total score and area score is significant at .001 level.

3. The Measure of academic achievement:

For measuring academic achievement, the researcher had to depend upon the annual examination marks of the students obtained from the office records of the school. These marks were used as a raw score.

Administration of tests and collection of data:

The administration of the tests, viz Adjustment and Frustration was completed following the instructions given by the authors of the tests. Before administering the tests, it was also announced that their responses will be kept secret and will be used only for research purposes.

Scoring and tabulation:

The responses were taken on six points scale and were scored by the investigator with the help of scoring keys following the guidelines given in the manual.
### Scoring Key for Adjustment Inventory

<table>
<thead>
<tr>
<th>Item No.</th>
<th>EMOTIONAL</th>
<th>SOCIAL</th>
<th>EDUCATIONAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Item Response</td>
<td>Item Response</td>
<td>Item Response</td>
</tr>
<tr>
<td></td>
<td>No. showing lack</td>
<td>No. showing lack</td>
<td>No. showing lack</td>
</tr>
<tr>
<td></td>
<td>of adjustment</td>
<td>of adjustment</td>
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<tr>
<td>1</td>
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<td>Yes</td>
</tr>
<tr>
<td>2</td>
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<td>3</td>
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</tr>
<tr>
<td>58</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

### Statistical Analysis:

Different statistical techniques have been employed to see the relationship between adjustment, frustration and academic achievement. These techniques include Mean, Standard Deviation 't'-test and Correlation Coefficients.

Mean and Standard Deviation of the scores were calculated using the following formula:

\[
\text{Mean } (\bar{X}) = \frac{\sum x}{N}
\]

\[
\text{SD } (\sigma) = \sqrt{\frac{\sum x^2}{N} - \left(\frac{\sum x}{N}\right)^2}
\]

where \(x\) = Individual raw scores
\(N\) = Number of students.

58
These Means and S.D.s were put to 't'-test to know the level of significance using the formula:

\[
t = \frac{M_1 - M_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}}}
\]

where,

- \(M_1\) = Mean of the first group
- \(M_2\) = Mean of the second group
- \(s_1^2\) = Square of the standard deviation of the first group.
- \(s_2^2\) = Square of the standard deviation of the second group.
- \(|\cdot|\) = Stands for absolute values.

Finally, correlation coefficients between social adjustment and academic achievement, frustration and academic achievement and social adjustment and frustration were calculated. The formula given below was employed for the purpose.

\[
r = \frac{\sum xy - N M_X M_Y}{\sqrt{\left(\sum x^2 - N M_X^2\right)\left(\sum y^2 - N M_Y^2\right)}}
\]

where, \(X\) and \(Y\) are obtained scores

- \(M_X\) = Mean of the \(X\)-score
- \(M_Y\) = Mean of the \(Y\)-score
- \(\sum x^2\) = Sum of the squared \(X\).
- \(\sum y^2\) = Sum of the squared \(Y\).
- \(N\) = Number of students.

The next chapter deals with the analysis of results.
CHAPTER IV

ANALYSIS OF RESULTS
As discussed in the previous chapter, the present study aimed at ascertaining the level of adjustment and frustration among adolescent boys and girls on one hand and their effect on the academic achievement on the other. This chapter presents the tables and their analysis which is as follows:

TABLE-1

Showing the coefficient of correlation between the variables **Social adjustment and frustration** of the total population.

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>r</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Population</td>
<td>298</td>
<td>0.195</td>
<td>0.01</td>
</tr>
</tbody>
</table>

The adjustment inventory is a problem check list, therefore, high scores on adjustment inventory mean low adjustment and the low scores high adjustment. While on the frustration scale the low scores denote low frustration and the high scores refer to high frustration. Thus the correlation between the two variables would be interpreted accordingly.

As regards the coefficient of correlation of the total population between variables social adjustment and frustration, it is found to be 0.195 which shows that those who are well adjusted are less frustrated.
TABLE-2

Showing the coefficients of correlation between the variable social adjustment and frustration of boys and girls.

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>r</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>143</td>
<td>0.159</td>
<td>(.01)</td>
</tr>
<tr>
<td>Girls</td>
<td>155</td>
<td>0.213</td>
<td>(.01)</td>
</tr>
</tbody>
</table>

As can be seen from the above table showing coefficients of correlation between the variables, social adjustment and frustration for boys and girls separately, the correlation for the boys is found to be 0.159 and for the girls 0.213. Both the coefficients being highly significant at .01 level showing clearly that social adjustment and frustration are closely associated. Both for the boys and girls it can be safely said that the high adjusted ones are low frustrated and low adjusted people are highly frustrated.

TABLE-3

Showing the coefficient of correlation between the variable Social adjustment and academic achievement of the total population.

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>r</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>298</td>
<td>-0.167</td>
<td>.01</td>
</tr>
</tbody>
</table>

The above table indicates that the coefficient of correlation between the variables 'social adjustment and
academic achievement' of the total population is found to be -0.167. The inverse relationship shows that the well adjusted respondents performed better on the measure of academic achievement.

**TABLE-4**

Showing the coefficients of correlation between the variable social adjustment and academic achievement of boys and girls.

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>r</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>143</td>
<td>-0.122</td>
<td>N.S.</td>
</tr>
<tr>
<td>Girls</td>
<td>155</td>
<td>-0.101</td>
<td>N.S.</td>
</tr>
</tbody>
</table>

The coefficients of correlation between 'social adjustment and academic achievement' of the boys and girls are found to be -0.122 and -0.101 respectively. The result depicts that the students who are socially well adjusted score better on the academic achievement.

**TABLE-5**

Showing the coefficient of correlation between the variable Frustration and academic achievement of the total population.

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>r</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Population</td>
<td>298</td>
<td>-0.142</td>
<td>.05</td>
</tr>
</tbody>
</table>

The table shows that the coefficient of correlation between the variables frustration and academic achievement of the total population is -0.142 which is significant at
on the scale of frustration score more on the measure of academic achievement.

