



Study of Frustration among Adolescents in Relation to Locus of Control

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Abstract

The main objective of the present investigation was to study the relationship between Frustration and Locus of Control of the Adolescents. To achieve this objective, Frustration Scale by Dixit and Srivastava (2004) and Locus of Control Scale by Hasnain and Joshi (2017) were used. The sample consisted of 200 adolescents selected randomly from Government Senior Secondary Schools of Moga District of Punjab, India. The sample was equally categorized between Boys-Girls, and Rural-Urban Adolescents. Statistical techniques viz. - Mean, Standard Deviation, Standard Error of Means, t-test, Coefficient of Correlation (r) and Regression were used to analyze the data. The results revealed that there exists a significant difference in the frustration level of boys and girls adolescents. Boys depicted more frustration as compared to girls. Further there also exists a significant difference in the frustration level of rural and urban area adolescents. Rural area adolescents depicted more frustration as compared to urban area adolescents. Results further revealed that adolescents differ significantly on locus of control with respect to gender and locale. Girls depicted more locus of control as compared to boys and urban area adolescents also depicted more locus of control when compared with rural area adolescents. The results further revealed that there exists negative relationship between Frustration and Locus of Control of the Adolescents. It means that Locus of Control inversely affects the Frustration of the Adolescents. If the Adolescents have high level of Locus of Control then their Frustration will be less and Vice-Versa.

Key Words: Frustration, Locus of Control, Adolescents

Introduction

Adolescence is a period of psychological and social transition between childhood and adulthood. Adolescents struggle with their anxieties, conflicts and confusion. In today's world most of adolescent face a problem in making adjustment with others which leads to frustration especially in Co-education school. Frustration is the state of some desire or tendency being unfulfilled. Evidently frustration is the outcome of obstacle in the part of an individual's goal or objective. Some individuals who have phenomenal will power overcome all such obstacles but sometimes the obstacles that hinder an individual's objective are so caused as to be un-surmountable. In such a situation, it is only natural for one's to be frustrated (Zimbardo and Ruch, 1979). Frustrations are felt more by adolescents. The inability to reach a goal or achieve something caused frustration. Family problems, economic and financial problems, bullying, backwardness in a particular subject may also frustrate an individual who is motivated to learn a particular course or choose a particular vocation, conflicting desires or aims, individual's moral standards, code of ethics and high ideas which also lead to frustration (Munandar, 2001).

The successful key to face the frustrations is to control any situation and turn it into positive energy to help us meet our targets and expected goals. People's response to stressful situations that depends on their control over the situation is called self control or commonly defined as locus of control. Locus of control refers to individual's orientation or perception on the cause of a situation or event in his life (Phares, 1976). These perceptions influence their levels of expectation, motivation, self-esteem, and risky decisions that ultimately influences actual situation as a result of their actions as a circular causation. Many people assume that locus of control orientation is innate, stable, and the basis of someone's personality (Atmadi, 2013). However, various theories and studies have shown that locus of control is a learning outcome since locus of control is considered as one of the human responses to a situation that is constructed by environment and life experience.

There are two types of locus of control namely internal locus of control (internal self-control) and external locus of control (external self-control). Individuals with internal self-control will feel confident that they have control over what happens in their lives, while individuals with external self-control will perceive everything happened in their lives is caused by external factors, such as luck, destiny, or by powerful people (Lefcourt, 1982). Calhoun & Acocella (1990) defined locus of control as the setting to process someone's physic, psychology, and behaviour; or in other words it is a series of processes that form themselves. Locus of control is also associated with controlling emotions and impulses within someone. Someone who has a good locus of control will consider all the consequences they will get before making a decision to act, and he is capable to turn emotions into a positive energy which is socially acceptable. So adolescents should be guided to handle the situations and control upon various impulses that they become less frustrated during this age.

Frustration

Frustration is a deep chronic sense or state of insecurity and dissatisfaction arising from unresolved problems or unfulfilled needs (Brown and Farber, 1951). Frustration behaviour lacks goal-orientation, feeling of intensive need deprivation and have a different set of behaviour mechanism, which appears to more or less senseless due to compulsive nature (Chauhan and Tiwari,1973). It is also a psychological state of mind which results from the blocking of a goal-directed activity, a common emotional response to opposition, related to anger, annoyance and disappointment. It arises from the perceived resistance to the fulfilment of an individual's will or goal and is likely to increase when a will or goal is denied or blocked Kisker (1964).

