



WWJMRD 2017; 3(11): 180-187  
www.wwjmr.com  
International Journal  
Peer Reviewed Journal  
Refereed Journal  
Indexed Journal  
UGC Approved Journal  
Impact Factor MJIF: 4.25  
e-ISSN: 2454-6615

**Anis Jahan**

Associate Professor,  
Department of Education,  
Aligarh Muslim University,  
Aligarh, U.P., India

## A Critical Analysis of Relationship between Frustration and Values among Students of Higher Education

**Anis Jahan**

### Abstract

Education plays a significant role in the entire process of development of a society and a nation. The youth are the future of a nation. But being mentally immature and impulsive, they can be easily used for constructive or destructive purposes. An education system that incorporates value education at all levels helps to keep the behaviour and attitudes of the youth under control. The present research paper was aimed at studying the relationship between Frustration and Value Profiles of students in higher education. A sample of 524 students was purposively selected from three north Indian universities. A frustration test and a value questionnaire were used as tools. The findings revealed that students with an intense set of values were psychologically more strong and balanced, and did not get frustrated easily, with male students resorting to aggression more than female students in the face of frustration.

**Keywords:** Frustration, Values, Youth, Gender, Stream

### 1. Introduction

Knowledge has been recognized as the highest virtue of man since the dawn of human civilization on this planet. Transfer of knowledge and culture from one generation to the next has been a part of cherished traditions of India. Even in the ancient period, Indian saints and seers enlightened the whole world by showing the path of truth and wisdom. However, the modern university system originated about 150 years ago with the establishment of Calcutta, Bombay and Madras Universities in 1857 on the basis of recommendations made by Wood's Education Despatch of 1854. After this, there has been continuous growth of higher education institutions including universities and colleges. By the end of the 19th century, there were only 5 universities with 195 colleges affiliated to them for the purpose of examination. By the time India achieved independence, there were 20 universities. Sincere efforts were made to develop higher education system. After the establishment of the University Grants Commission in 1953, phenomenal expansion took place, and now India has one of the largest higher education systems in the world with more than 415 universities and 20,676 colleges.

Frustration, anxiety, aggression are integral part of today's social and education system. There are multiple reasons associated with the issues pertaining to frustration. In the present scenario, family background, parents, socio economic system, value system and many similar factors adversely affect the students, therefore they seem to be affected by frustration and related psychological issues.

### 2. Literature Review

#### 2.1. University Education

Pandit Nehru, while delivering the convocation address at University of Allahabad in 1947, said: "A university stands for humanism, for tolerance, for reason, for the adventure of ideas and for the search of truth. Universities are essentially a community of teachers and students, where all learn from one another. Their principal objective is to deepen man's understanding of the universe and of himself, to disseminate this understanding throughout the society and

**Correspondence:**

**Anis Jahan**

Associate Professor,  
Department of Education,  
Aligarh Muslim University,  
Aligarh, U.P., India

to apply it in the service of mankind. They are the dwelling places of ideas and idealism, and expect high standards of conduct and integrity from all their members.”

Universities today are assuming new functions, which are increasing in range, depth and complexity. Some of the functions of university education have been explicitly spelled out by Education Commission (1964-66) as follows:

- To seek and cultivate new knowledge, to engage vigorously and fearlessly in the pursuit of truth and to interpret old knowledge and beliefs in the light of new needs and discoveries;

- To provide the right kind of leadership in all walks of life, to identify gifted youth and help them develop their potential to the full by cultivating physical fitness, developing the powers of mind and cultivating the right interests, attitudes and, moral and intellectual values;

- To foster in the teachers and students, and through them, in the society, generally, the attitudes and values needed for developing a good life in individuals and society.

In this study, the investigator is particularly concerned with the youth of the Indian society. Youth is often defined as the population of those who are in the age group of 15 to 25 years. To be brief, one out of every five persons in the world is a youth. The growth and development of this vast number of youth, therefore, is certainly an investment in the future. The future of a society lies in the hands of its youth, especially, those of its students, who will be playing elitist role. Awareness of this fact has been growing in post-independence India, as can be observed by the increasing number of conferences, seminars and popular and professional articles on the Indian young students. Youth who pass through adolescence, a transition stage from child to adult, are confronted with a mixture of realization and unfulfilled promises. The adolescent is no longer a child, yet not an adult, and hence, the apparent contradictions in his behaviour.