TABLE-6

Showing the coefficients of correlation between the variable frustration and academic achievement of boys and girls

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>r</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>143</td>
<td>-0.103</td>
<td>N.S.</td>
</tr>
<tr>
<td>Girls</td>
<td>155</td>
<td>-0.104</td>
<td>N.S.</td>
</tr>
</tbody>
</table>

As it is evident from the above table, the coefficients of correlation between frustration and academic achievement for boys is -0.103 and for girls - 0.104. This indicates that, least frustrated respondents (both boys and girls) achieve better on academic achievement. Although obtained r’s are statistically nonsignificant.

TABLE-7

Showing the significance of difference between the adjustment means of high and low adjustment groups of boys

<table>
<thead>
<tr>
<th>Adjustment Groups</th>
<th>N</th>
<th>Adjustment Means</th>
<th>S.D.</th>
<th>'t'</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>36</td>
<td>Adjusted Boys</td>
<td>7.41</td>
<td>1.29</td>
<td>12.36 .01</td>
</tr>
<tr>
<td>Low</td>
<td>36</td>
<td>Adjusted Boys</td>
<td>25.30</td>
<td>6.86</td>
<td></td>
</tr>
</tbody>
</table>

As can be seen from the table that the mean scores of the high and low adjusted boys on the measure of adjustment
are 7.41 and 25.30 and obtained S.D.s are 1.29 and 6.86 respectively. When the means of the two groups are put to ‘t’ test for knowing the significance of difference, the obtained ‘t’ value is 12.96 which is significant at .01 level.

**TABLE-8**

**Showing the significance of difference between the adjustment means of high and low adjusted girls**

<table>
<thead>
<tr>
<th>Adjustment</th>
<th>N</th>
<th>Adjustment Means</th>
<th>S.D.</th>
<th>‘t’</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Adjusted Girls</td>
<td>39</td>
<td>6.46</td>
<td>0.98</td>
<td>21.14</td>
<td>.01</td>
</tr>
<tr>
<td>Low Adjusted Girls</td>
<td>39</td>
<td>22.07</td>
<td>4.44</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The mean scores of the female respondents of high and low adjustment groups on the measure of adjustment are 6.46 and 22.07 and their respective S.D.s are 0.98 and 4.44.

The level of significance between two means, calculated using ‘t’ test is found to be significant at .01 level.

Thus, it can be inferred from the result that high adjustment group differs significantly from the low adjustment group.

**TABLE-9**

**Showing the significance of difference between frustration means of low and high frustration groups of boys.**

<table>
<thead>
<tr>
<th>Frustration</th>
<th>N</th>
<th>Frustration Means</th>
<th>S.D.</th>
<th>‘t’</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low Frustrated Boys</td>
<td>36</td>
<td>79.55</td>
<td>8.56</td>
<td>8.49</td>
<td>.01</td>
</tr>
<tr>
<td>High Frustrated Boys</td>
<td>39</td>
<td>132.47</td>
<td>12.05</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
As shown in the table, the mean scores of low and high frustrated groups of boys on the measure of frustration are 79.55 and 132.47 and S.D.s are 8.56 and 12.05 respectively.

The obtained 't' value is 8.49 which indicates that the difference between two means is significant at .01 level.

**TABLE-10**

Showing the significance of difference between frustration means of low and high frustration groups of girls.

<table>
<thead>
<tr>
<th>Frustration Groups</th>
<th>N</th>
<th>Frustration Means</th>
<th>S.D.</th>
<th>'t'</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low Frustrated Girls</td>
<td>39</td>
<td>77.69</td>
<td>8.29</td>
<td></td>
<td>22.87</td>
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<tr>
<td>High Frustrated Girls</td>
<td>39</td>
<td>126.87</td>
<td>10.38</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The table presents the mean scores of the low and high frustrated female groups on the measure of frustration. The obtained means are 77.69 and 126.87 and their S.D.s are found to be 8.29 and 10.38 respectively.

To see the significance of difference between the means, the values were put to 't' test which shows that the difference between the two means is significant at .01 level.

**TABLE-11**

Showing the significance of difference between the adjustment means of total boys and girls.

<table>
<thead>
<tr>
<th>Groups (Total)</th>
<th>N</th>
<th>Adjustment Means</th>
<th>S.D.</th>
<th>'t'</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>143</td>
<td>15.26</td>
<td>7.67</td>
<td>2.58</td>
<td>.01</td>
</tr>
<tr>
<td>Girls (Total)</td>
<td>155</td>
<td>13.17</td>
<td>6.31</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
As for the means S.D.s of the total boys and total girls on the adjustment measure, the boys scored 15.26 as their mean score and 7.67 as their S.D.s while the mean score for girls is 13.17 and the S.D. 6.31. The obtained 't' value is 2.58 which is significant at .01 level.

From the results stated above it is concluded that girls are better adjusted than the boys.

TABLE-12

Showing the significance of difference between the achievement means of total boys and girls.

<table>
<thead>
<tr>
<th>Groups</th>
<th>N</th>
<th>Achievement Means</th>
<th>S.D.</th>
<th>'t'</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>143</td>
<td>55.68</td>
<td>12.33</td>
<td>9.00</td>
<td>.01</td>
</tr>
<tr>
<td>Girls</td>
<td>155</td>
<td>68.73</td>
<td>12.80</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The means of the academic achievement score of the boys and girls are 55.68 and 68.73 with S.D.s 12.33 and 12.80 respectively. The 't' value is 9.00 which is significant at .01 level.

It can be concluded from the above results that the girls performed better than their male counterparts on the measure of academic achievement.
TABLE-13

Showing the significance of difference between the frustration means of total boys and girls.

<table>
<thead>
<tr>
<th>Groups</th>
<th>N</th>
<th>Frustration Means</th>
<th>S.D.</th>
<th>'t' Value</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys (Total)</td>
<td>143</td>
<td>105.96</td>
<td>20.92</td>
<td>1.82</td>
<td>.05</td>
</tr>
<tr>
<td>Girls (Total)</td>
<td>155</td>
<td>101.69</td>
<td>19.40</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

It can be seen that the mean frustration scores of the boys and girls are 105.96, 101.69 and their S.D.s are 20.92, 19.40 respectively. As the 't' value is found to be 1.82 the difference between the two means is significant at .05 level.