There are two types of frustration; internal and external. Internal frustration may arise from challenges in fulfilling personal goals, desires, instinctual drives and needs, or dealing with perceived deficiencies, such as a lack of confidence or fear of social situations. External causes of frustration involve conditions outside an individual's control, such as a physical roadblock, a difficult task, or the perception of wasting time (Boyd, 1982). There are multiple ways individuals cope with frustration such as passive-aggressive behaviour, anger, or violence, although frustration may also propel positive processes via enhanced effort and strive. This broad range of potential outcomes makes it difficult to identify the original cause(s) of frustration, as the responses may be indirect. However, a more direct and common response is a propensity towards aggression (Leonard,1989).

Locus of Control

Locus of control is the degree to which individual feels that they have control over reinforcements or outcomes of behaviours (Rotter, 1966). It is a person's belief about how much power one has over the events in one's life. It refers to one's general predisposition to perceive control, or lack thereof, across various situations. The extent to which one attributes valued outcomes or reinforcement to either internal or external circumstances reflects their dimension of locus of control, (Bernardi (2001). It is an internal versus external control refers to the degree to which persons expect that a reinforcement or an outcome of their behaviour will be contingent on their own behaviour or personal characteristics versus the degree to

which persons expect that the reinforcement or outcome is a function of chance, luck, or fate (which is under the control of powerful others or is simply unpredictable, (Blau, 1993). Individuals with a strong internal locus of control believe events in their life derive primarily from their own actions: for example, when receiving exam results, people with an internal locus of control tend to praise or blame themselves and their abilities. People with a strong external locus of control tend to praise or blame external factors such as the teacher or the exam. Locus of control refers to one's assumption about responsibility for good and bad events (Rotter, 1966).

Objectives

The study was conducted in the light of following objectives:

1. To study the frustration among adolescents.
2. To study the frustration of boys and girls adolescents.
3. To study the frustration of rural and urban areas adolescents.
4. To study the locus of control of adolescents.
5. To study the locus of control of boys and girls adolescents.
6. To study the locus of control of rural and urban areas adolescents.
7. To study the relationship between frustration and locus of control of the adolescents.
8. To study the prediction of frustration of the adolescents by locus of control.

Hypotheses

The study was conducted to test the following hypotheses:

1. There exists no significant difference in the mean scores of frustration of boys and girls adolescents.
2. There exists no significant difference in the mean scores of frustration of rural and urban areas adolescents.
3. There exists no significant difference in the mean scores of locus of control of boys and girls adolescents.
4. There exists no significant difference in the mean scores of locus of control of rural and urban areas adolescents.
5. There exists no significant relationship between frustration and locus of control of adolescents.
6. There exists no significant prediction of frustration of the adolescents by locus of control.

Delimitations

The present study was carried out with the following delimitations:

1. The study was delimited to Moga district of Punjab.
2. The study was delimited to Government Senior Secondary Schools affiliated to PSEB, Mohali only.
3. The study was delimited to 9th class only.
4. The study was delimited to 200 students only.
5. The study was delimited to 100 boys and 100 girls only.
6. The study was further delimited to 100 rural and 100 urban students of Government Senior Secondary Schools only.

Method

Keeping in view the nature of the study, the descriptive research method was used in the present study.

Population of the Study

The entire group of people or objects to which the researcher wishes to generalize the study findings is called population. In the present study all the Government Senior Secondary Schools affiliated to PSEB, Mohali of Moga district of Punjab is the entire population of the study.

Sample

The present study was a descriptive survey, which was conducted in Government Senior Secondary Schools of Moga district of Punjab. The investigator had taken the sample of 200 students of 9th class from Government Senior Secondary Schools affiliated to PSEB, Mohali of Moga District of Punjab through the random sampling technique. The sample is divided into 100 Boys and 100 Girls adolescents and further it was equally categorized between 100 Rural and 100 Urban adolescents.

Tools Used

The following tools were used to collect the data for the present study:

1. Frustration Scale (2004) by Dixit and Srivastava
2. Locus of Control Scale (2017) by Hasnain and Joshi

Statistical Techniques Used

Statistical techniques viz. Mean, Standard Deviation (SD), Standard Error of Means (SE_M), t-test and Coefficient of Correlation (r) and Regression was used to analyze and interpret the collected data.