## 2.2. Psychology of the Youth

Youth is an independent phase in our lives. According to Hurrelmann (1990), 'Youth is a phase of life in its own right with its own quality of experience; at the same time, it is a product of SOC and its culture, which can be determined by reason of its culture, its characteristic place, value in human life and its specific importance in the reproduction of society (p.9).

In every society, youth has always played a vital role in the development of the community and the nation. Development of the youth's values and norms and often ethical and political consciousness, determines their own behaviour and actions, and subsequently their attitudes toward life. This search for individual personality is a phase specific characteristic of the human development process, which in the manner mentioned above are characteristics of youth.

Various social problems linked with youth behaviour, such as unemployment, drug abuse, sexual deviation, crimes, political extremism and other problems have indeed concentrated predominantly among the youth, to which immediate attention is being drawn in public discourse. Unemployment has been perceived as a challenging as well as a serious problem throughout the world. In India, unemployment is increasing rapidly, and it has become a

source of various unexpected deviant behaviours among youth, reflected in their activities in the form of separatism, anti-nationalism, terrorism, regionalism etc. Unemployment exerts economic, social and psychological pressures, which result in deviant behaviour and mental ill health. Shelton (1985) reported that social and psychological impact of unemployment is in terms of reflected stress, depression, anxiety and interpersonal problems.

## 2.3. Relevant theories of Frustration

### 2.3.1. Rosenzweig's Frustration Theory

In 1934 Saul Rosenzweig published a 'heuristic classification of types of reactions to frustration' (A heuristic device is one that is intended to stimulate research). The theory consisted of three major points. First, there was a very global definition of frustration conceived of as the occurrence of an obstacle that prevented the satisfaction of a need. Second, and perhaps the best-known feature of this approach, was a classification of types of reactions to frustration, namely Extra-punitive, Intropunitive and non-punitive reactions. Finally, Rosenzweig addressed himself to the concept of frustration tolerance. He made two assertions: (a) frustration tolerance tends to increase with age, and (b) there is some sort of 'optimum' amount of frustration that an individual should experience at a particular development level in order to attain maximal frustration tolerance.

### 2.3.2. The Frustration-Aggression Hypothesis

This theory was presented by a group of social scientists working at Yale's Institute of Human Relations. The basis of this theory consisted of two seemingly very straightforward propositions: (a) the occurrence of frustration always increased the tendency of an organism to respond aggressively, and (b) whenever an organism responded aggressively, this was prima - facie evidence of the previous occurrence of frustration.

### 2.3.3. The Frustration - Regression Hypothesis

It was put forward by Barker, Dembo and Lewin (1941). Its basis was Freud's suggestion of the notion that frustration could cause an individual to revert to modes of action that had characterized his behaviour at an earlier development stage. This is called the frustration – regression hypothesis.

### 2.3.4. The Frustration - Fixation Hypothesis

Another important theory is that of Maier, which was formulated mainly on the basis of his experiments on rats. His basic principle was that the behaviour arising out of true frustration could not be explained in terms of conventional learning and motivational principles. This was just the opposite of the frustration aggression hypothesis, e.g., which was definitely rooted in one of the influential learning theories of the day. Fixated behaviour, in short, was an end in itself and was to be considered entirely different from ordinary problem – solving behaviour.

## 2.4. Amsel's 'Frustrative Non-reward' Theory

One of the most recent and still very active theories of frustration is in some ways similar to that of Brown and Farber, but Amsel's construct is different. His frustration construct is basically an addition, to the concept of 'fractional antedating reactions'. Amsel's unique

contributions to the evolution of the frustration concept are two: (a) only one basic operation is considered in this theory- non-reward after experience with reward.

### 2.5. Human Values and Education

The main aim of higher education is to shape the character of youth as the best citizens of the nation, as well as to make them persons of high morality and highly spiritual individuals. All these qualities are related with characterization of an individual. These qualities are reflected through the behaviour of a person. But a continuous deterioration and fall in values can be observed in our youth and people of the country. The existing higher education and education overall seems to be a failure in shaping the character of the youth. Values are the pillars of meaningful life, and education is the tool which can bring a change. All these things gave birth to a new concept "value based education".

Education is a powerful instrument of social change and human progress. It is also a powerful tool to cultivate moral and spiritual values in an individual. Universities are a part of society or we can call them as mini societies. These have their own value systems. Traditionally, the Indian value system is based on the stability of the family, the democratic political system, the teachings of the schools and other social institutions and the religious morals. Within the last few decades, the impact of these four sources has been eroded, been obscured, or become obsolete.