On the basis of the result it is concluded that boys are more frustration prone than the girls.

TABLE-14

Showing the significance of difference between achievement means of high and low adjustment groups of boys.

<table>
<thead>
<tr>
<th>Adjustment Groups</th>
<th>N</th>
<th>Achievement Means</th>
<th>S.D.</th>
<th>'t' Value</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Adjusted Boys</td>
<td>36</td>
<td>60.37</td>
<td>10.50</td>
<td>2.51</td>
<td>.01</td>
</tr>
<tr>
<td>Low Adjusted Boys</td>
<td>36</td>
<td>53.65</td>
<td>11.82</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

As shown in the table, the mean academic achievement of high and low adjusted groups of boys are 60.37 and 53.65 and their S.D.s are 10.50 and 11.82 respectively. The 't' value is found to be 2.51 which is significant at .01 level.
It is, therefore, concluded that highly adjusted group performed better than low adjusted counterparts on the measure of academic achievement.

**TABLE-15**

Showing the significance of difference between achievement means of high and low adjustment groups of girls.

<table>
<thead>
<tr>
<th>Adjustment Groups</th>
<th>N</th>
<th>Achievement Means</th>
<th>S.D.</th>
<th>'t'</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Adjusted Girls</td>
<td>39</td>
<td>71.39</td>
<td>10.14</td>
<td>3.07</td>
<td>.01</td>
</tr>
<tr>
<td>Low Adjusted Girls</td>
<td>39</td>
<td>62.88</td>
<td>13.69</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The mean scores of high and low adjustment groups of girls on the measure of academic achievement is found to be 71.39 and 62.88 and their S.D. 10.14 and 13.69 respectively. The 't' test is used to know the significance of difference between the means. The obtained 't' value is again significant at .01 level.

The result clearly shows that the highly adjusted girls did well on the measure of academic achievement in comparison to the low adjustment group.

**TABLE-16**

Showing the significance of difference between achievement means of high adjusted boys and girls.

<table>
<thead>
<tr>
<th>Adjustment Groups</th>
<th>N</th>
<th>Achievement Means</th>
<th>S.D.</th>
<th>'t'</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Adjusted Boys</td>
<td>36</td>
<td>60.37</td>
<td>10.50</td>
<td>4.56</td>
<td>.01</td>
</tr>
<tr>
<td>Low Adjusted Girls</td>
<td>39</td>
<td>71.39</td>
<td>10.14</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

68
As can be seen from the table that the means of academic achievement of the high adjusted boys and girls are 60.37 and 71.39 and the respective S.D.s are 10.50 and 10.14.

The obtained 't' value is 4.56 which is significant at .01 level.

It can be inferred from the above table that the academic achievement of the high adjusted girls is far better than their male counterparts.

**TABLE-17**

Showing the significance of difference between achievement mean of low adjusted groups of boys and girls.

<table>
<thead>
<tr>
<th>Adjustment Groups</th>
<th>N</th>
<th>Achievement Means</th>
<th>S.D.</th>
<th>'t'</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low Adjusted Boys</td>
<td>36</td>
<td>53.65</td>
<td>11.82</td>
<td>5.11</td>
<td>.01</td>
</tr>
<tr>
<td>Low Adjusted Girls</td>
<td>39</td>
<td>67.87</td>
<td>11.97</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

As can be seen from the table, the mean scores of the low adjusted boys and girls on the measure of academic achievement are 53.65 and 67.87 while the S.D.s are 11.82 and 11.97 respectively. The obtained 't' value, 5.11, is significant at .01 level.

The results, thus, suggest that the academic achievement of the girls is higher than their male counterparts of the same adjustment groups.
When the two groups of boys are compared on the measure of academic achievement, it is found that the means and S.D.s of low frustrated and high frustrated groups are 60.37, 53.65 and 10.5, 11.82 respectively. The 't' value is found to be 2.51 which is significant at .05 level.

The obtained result thus points out that the academic achievement of the low frustrated boys is better than the high frustrated counterparts.

<table>
<thead>
<tr>
<th>Frustration Groups</th>
<th>N</th>
<th>Achievement Means</th>
<th>S.D.</th>
<th>'t'</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low</td>
<td>36</td>
<td>60.37</td>
<td>10.50</td>
<td>2.51</td>
<td>.05</td>
</tr>
<tr>
<td>High</td>
<td>36</td>
<td>53.65</td>
<td>11.82</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The mean scores of low and high frustrated girls are obtained and compared on the measure of academic achievement.

<table>
<thead>
<tr>
<th>Frustration Groups</th>
<th>N</th>
<th>Achievement Means</th>
<th>S.D.</th>
<th>'t'</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low</td>
<td>39</td>
<td>71.39</td>
<td>10.14</td>
<td>3.07</td>
<td>.01</td>
</tr>
<tr>
<td>High</td>
<td>39</td>
<td>62.88</td>
<td>13.69</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
and found to be 71.39, 62.88 and their S.D.s 10.14 and 13.69 respectively.

When the two means are put to 't' test for knowing the significance of difference, the 't' value is found to be 3.07 which is significant at .01 level.

The significant value of 't' points out that low frustrated group of girls achieve higher than the high frustrated group on the measure of academic achievement.

TABLE-20

<table>
<thead>
<tr>
<th>Frustration Groups</th>
<th>N</th>
<th>Achievement Means</th>
<th>S.D.</th>
<th>'t'</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Frustrated Boys</td>
<td>36</td>
<td>53.65</td>
<td>11.82</td>
<td>3.09</td>
<td>.01</td>
</tr>
<tr>
<td>High Frustrated Girls</td>
<td>39</td>
<td>62.88</td>
<td>13.69</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The mean scores of the high frustration group of boys and girls on the measure of academic achievement are 53.65 and 62.88 and their S.D.s are 11.82 and 13.69 respectively.