Analysis and Interpretation

The results of the present study are elucidated as below:

Table-I Showing the Mean, SD, SE_D and 't' ratio of Frustration of Boys and Girls

Group	N	Mean	SD	SE _D	't'-Value
Boys	100	124.65	17.19	2.43	3.55**
Girls	100	115.96	17.24		

***Significant at 0.01 and 0.05 level of significance*

Critical value of 't' = 1.97 at 0.05 level of significance

Critical value of 't' = 2.60 at 0.01 level of significance

Table-I shows the Mean, SD, SE_D and 't'- value of frustration of boys and girls adolescents. The mean score of frustration of boys is 124.65 and SD is 17.19. The Mean score of frustration of girls is 115.96 and SD is 17.24. The SE_D of frustration of boys and girls adolescents is 2.43. The 't' value of frustration of boys and girls adolescents is 3.55. After consulting the table of 't' value, the tabulated values are 1.97 at 0.05 level and 2.60 at 0.01 level of significance. The tabulated values 1.97 and 2.60 are lesser than the calculated value 3.55 at 0.05 level and 0.01 level of significance. Hence there is significant difference in the frustration of boys and girls adolescents at 0.05 level and 0.01 level of significance. Hence the hypothesis "There exists no significant difference in the mean scores of frustration of boys and girls adolescents" is not accepted.

Table-II Showing the Mean, SD, SE_D and 't'-ratio of Frustration of Rural and Urban Areas Adolescents

Group	N	Mean	SD	SE _D	't'-Value
Rural	100	133.85	25.01	3.54	4.21**
Urban	100	118.96	25.05		

***Significant at 0.01 and 0.05 level of significance*

Critical value of 't' = 1.97 at 0.05 level of significance

Critical value of 't' = 2.60 at 0.01 level of significance

Table-II shows the Mean, SD, SE_D and 't'- value of frustration of rural and urban areas adolescents. The mean score of frustration of rural area adolescents is 133.85 and SD is 25.01. The Mean

score of frustration of urban area adolescents is 118.96 and SD is 25.05. The SE_D of frustration of rural and urban areas adolescents is 3.54. The 't' value of frustration of rural and urban areas adolescents is 4.21. After consulting the table of 't' value, the tabulated values are 1.97 at 0.05 level and 2.60 at 0.01 level of significance. The tabulated values 1.97 and 2.60 are lesser than the calculated value 4.21 at 0.05 level and 0.01 level of significance. Hence there is significant difference in the frustration of rural and urban areas adolescents at 0.05 level and 0.01 level of significance. Hence the hypothesis "There exists no significant difference in the mean scores of frustration of rural and urban areas adolescents." is not accepted.

Table-III Showing the Mean, SD, SE_D and 't' ratio of Locus of Control of Boys and Girls Adolescents

Group	N	Mean	SD	SE_D	't'-Value
Boys	100	61.35	16.97	2.38	6.61**
Girls	100	77.09	16.75		

**Significant at 0.01 and 0.05 level of significance

Critical value of 't' = 1.97 at 0.05 level of significance

Critical value of 't' = 2.60 at 0.01 level of significance

Table-III shows the Mean, SD, SE_D and 't'- value of locus of control of boys and girls adolescents. The Mean score of locus of control of boys is 61.35 and SD is 16.97. The Mean score of locus of control of girls is 77.09 and SD is 16.75. The SE_D of locus of control of boys and girls adolescents is 2.38. The 't' value of locus of control of boys and girls adolescents is 6.61. After consulting the table of 't' value, the tabulated values are 1.97 at 0.05 level and 2.60 at 0.01 level of significance. The tabulated values 1.97 & 2.60 are lesser than the calculated value 6.61 at 0.05 level and 0.01 level of significance. Hence, there is significant difference in the locus of control of boys and girls adolescents. Hence the hypothesis "There exists no significant difference in the mean scores of locus of control of boys and girls adolescents" is not accepted.