Value is one of the important dimensions to explain human behaviour. It is sometimes interchangeably used with attitudes, interests, motives, needs, sentiments or balance. Many of the attitudes of an individual reflect his values. Rockeach (1979) and Zavellon (1980) hold that value is concerned with the understanding of the individual, society and culture.

### 2.6. Types of Values

Rockeach (1973) has classified values into two categories (1) Instrumental values and (2) Terminal values. Instrumental values deal with the beliefs in desirable 'modes of conduct', while terminal values are related to the beliefs in desirable 'end-state of existence'. Terminal values are again subdivided into 'personal and social' values. Personal values are self-centered. The examples of personal values are such end- states as peace of mind or salvation. Social values on the other hand are related to society. An example of social values is the belief in world peace or brotherhood.

Rockeach has divided Instrumental values into two categories (1) Moral values and (2) Competence values. Moral values are social in nature. When the individual is behaving honestly and responsibly in the society, he is dealing with moral values. Competence values are related with such modes of conduct which are related to personal values. Thus, when a person is behaving intelligently and logically, he is dealing with competence values.

Margeneau (1959) distinguishes between 'factual' and 'normative' values. He defines 'factual values' as 'observable preferences, appraisals and desires of concrete people at a given time. 'Normative values', according to him are 'ratings' which people ought to give to value objects. Margeneau holds the opinion that normative value is much more difficult to establish than factual value.

According to Buhler (1962), Kluckhohn has attempted to

organize and classify Value Orientation in terms of dimensions. These are the dimensions of modality, intent, extent and organization. The dimension of modality comprises the aesthetic, cognitive and moral values; the dimension of intent includes the instrumental and goal values; and the dimension of extent consists of universal versus personal and group values. Under the dimension of organization, hierarchy of values as well as isolated and integrated values is considered.

### 2.7. Value Orientation

The concept of 'Value orientation' was introduced by Clyde Kluckhohn (1952). He has used the term 'value orientation' for those value concepts which are (a) general, (b) organized and (c) include value of self-sufficiency. A value-orientation may be defined as a generalized and organized conception, influencing behavior, its nature, of man's place in it, or man's relation to man and of the desirable and undesirable, as they relate to man's environment and inter-human relations (Kluckhohn, C. 1976). This value - orientations provide the totality of personality or the totality of a culture, and guides coherence to some extent between personality and culture. (Chauhan et al, 1981).

### 2.8. Frustration and related variables

Campano, Jessica and Munakata, Tsunetsugu (2004) describes the extent of anger and aggression in a sample of secondary school students in the southern Philippines. Results indicated that their overall levels of aggression and anger were average. Students in private schools had higher overall aggression and anger compared to students in public schools. Teachers rated males as having a higher level of Aggression and Frustration among Rural and Urban Secondary School Students.

Kozina (2007) studied about aggressive behaviour that can be external or internal, direct or indirect. A negative influence on society in general is obvious, but the influence on school work should not be neglected as well. It seems that the problem of aggressive behaviour in school settings has been increasing through the years and therefore affecting school work at many different levels.

Lopez, Pereza, Musitu Ochoab and Ruiza (2008) studied on the influence of family and classroom environments on the development of particular individual characteristics, including level of empathy, attitude to institutional authority and perceived social reputation, and the role these characteristics may in turn play in school aggression. Overall, our findings suggested that a positive family environment seems to be a stronger protective factor for girls in the development of problems of behaviour at school, whereas for boys this is the case for a positive classroom environment. This model accounted for 40% of the variance in aggression at school for boys and 35% for girls.

Jain and Kakkar (2015) studied on Frustration among the Secondary School Students in relation to their emotional maturity. Human is always ambitious by nature. They have many desires and they want to achieve or gain all the desires, but sometimes they did not attain as the basis of their needs and desires. In this way they become frustrated. Some situation is found among boys and girls of college. They suffer from frustration due to failure. Sometime they may achieve success after a number of failures.

Biruntha & Muthaiyan(2015) identified that there are

significant differences among adolescent students' frustration with regard to gender, locality and type of school; and there are no significant differences in the frustration scores with regard to subject and socio-economic status. Patil (2016) was studied on the Montessori Method of schooling that focuses on personal development rather than exams. The method of education produces more mature, creative and socially adopt children compared to traditional method of education. Major

findings of the study reveal that the children of traditional school has significantly higher level of aggression and frustration compared to children of Montessori Method of education.

### 3. Methodology

#### 3.1. Sampling

The sample comprised 524 undergraduate students. The details are given in the table 1 below.