Significance of difference between the two means was calculated using 't' test. The obtained value of 't' is significant at .01 level.

The result thus indicates that the academic achievement of highly frustrated boys is affected adversely in comparison to their female counterparts.
TABLE-21

Showing the significance of difference between achievement means of the low frustration groups of boys and girls

<table>
<thead>
<tr>
<th>Frustration Groups</th>
<th>N</th>
<th>Achievement Means</th>
<th>S.D.</th>
<th>'t' Value</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Frustrated Boys</td>
<td>36</td>
<td>60.37</td>
<td>10.50</td>
<td>4.57</td>
<td>.01</td>
</tr>
<tr>
<td>High</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Frustrated Boys</td>
<td>39</td>
<td>71.39</td>
<td>10.14</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

As it is evident from the above table, the mean score of low frustration group of boys and girls on the measure of academic achievement are 60.37, 71.39 and their S.D.s 10.50, 10.14 respectively.

The 't' value is found to be 4.57 which is significant at .01 level.

The result clearly depicts that low frustration group of girls has an edge over their male counterpart on the measure of academic achievement.

The next chapter deals with the detail discussion of the results.
CHAPTER-V

DISCUSSION
As discussed in the preceding chapter, the study at hand aimed at exploring the extent of adolescent's adjustment and frustration and predicting their damaging effect on their scholastic achievement. The discussion of the results, analysed in the previous chapter, is presented in this chapter.

The results regarding the coefficients of correlation of social adjustment with the variable frustration for the total sample and sexwise distribution (Table No. 1 and 2) reveal that in both the cases the variables are significantly correlated at .01 level. This positive correlation indicates that socially adjusted respondents are less frustrated meaning thereby well adjusted demonstrate a realistic self concept while frustrated ones may lack in it. Thus the hypothesis, "High adjusted subjects will exhibit low level of frustration and low adjusted groups high level of frustration" is confirmed. There is also a significant negative correlation between frustration and academic achievement for the total sample (Table No. 5). This negative correlation (r = -0.142) significant at .05 level indicates that less frustrated respondents achieve better on the measure of academic achievement. This may be due to the fact that scholastic success depends to large extent on the personality characteristics like high self esteem, cognitive abilities, tendency towards the solution of the problem etc. This finding is supported by the finding of Pandit, 73
K.L. (1969). Thus the hypothesis "Frustration will have a negative relationship with academic achievement" is confirmed. However, when the sexwise study was made, there too negative relationship between the said variable is obtained but its non-significant (Table No. 6).

The social adjustment and academic achievement scores are found to be correlated negatively ($r = -0.167$) (high scores indicate maladjustment and low score better adjustment) for the total sample. The obtain correlation is significant at .01 level (Table-3). These observations may lead to the inference that academic achievement of the respondents happen to be a function of adjustment alongwith other cognitive factors. Proper adjustment leads to proper selfconcept which helps in good academic performance. Thus the hypothesis, "Level of adjustment would be closely associated with academic achievement" stands confirmed.

When correlations are computed between the said variables for boys and girls separately, the obtained result is also negative. However, this result could not reach the level of significance which is shown in Table No. 4.

Comparison of total boys and girls presented in the Table No. 11 on the measure of adjustment favours the girls. This difference accounts for girls' ability to understand the problems and needs of others which helps in decision making ability and shapes their personality. Superior
adjustment of girls may also be the result of the parents' guidance which they get continuously in their association at home, peer relations, self perception, feelings about their school mates, school environment, teachers and about themselves. The boys group on the other hand lags behind due to their aggressive mannerism, stubborn nature, tendency to dominate the scene etc. These factors adversely affect their adjustment. This finding gets support from the study conducted by Vasishtha, K.K. (1989). Thus the hypothesis, "Boys shall be more adjusted than the girls" stands rejected.

The results shown in the Table No. 12 regarding the academic achievement of total boys and girls reveal that girls' performance is significantly better than their male counterparts. The superior performance of the girls may be due to convergent capabilities, study habits, concentration and ability to plan time. However, the boys' poor performance may be due to divergent capabilities linked more to outside school activities, irregularity, lack of proper stimulation, poor cognitive abilities, low self esteem etc. Social deprivation may be the other reason for boys' deteriorated academic performance. The result is substantiated by the findings of Vasishtha, K.K. (1989). Thus the hypothesis, "On the scale of academic achievement, it is expected that girls will show an edge over the boys" is confirmed.
As can be seen from the table No. 14, the highly adjusted boys possess higher achievement means than that of the low adjusted boys. There is a marked difference between the academic achievement of the two groups. The result seems to be quite convincing as the adjusted subjects who enjoy a peace of mind and a state of greater happiness than their counterparts can concentrate better on study and plan well for achieving a higher grades in the examination. The low adjusted on the other hand are a bit deprived of these benefits and therefore, stand far below the well adjusted boys. The result of the present study is not surprising as it is the common experience of teachers as well as researcher in the field. There are quite a number of studies that corroborate the present findings. Sharma, K.G. (1972); Olga. A. et al. (1984); Mohan, J. & Gulati, A. (1986). Thus the hypothesis, "Highly adjusted subjects will be high achievers also and low adjusted ones low achievers" is confirmed.

Certainly, there are a few studies which could not identify the positive relationship between adjustment and academic achievement Joshi, A.(1990).

As for high and low adjusted girls are concerned (Table No. 15), the result goes in the favour of well adjusted asserting that this group is not pre-occupied with tensions and has greater mental stability. Their adjusting nature and positive attitude helps them to solve the
problems of academic and social life. These aspects of personality figured in their academic excellence. However, the low adjusted groups of girls fail in concentrating on studies as their thinking always conflict with the high adjusted counterpart. Their suspicious nature and unrealistic attitude leads them to poor performance in academic field. This result is confirmed from the findings of Kakkar, A. (1964); Badami, H.D. and Goswami, S.P. (1973).