Table-IV Showing the Mean, SD, SE_D and 't' ratio of Locus of Control of Rural and Urban Areas Adolescents

Group	N	Mean	SD	SE_D	't'-Value
Rural	100	67.19	12.86	1.78	7.47**
Urban	100	80.49	12.24		

**Significant at 0.01 and 0.05 level of significance

Critical value of 't' = 1.97 at 0.05 level of significance

Critical value of 't' = 2.60 at 0.01 level of significance

Table-IV shows the Mean, SD, SE_D and 't'- value of locus of control of rural and urban areas adolescents. The Mean score of locus of control of rural area adolescents is 67.19 and SD is 12.86. The Mean score of locus of control of urban area adolescents is 80.49 and SD is 12.24. The SE_D of locus of control of rural and urban areas adolescents is 1.78. The 't' value of locus of control of rural and urban areas adolescents is 7.47. After consulting the table of 't' value, the tabulated values are 1.97 at 0.05 level and 2.60 at 0.01 level of significance. The tabulated values 1.97 & 2.60 are lesser than the calculated value 7.47 at 0.05 level and 0.01 level of significance. Hence, there is significant difference in the locus of control of rural and urban areas adolescents. Hence the hypothesis "There exists no significant difference in the mean scores of locus of control of rural and urban areas adolescents" is not accepted.

Table-V Showing the Coefficient of Correlation between Frustration and Locus of Control of Adolescents

S. No.	Variables	N	'r'	Result	Level of Significance
1.	Frustration	200	-0.935	Negative Correlation	**Significant
2.	Locus of Control	200			

** Significant at 0.05 level and 0.01 level of significance

Critical Value of 'r' at 0.05 level = 0.098

Critical Value of 'r' at 0.01 level = 0.128

Table-V represents the coefficient of correlation between frustration and locus of control of adolescents. The calculated value of 'r' is -0.258 which shows negative correlation. By referring the table of coefficient of correlation, the tabulated values are 0.098 at 0.05 level and 0.128 at 0.01 level of significance. The tabulated values 0.098 and 0.128 are lesser than the calculated value -0.258 at both the levels of significance. Hence the coefficient of correlation is significant at 0.05 level and 0.01 level of significance. Thus it indicates that there is significant but negative relationship between frustration and locus of control of adolescents. Hence, the hypothesis No. 5 "There exists no significant relationship between frustration and locus of control of adolescents." is not accepted.

Table-VI Showing the Regression Analysis

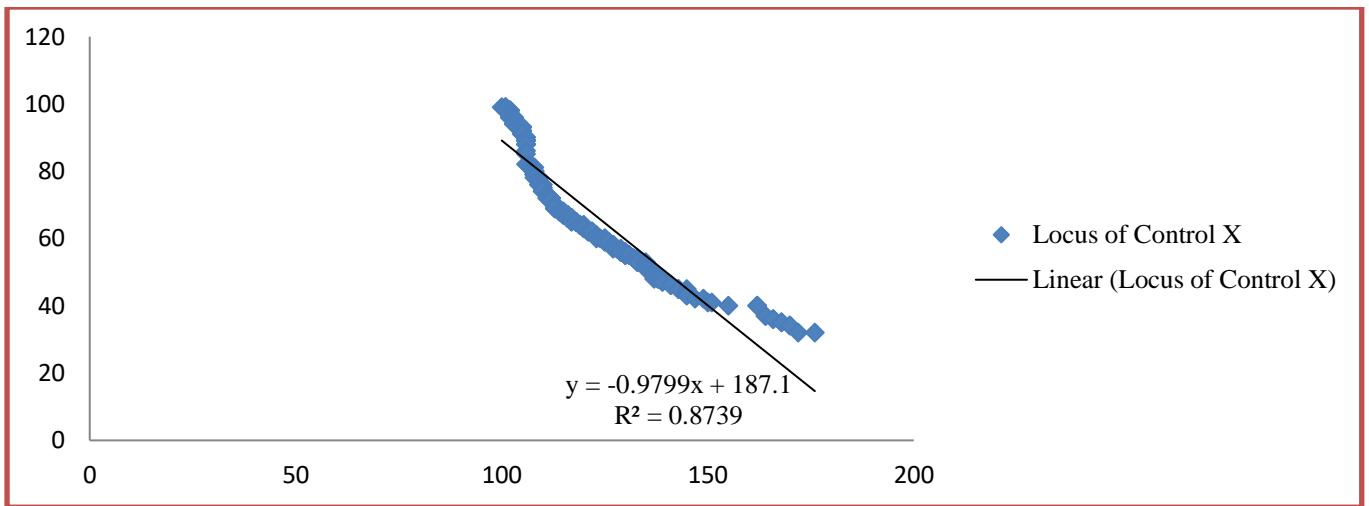
Regression Statistics	
Multiple R	0.935
R Square	0.8739
Adjusted R Square	0.8739
Standard Error	6.591
Observations	200