**Table 1:** Details of sample

Institutions	arts		science		commerce	
	Male	female	Male	female	Male	female
AMU Aligarh	22	22	22	22	22	22
Meerut college, Meerut	22	22	22	22	22	22
DS College, Aligarh	22	-	20	-	20	-
TikaRam Girls degree college, Aligarh	-	22	-	22	-	22
Hindu college & MH College, Moradabad	22	-	22	-	22	-
Gokuldas Hindu Girls College, Moradabad	-	22	-	22	-	22
Total (N=524)	88	88	86	88	86	88

### 3.2. Research Tools Used

#### 3.2.1. Frustration Test

The 'Nairashya Maapa' (Frustration Test) published by Agra Psychological Research Cell (1976) was used in the present study for this purpose. The said test was developed and standardized by Dr. N.S. Chauhan and Dr. Govind

Tiwari.

Each mode of reaction to frustration, i.e. regression, fixation, resignation and aggression is represented by 10 items as shown in the Table 2, which lists the serial numbers of the items as they occur in the test.

**Table 2:** Details of Items meant for Each Mode

Mode of frustration	Item numbers																	
Regression	1	5	9	1	3	1	7	2	1	2	5	2	9	3	3	3	7	
Fixation	2	6	1	0	1	4	1	8	2	2	2	6	3	0	3	4	3	8
Resignation	3	7	1	1	1	5	1	9	2	3	2	7	3	1	3	5	3	9
Aggression	4	8	1	2	1	6	2	0	2	4	2	8	3	2	3	6	4	0

#### 3.2.2. Personal Values Questionnaire (PVQ)

For measuring the value profiles of the subjects, the "Personal Values Questionnaire" (PVQ) was employed in the present study, which is a standardized scale developed by Dr. (Mrs.) G.P. Sherry and Dr. R.P. Verma and published by National Psychological Corporation, Agra (1988). The instrument is a measure of ten personal values: *Religious, Social, Democratic, Aesthetic, Economic, Knowledge, Hedonistic, Power, Family Prestige and Health*. This questionnaire consists of 40 items with three alternative response categories for each. The subjects are required to put a 'tick' mark on the most preferred response, a cross mark on the least preferred, and leave the third response category blank in the parenthesis provided for the purpose along with each item.

There are 12 items for measuring each of the ten values, thus the number of items in the test being 120 in all. In this questionnaire, each value is represented by a symbol as per the following scheme.

S.N.	Categories	symbol
1	Religious values	Ka
2	Social values	Kha
3	Democratic values	ga
4	Aesthetic values	gha
5	Economic values	cha
6	Knowledge values	jha
7	Hedonistic values	ta
8	Power values	tha
9	Family prestige values	da
10	Health values	dha

The validity of PVQ was obtained by correlation which was found significant at 0.05 level (df = 8). Two indices of reliability of the PVQ were found out by the original authors. Firstly, its reliability was determined by Hoyt's method using analysis of variance which is as efficient as Kuder Richardson's method, but less cumbersome. Secondly, two test-retest reliability coefficients were determined after an interval of one month and two months respectively and the results led to the conclusions that the PVQ is a reliable tool to measure complex variables such as values.

#### 3.4. Administration of Tools for data collection

Required data were collected following all standard measures. The data collecting task was performed by the investigator herself. For this purpose, the principals/ heads of the institutions were approached to seek their cooperation in this program. While many institutions were approached, only those which readily agreed to cooperate were finally selected for inclusion in the sample.

#### 3.5. Scoring

The scoring of the Nairashya Maapa and Personal Values Questionnaire was done according to the instructions provided in the respective manuals.

**Table 3:** Scoring of Frustration Test

A l w a y s	Very Often	Quite Often	Sometimes	Rarely	Not at all
5	4	3	2	1	0

### 3.6. Statistical Techniques Used

#### 3.6.1. Descriptive Techniques

The arithmetic *mean* or average is the best known measure of central tendency. It may be defined simply as the sum of the separate scores or other measures in a series divided by their number. The formula for the arithmetic mean ( $M$ ) of a series of grouped measures is  $M = \sum fx/N$  where  $N$  is the number of measures in the series,  $X$  stands for scores and the symbol  $\sum$  means 'sumof'.

The *standard deviation* or SD is the most reliable measure of variability. Represented by the Greek letter sigma ( $\sigma$ ), standard deviation is the square root of the mean of the squared deviations taken from the arithmetical mean of the distribution. The formula for the S.D or  $\sigma$  when the series of scores is grouped is as follows  $\sigma = \sqrt{\sum fx^2/N}$  where  $N$  is the number of measures in the series,  $x$  stands for deviation scores ( $x = X - M$ ) and the symbol  $\sum$  means 'sumof'.