So far as inter sex comparison of high adjusted boys and girls and low adjusted boys and girls on the measure of academic achievement is made (Table Nos. 16 and 17), the female group takes the lead in both the cases. They perform better than their male counterparts because after school they remain within the home, therefore get more time to be devoted to studies. Moreover, in Indian society girls are not supposed to be the bread winner and free from Shouldering the responsibilities of the family and there is no compulsion on there part to go into job market. While on the other hand high and low adjusted boys remain worried about their insecure future as they have to face toughest job competitions. Shouldering the family responsibilities properly become the challenge of the time. They cannot escape the social expectations too. All these factors reasonably affect their academic performance. This finding gets support from Ruston, J. (1985); Shah, B. (1986); Vasishtha, K.K. (1989).
It is evident from table No. 18 that low frustrated boys achieve higher academic ratings than that of the high frustrated ones. The significant difference in their performance is well expected in the context that male respondents of low frustrated group have their potentialities channelled properly into academic stream. This group develops a good rapport with the other groups and thus their social relation, too, is not hampered and mental stability is achieved. This results in better academic performance. On the other hand, high frustrated group suffers from isolation, anxieties, day dreaming, confusion and lack of decision making abilities. All these factors hamper their academic achievement. This result is supported by the findings of Seemannova, M. (1983); Sewell, T. et al. (1983). Thus the hypothesis, "Frustration will exhibit negative relationship with academic achievement" is confirmed.

Similar pattern of achievement is found when low and high frustrated girls are compared (Table No. 19). The better academic achievement of the low frustration group of girls' can be assigned to their mental maturity and stability, goal oriented study, good social relations, not easily distracting nature. Moreover, they view their future perspective in a hopeful manner. These positive characteristics are helpful to this group and they perform better on the academic measure. Contrary to this, high
frustrated group fails to concentrate on their study due to immaturity of minds and remain doubtful about their future. This temperament is manifested in their poor academic performance. This is true also because if a person is preoccupied with tensions then he will hardly be able to manage any time for studies and even if he can, then he cannot concentrate on studies. This physical nature of high frustrated affects not only the academic performance but the whole life. The results obtained appear confirmed from the findings of Seipp, B. (1991). Thus the just above mentioned hypothesis is confirmed.

The comparison of high frustrated boys and girls in relation to academic achievement gives the results favouring the girls. This can well be incorporated that despite the same level of frustration, girls instead of blaming someone else register an upward mobility to achieve higher on the grade. Boys, on the other hand, had tendencies to turn blame, hostility etc. upon the environment resulting in lower achievement (Table No. 20).

When compared the low frustrated boys and girls on academic achievement, girls again have a convincing position taking a lead to the boys. Their superior attainment may be due to their self confidence, self autonomy and achievement motivation. However, the boys fail to cope with the existing realities of life and thus lag behind their female counterparts (Table No. 21).

The next chapter deals with summary and conclusions.
CHAPTER VI

SUMMARY AND CONCLUSIONS
Among the various components of adjustment, social adjustment occupies the centre most position in the life of young man. The behaviour pattern of children changes as they interact with the outside world and mates become his centre of interest. As a result several types of new patterns of interpersonal relationship are formed. These relationships occur in varied degrees in individual's life. The life is smoothgoing if one functions decorously in group or social situation.

The growing indiscipline among the adolescents in the academic set up is the result of stress and storm which stamps their personality indelibly and is responsible for number of behaviour problems like emotional distress, withdrawal and antisocial activities. Emotionally disturbed children are unable to get along in schools and consequently they lag behind their fellowmen in academic field. Academic achievement may be significantly related to the problems in the areas of adjustment where failure may lead to frustration. For many years, psychologists and educationists have been interested in studying and predicting academic achievement at the school level in view of its significance and practical value as it forms the important criteria for admission in institutions and promotions. So it has drawn the attention of the present investigator and he has attempted to investigate the factors affecting achievements.
With this purpose in mind, the present study, "Social adjustment and frustration among adolescents and its effects on quality of academic performance" has been taken up with the following objectives.

(i) to measure different dimensions of adjustment among adolescents.

(ii) to find out the levels of frustration and their possible causal factors.

(iii) to identify the influence of adjustment and frustration levels on academic achievement both from the point of quantity and quality.

In view of the above discussion, the following hypotheses were formulated for investigation.

(i) that the level of the adjustment would be closely associated with academic achievement and negatively correlated with frustration.

(ii) that highly adjusted subjects will be high achievers also and low adjusted ones low achievers.

(iii) that high adjusted subjects will exhibit low level of frustration and low adjusted groups high level of frustration.

(iv) it is expected that the frustration will have a negative relationship with academic achievement. The comparisons between the two sexes are expected to reveal differences along all the three selected variables between the boys and girls.
(v) there should be difference between the boys and girls on the measure of adjustment, it is expected that the boys shall be more adjusted than the girls.
(vi) on the measure of frustration, the girls are expected to be more frustration prone than the boys.
(vii) on the scale of academic achievement, it is expected that the girls will show an edge over the boys.
(viii) quite naturally it is expected that frustration will exhibit negative relationship with academic achievement.

In order to investigate the hypotheses formulated above, the appropriate tools, methods and procedures were made use of:

**Method and Procedure:**

Two hundred and ninety eight students, one hundred and forty three boys and one hundred and fifty five girls, of the age group 14-15 years studying in class IX of the A.M.U. boys and girls high schools were selected. The Adjustment Inventory for School Students by Dr. A.K.P. Sinha and Dr. R.P. Singh and Frustration Test by Dr. N.S. Chauhan and Dr. G.P. Tiwari were administered to the selected sample. Examination marks taken from the school records were used as a measure of academic achievement.

Both the tests were scored following the guidelines and keys provided by the authors in the manuals.
The effects of adjustment and frustration on the academic achievement were found out using means, S.D.s, 't'-test and correlation coefficient using the formulae given below:

(i) \[ \bar{X} = \frac{\sum x}{N} \]

(ii) \[ \sigma = \sqrt{\frac{\sum x^2}{N} - \left( \frac{\sum x}{N} \right)^2} \]

(iii) \[ t = \frac{|M_1 - M_2|}{\sqrt{\frac{\sigma_1^2}{N_1} + \frac{\sigma_2^2}{N_2}}} \]

|Mc Nemar 1962, pp.102|

(iv) \[ r = \frac{\sum XY - NMxM_y}{\sqrt{\left[ \sum x^2 - NMx^2 \right] \left[ \sum y^2 - NMy^2 \right]}} \]

|Henry E. Garrett, 1981, pp. 11|

The results may be summarized as under:

(i) Those who are well adjusted are less frustrated.