ANOVA

	Df	SS	MS	F	F-Significance
Regression	1	59217.34	59217.34	1363.199	1.82
Residual	199	8557.676	43.43998		
Total	200	67775.02			

	Coefficients	Standard Error	t-Stat	p-value
Intercept	186.661	2.4436	57.988	0.0032
LOC	-0.97661	0.0288	-36.922	0.0013

The table-VI depicts the regression model showing the impact of locus of control on frustration of the adolescents. The regression coefficient R^2 is found to be 0.874 indicating 87 percent of the variance in frustration predicted by locus of control. The ANOVA results confirm that the model is fit and significant. The p-value of the model is less than the 0.05 level of significance ($p \leq 0.05$) that doesn't accept the H_0 . So, there exists significant prediction of frustration of adolescents by locus of control.



Findings of the Study

On the basis of results obtained during the course of the present investigation the following findings have been drawn:

1. There exists significant difference in the frustration of boys and girls adolescents ($t=3.55$). The frustration among boys adolescents ($M=124.65$) is higher than the frustration among girls adolescents ($M=115.96$).
2. There exists significant difference in the frustration of rural and urban areas adolescents ($t=4.21$). The frustration among rural area adolescents ($M=133.85$) is higher than the frustration among urban area adolescents ($M=118.96$).
3. There exists significant difference in the locus of control of boys and girls adolescents ($t=6.61$). The locus of control of girls adolescents ($M=77.09$) is higher than the locus of control of boys adolescents ($M=61.35$).
4. There exists significant difference in the locus of control of rural and urban areas adolescents ($t=7.47$). The locus of control of urban area adolescents ($M=80.49$) is higher than the locus of control of rural area adolescents ($M=67.19$).
5. There exists significant negative relationship between frustration and locus of control of adolescents ($r= -0.935$).
6. There exists significant prediction of frustration of the adolescents by locus of control.

Conclusion

On the basis of analysis and interpretation of the data, it is concluded that there exists significant negative relationship between frustration and locus of control of adolescents. Both the variables are inversely proportional to each other. If the adolescents have good locus of control, their frustration will be less and vice-versa.

Discussion of the Results

In the present study there exists significant difference in the frustration of adolescents with respect to gender and locale. Boys depicted more frustration as compared to girls and rural area adolescents also depicted more frustration than the urban area adolescents. These results are supported by the studies Kumari (2014), Kaur (2015), Patil (2016) Pancholi (2018), Kaur (2018), Khare (2018) and Tripathy (2019). Further the results indicated that there exists significant difference in the locus of control of the adolescents with respect to gender and locale. The girls showed more locus of control than boys and urban area adolescents also depicted more control as compared to rural area adolescents. Further the results revealed that there exists significant negative relationship between frustration and locus of control of the

adolescents. These results are supported by the studies by Manger and Eikeland (2001), Sabry (2017), Vanaja (2017) and Halloran (2018).

Educational Implications

On the bases of findings of the present study, following educational implications are should be keeping in consideration:

1. These results will give immense help to the Principals, Teachers, Parents, Curriculum Planners, Guidance Workers and Counselors to know and solve the problems of adolescents. Also these results will give immense help to know the importance of locus of control in the life of adolescents and to make their better adjustment in the school, home and society.
2. More efforts could be done to improve the locus of control of the boys and the adolescents of rural area adolescents.
3. These results will help the teachers to find out the reasons of more frustration among boys adolescents.
4. These results also help the Principals and teachers to find out the reasons of frustration among rural area adolescents.
5. These results will give immense help to the Principals and teachers to improve the school environment, so that the adolescents become less frustrated.
6. The results will also give immense help to Principals, teachers and parents to channelize the energy of the adolescents in the positive direction.
7. These results will give immense help in curriculum construction.
8. These results will help the parents to improve parent-child relationship.
9. These results have practical utility in the field of education.
10. The results will give immense help to the teachers in the development of suitable methods of teaching.
11. These results will be very beneficial in the harmonious development of the adolescents.

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