(ii) Both for the boys and girls, the high adjusted ones are low frustrated and low adjusted people are high frustrated.

(iii) The well adjusted respondents performed better on the measure of academic achievement.

(iv) Students (both boys and girls) who are socially well adjusted achieve better on academic achievement.
(v) Those who achieve less on the scale of frustration score more on the measure of academic achievement.

(vi) Least frustrated respondents (both boys and girls) achieve better on the academic achievement.

(vii) High adjustment group differs significantly from the low adjustment group.

(viii) Girls are better adjusted than boys.

(ix) Girls performed better than their male counterparts on the measure of academic achievement.

(x) Boys are more frustration prone than the girls.

(xi) Highly adjusted group performed better than low adjusted counterparts on the measure of academic achievement.

(xii) Highly adjusted girls did well on the measure of academic achievement in comparison to the low adjustment group.

(xiii) Academic achievement of the high adjusted girls is better than their male counterparts.

(xiv) Academic achievement of the low adjusted girls is higher than their male counterparts of the same adjustment groups.

(xv) Academic achievement of the high adjusted boys is better than the low adjusted.

(xvi) Low frustrated group of girls achieve higher than the high frustrated group on the measure of academic achievement.
(xvii) Academic achievement of highly frustrated boys is affected adversely in comparison to their female counterparts.

(xviii) Low frustration group of girls has an edge over their male counterpart on the measure of academic achievement.

The results, thus mentioned above, quite clearly and emphatically give evidence that girls are better adjusted than boys as a whole and consequently their level of achievement is higher than that of their male counterparts in their respective adjustment groups.

As regards frustration, boys are more frustration prone than girls and therefore their achievement is marked by low attainment in comparison to their female counterparts in their respective frustration groups.

On the measure of academic achievement, girls are superior to boys.

The results of the present research, thus, may be utilized to locate the exact handicapping conditions among the adolescents so that appropriate remedial measures could be taken in time.

The results of the present study may lead to certain humble suggestions in this regard.

(i) An extensive study could be made taking larger sample and other psychological factors like psychoticism and intelligence to get more dependable results.
(ii) Socio-economic background along with rural and urban background of students may give some interesting results.

(iii) A study of academic achievement in relation to adjustment and frustration can be made by controlling the intelligence.
BIBLIOGRAPHY
REFERENCES


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<table>
<thead>
<tr>
<th>Author</th>
<th>Year</th>
<th>Title</th>
<th>Journal/Source</th>
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Mehryar, A.H.;


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<th>Title</th>
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<th>Source</th>
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<td>Institution/University and Year</td>
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<td>-----------------------------------</td>
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<td></td>
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<tr>
<td>Shah, B. (1986)</td>
<td>Study of social adjustment of graduate students in relation to caste and educational development.</td>
<td>Garhwal University, Srinagar, India.</td>
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निर्देश

वासे के पन्नों पर तुर्कारे स्कूल से सम्बन्धित कुछ प्रश्न दिए हैं; जिनके सामने हो खाने (□) लगे हैं। प्रत्येक प्रश्न को ध्यान से पढ़ो और यह निर्णय कर सकिए कि तुम किसी भी प्रश्न का उल्लास 'हूँ' के द्वारा देना चाहते हो या 'नहीं' के द्वारा। यदि 'हूँ' के द्वारा देना चाहते हो, तो 'हूँ' के नीचे लगे खाने (□) में तथा यदि 'नहीं' के द्वारा देना चाहते हो, तो 'नहीं' के नीचे लगे खाने (□) में साथ (✓) का निर्णय लगाओ। यदि रहें कि तुर्कारे उत्तर किसी दूसरे व्यक्ति को नहीं झालया जायेगा। इसलिए दिना किसी संकेत भाव के सभी प्रश्नों के उल्लास वे। समय की कोई पाबंदी नहीं है, फिर भी प्रयासी मान समय करने का प्रयत्न करो।

## SCORING TABLE

<table>
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Est.: 1971
Phone: 63551
1. (क) क्या तुम को स्कूल में हमेशा किसी बात का बर लगा रहता है?

2. (ख) क्या तुम अपने सहपाठियों से मिलने से भागते हो?

3. (ग) पड़ो हुई चीज को क्या तुम जतने ही धूल जाते हो?

4. (क) किसी सहपाठी से कुछ स्पष्टत बात अनजाने में बोल दी जाती है तो क्या तुम सुनता कुछ ही जाते हो?

5. (ख) क्या तुम बाजू स्वभाव के हो?

6. (ग) क्या तुम को परीक्षा से बर लगता है?

7. (क) किसी शिक्षक द्वारा किसी मलती के लिए बड़े जाने पर तुम निम्नलिखित रहते हो?

8. (ख) क्या तुम कक्षा में किसी चीज को नहीं समझते पर शिक्षक से उठकर प्रश्न पूछते हैं?

9. (ग) क्या कक्षा की पदार्थ को समझने में तुम्हें कठिनाई होती है?

10. (क) क्या तुम अपने उन सहपाठियों से जिन्हें शिक्षक बालक मानते हैं, इस्याँ करते हो?

11. (ख) क्या तुम शिक्षकों के बीच बेवक़ाफ़ करते हो?

12. (ग) क्या कक्षा की पदार्थ को तुम ठीक से नोट कर लेते हो?

13. (क) क्या तुम, यह देखकर कि तुझ्हारे बहुत से सहपाठी तुमसे अच्छे हैं, देख कर करने लगते हो?

14. (ख) क्या स्कुल में तुम्हें कभी-कभी ऐसा लगता है कि तुझ्हारे कोई मिल नहीं है?

15. (ग) क्या कक्षा में पदार्थ के समय तुम प्रायः क्लास करते हो?

16. (क) कुछ विचारियों को अपने बालक करते देखकर तुम्हें लगता है कि वे अपने तुझ्हारी सिद्ध कर रहे हैं?

17. (ख) क्या तुम आसानी से सोसी तर लेते हो?

18. (ग) क्या तुम इस स्कूल के लिये पढ़ाई से सन्तुष्ट रहते हो?

19. (क) क्या तुम इस स्कूल के किसी कार्यकाल में आगे ना जाने पर इस दूसरों पर अपना इंतज़ार प्रकट करने लगते हो?

20. (ख) जब कुछ सँग़े इस्तेमाल करते हैं, तो क्या तुम भी बेवक़ाफ़ शामिल हो जाते हो?
21. (ग) क्या तुम ऐसा समझते हो कि स्कूल के शिक्षक तुम्हारी कठिनाई पर ध्यान नहीं देते हैं?

22. (क) क्या तुम स्कूल में प्रायः उदास और खिलाउ रहते हो?

23. (ब) क्या तुम सहायकों से मिलकर एक साथ काम करना चाहते हो?

24. (ग) क्या तुम अपनी पढ़ाई की प्रगति से सन्तुष्ट हो?

25. (क) क्या तुम्हारो ऐसा समझता है कि शिक्षक तुम्हारी अपहरण करते हैं?

26. (ब) क्या तुम कला में शिक्षक का ध्यान अपने और आकारित करने की कोशिश करते हो?

27. (ग) क्या पढ़ाई तुम्हारे लिए भारी मालूम पड़ता है?

28. (क) क्या जब कोई बिदायती शिक्षक से तुम्हारी साधारण शिकायत को बताने में तो तुम आवेश में आकर उसकी हामी पहुँचाने का प्रयत्न करते रहते हो?

29. (ब) क्या तुम प्रायः एकांत में रहना पसंद करते हो?

30. (ग) क्या तुम्हारे शिक्षक पढ़ाई समय भर तुम्हारी कठिनाई को दूर करने के लिए हमेशा ताज़ा रहते हैं?

31. (क) क्या तुम अपने स्कूल से प्रायः असन्तुष्ट रहते हो?

32. (ब) क्या तुम अपने स्कूल के विद्यार्थियों से मेहनतों बढ़ाते रहते हो?

33. (ग) क्या तुम्हारे स्कूल के शिक्षक तुम्हारी प्रशंसा करते हैं?

34. (क) क्या तुम गानती करने पर भी सीनाबाही करने पर तुल जाते हो?

35. (ब) क्या तुम कला में आगे की सीटों पर बैठना पसंद नहीं करते हो?

36. (ग) क्या परिस्थितियाँ में प्रायः तुम नम अंक पाते हो?

37. (क) क्या जब विषय तुम्हें कोई प्रश्न पूछते हैं तो तुम्हारे गम में उनके प्रति देख भाव उत्तम हो जाता है?

38. (ब) क्या तुम्हारा अपने सहायकों से मेलमेट रहता है?

39. (ग) क्या तुम वह जानते हो कि स्कूल में और अधिक कुश्तियाँ रहें?

40. (क) क्या तुम अपने सहायकों द्वारा किए गए खुद ही-मजाक की बात पर भी तुरंत नज़र रखते हो?
41. (ख) क्या स्कूल की गोदियों में तुम खुशकर भाग लेते हो?

42. (ग) क्या तुम पट्टी के पहले ही नबी-नबी स्कूल से बचे जाते हो?

43. (क) क्या तुम अपने सहयोगी से प्रायः बमन लेते हो?

44. (ख) क्या तुम स्कूल के बेलकूल में भाग लेते हो?

45. (ग) क्या तुम्हारे कुछ विश्वास तुम्हें प्रायः निरान्दर के लिए बंद करते हैं?

46. (क) क्या तुम्हे इस्तीफा दे तुमने हृदय तथा वन्दनी के प्रति शक बना रहता है?

47. (ख) क्या तुम अपने से ऊँचे व्यक्ति के छात्रों से बालचीत करवाने में लम्बायत हो?

48. (ग) क्या तुम अपने विश्वास को आदर की मूर्ति से देखते हो?

49. (क) इस कार्य के तुम्हारी पद्धति नहीं है उसके द्वारा कहीं गई अवधी प्रायः पर भी तुम उद्देश्य दिखाते हो?

50. (ख) क्या इस स्कूल में तुम्हारे कुछ वित्तकालिक विचार है?

51. (ग) क्या बशर्म भाषा में तुम्हारा भविष्य प्राप्त की ओर लगा रहता है?

52. (क) क्या उपराज्य में कम अंक बाँटे पर तुम ने विश्वास के प्रति देश का भाव उद्देश्य हो जाता है?

53. (ख) क्या तुम अपने सहयोगियों का हर प्रकार की सहायता करने को तपस्या रहते हो?

54. (ग) क्या तुम एक वैदेह भविष्य तथा पंच-पंक्तिकाय लेकर पहुँचते हो?

55. (क) क्या तुम अपने से ऊपर व्यक्ति के छात्रों से मिलने में प्रायः बरसते हो?

56. (ख) क्या तुम स्कूल के अस्तित्व विभागियों को विधानक मात्र देते हो?

57. (ग) क्या तुम वाद-विवाद में भाग लेते हो?

58. (क) क्या तुम अपने से नीचे व्यक्ति के छात्रों से मिलने में तुम्हें व्यवस्था होती है?

59. (ख) क्या तुम अपने नीचे व्यक्ति के छात्रों से मिलने पर नीचे दे देते हो?

60. (ग) क्या तुम्हें जितना समय बातों में दिनभरपल्ली रहती है?
नेराइय भाषा
(FRUSTRATION TEST)

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Agra College, AGRA.

&

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AGRA PSYCHOLOGICAL RESEARCH CELL
TIWARI KOTHI, BELANGANJ, AGRA—4

इस परीक्षण को यथाकथन पर अपने काम के लिये बिना प्रहालक की दृष्टि अनुपलित के मूड में करता चाहिये।
निदेशः

1—इस प्रश्न में ज्ञापन कुछ प्रश्न युक्त हैं, प्रश्नक प्रश्न के साथ कुछ उत्तर दिये गए हैं।

2—प्रश्न को ध्यानपूर्वक पढ़िए। साथ दिये गये उत्तरों को पढ़िए। उत्तरों में दे तो उसका बाकी अधिक पत्र भाग, उसके माच के बाने में वहू का निशान लगा दिखिये। (✓)

3—उत्तर देने से पूर्व प्रश्न को तथा साथ में दिये गये सभी उत्तरों को प्यास से हटाँ लिखिये, जस पर लीखिये फिर वहू का निशान (✓) लगाए।

4—प्रश्नक प्रश्न के लिए उसके साथ में दिये गये केवल एक ही उत्तर के साथ सबसे वहू का निशान लगाना है, भी या अधिक पर नहीं।

5—वे उत्तर ज्ञापन के सबसे अधिक पत्र भाग, उसी के बाद में निशान लगाए, दूसरे लोगों की प्रमाण के बारे में मत लीखिये।

6—सभी प्रश्नों के उत्तर दीखिये।

[1] यहां के सामने बातचीत करने में मुके...

[2] जहरत पढ़ने पर भी अपने रहस्य-महत्त्व तथा आवृत्ति को बदलना, मेरे लिखे...

[3] मेरे, तमाशे व सामाजिक उत्सवों में बाना मेरे कलाल से...

[4] जहरत पढ़ने पर सामाज के रोप-रिपारों को तोड़ देना...
[५] इस काम में घर के संग्राम की मदद और सहायता लेना, तथा उसी तरह काम करना मुश्किल है।

बहुत अधिक ग्रामीण है। ( )
वांछित ग्रामीण है। ( )
माध्यम ग्रामीण है। ( )
कम ग्रामीण है। ( )
बहुत कम ग्रामीण है। ( )
विलक्कुन्त ग्रामीण नहीं है। ( )

[६] विशेष के मार्ग में एक दशा चार्ट प्राप्त करने लेने पर उसे बदलने में मुश्किल है।

बहुत अधिक ग्रामीण लाभ है। ( )
वांछित ग्रामीण लाभ है। ( )
माध्यम ग्रामीण लाभ है। ( )
कम ग्रामीण लाभ है। ( )
बहुत कम ग्रामीण लाभ है। ( )
विलक्कुन्त ग्रामीण लाभ नहीं है। ( )

[७] "मनुष्य के जीवन में सुख नहीं है" यह कहना।

बहुत अधिक घृष्ण है। ( )
वांछित घृष्ण है। ( )
माध्यम घृष्ण है। ( )
कम घृष्ण है। ( )
बहुत कम घृष्ण है। ( )
विलक्कुन्त घृष्ण नहीं है। ( )

[८] यह लोग काम की बात भी नहीं मानते, तथा मुश्किल कोष...।

बहुत अधिक भाव है। ( )
वांछित भाव है। ( )
माध्यम भाव है। ( )
कम भाव है। ( )
बहुत कम भाव है। ( )
विलक्कुन्त भाव नहीं है। ( )

[९] में जूतियों पर विश्वास...।

बहुत अधिक विश्वास है। ( )
वांछित विश्वास है। ( )
माध्यम विश्वास है। ( )
कम विश्वास है। ( )
बहुत कम विश्वास है। ( )
विलक्कुन्त विश्वास नहीं है। ( )

[१०] परिस्थिति के बदलने पर मनुष्य को प्रभाव अवधार भी बदल लेना चाहिए, हिंदु मुस्लिम परिस्थिति के अनुसार अपने को बदलने चाहिए।

बहुत अधिक फॉर्माल होनी है। ( )
वांछित फॉर्माल होनी है। ( )
माध्यम फॉर्माल होनी है। ( )
कम फॉर्माल होनी है। ( )
बहुत कम फॉर्माल होनी है। ( )
विलक्कुन्त फॉर्माल नहीं होनी है। ( )

[११] "यह जिंदगी सुन्दर नहीं है," इस वक्त में भी...।

बहुत अधिक महत्त्व है। ( )
वांछित महत्त्व है। ( )
माध्यम महत्त्व है। ( )
कम महत्त्व है। ( )
बहुत कम महत्त्व है। ( )
विलक्कुन्त महत्त्व नहीं है। ( )
साधारण महत्त्व है। ( )
[२९] "अपने आदरों और बाधों पर बड़े रहिए, मनुष्यों की हुआ के साथ बदल जाने से कहीं अस्वस्त है।" इस बात तैयार है...

[३०] "मृत और पैदा भी हर कोशिश की।

मनुष्यों के सीताक हो कहीं नजर नहीं। आयो, बाहर चले ही हों।" इस कथन से बैंसी।

[३१] अम्बिका की अपेक्षा नहीं सामान्य किये लड़कों के दिग्गज कपड़े में सामान मुक्ते...

[३२] आराम से बेठकर विभीषण-कुभरी युग्म या सुनाना मुखे...

[३३] दिन में जुगी बात कलमाने में मुखे...

[३४] मेरे बोलन में मुखे...

[३५] जचकर बहस करता मुखे...
[33] सवाल का जवाब आते हुए भी बड़ों के सामने कहने में मुफ्त संगोष्ठी****

[34] 'मैं जाना हूँ, वैसा ही ठीक है।' अपने की बदलने में मुझे कठिनाईः***

[35] यह कहा जाय, अपनी तो तकदीर होः****

[36] चुकाव महता मुले***

[37] दूसरे नियमों की अवधार अपने करने में वचनों के खिलाफ लगाना मुज़े****

[38] “रोज-रोज चीजों को बदलना और रोज-रोज नया पेंगां बनाना कोई अच्छी बात नहीं है।” इस बात से में****

[39] जमाने के समयों से मैं**

[40] कहनियाँ दोहे की मास्ताये पत्रा मुले***
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