To examine the relationship of one variable with the other, *correlation* was used. For the present study, product-moment correlation was employed. The formula is:

$$r = \frac{\sum XY - N M_X M_Y}{\sqrt{(\sum X^2 - N M_X^2)(\sum Y^2 - N M_Y^2)}}$$

#### 3.6.2. Inferential Techniques

In order to study the significance of difference between two means based on dependent or independent samples 'student's *t*' statistic was used. One advantage with the use of *t-test* is that it is usable both with small and large samples. When the two means to be compared are based on large samples *t-test* may be used.

The following formula was used:

$$t = \frac{|M_1 - M_2|}{\sqrt{\frac{1}{N_1 + N_2 - 2} \left( \frac{\sum x^2}{N_1} + \frac{\sum y^2}{N_2} \right)}}$$

The obtained *t*-values were interpreted relative to the critical values of '*t*' required to be significant at 0.01 level. The table of *t*-values was used for this purpose.

#### 3.6.3. Multiple Regression Analysis

The method of multiple regression analysis is used for studying the effects and magnitudes of effects of more than one independent variable on one dependent variable using the principles of correlation and regression (Kerlinger, 1983).

When the number of independent variables exceeds two or three, the procedure becomes highly cumbersome, and may be performed conveniently on an electronic computer. The investigator utilized the services of computer for most of the computational work to deal with the formulae and other computations.

#### 3.7. Gender Differences on Value Profiles

The gender differences in value profiles of students were studied by using mean scores on each value. The gender differences on each value for the total sample ( $N = 524$ ) were also studied by using *t-test*. The total sample consisted of 260 male and 264 female students.

The results are tabulated in table 4.

**Table 4:** Comparing Values by Gender (All Faculties)

V a l u e	M a l e ( N = 2 6 0 )		F e m a l e ( N = 2 6 4 )		t - v a l u e
	M e a n	S . D .	M e a n	S . D .	
Religious	11.7000	3 . 2 2 2	12.2500	3 . 0 8 4	2 . 0 0 *
S o c i a l	12.8538	3 . 2 5 2	13.6818	3 . 1 3 3	2 . 9 7 * *
Democratic	12.3923	2 . 6 8 1	13.1402	3 . 0 1 3	2 . 9 9 * *
Aesthetic	11.4385	2 . 2 8 0	12.1705	2 . 4 8 7	3 . 5 1 * *
Economic	11.5269	3 . 0 8 1	11.4394	3 . 4 5 1	0 . 3 1
Knowledge	13.5154	3 . 2 0 9	14.2273	3 . 6 0 8	2 . 3 9 *
Hedonistic	11.1269	2 . 9 0 3	10.4773	3 . 4 1 3	2 . 3 5 *
P o w e r	11.2231	2 . 8 9 1	9 . 7 8 0 3	2 . 9 3 6	5 . 6 7 * *
F a m i l y P r e s t i g e	12.8769	3 . 5 6 5	11.5417	2 . 9 0 5	4 . 7 0 * *
H e a l t h	11.6692	2 . 5 1 9	11.1629	2 . 8 1 1	2 . 1 7 *

As may be observed, significant gender differences are evident in the case of all values excepting only one that is, Economic Value. The results based on individual values are also discussed one by one. The results have shown significant sex-differences in Religious Value ( $t = 2.00$ ), the difference being significant at 0.05 level. The direction of mean difference shows that female students have a stronger and more dominant Religious Value than male students. On Social Value also, the students have shown clear and significant sex-differences. The results indicate

that mean scores of male and female students on Social Value differ significantly ( $t = 2.97$ ) at 0.01 level. The direction of difference shows that female students have stronger Social Value than their male counterparts.

Gender differences among students also manifest themselves clearly on the Democratic Value ( $t = 2.99$ ), the difference being significant at 0.01 level. The higher mean score of the female students indicates that they have stronger Democratic Value as compared to the male students. The mean scores of male and female students

differ significantly on the Aesthetic Value ( $t = 3.5$ ), the difference being significant at 0.01 level, with females scoring high mean, thus indicating that females have a more intense Aesthetic Value than their male counterparts. Among all the ten values, it was only on the Economic Value that no significant gender differences were found. It means that both male and female students have an equal level of Economic Value. On Knowledge Value however, the male and female scores showed significant difference ( $t = 2.39$ ) at 0.05 level. Higher mean score of females shows that female students have a stronger Knowledge Value as compared to the male students.

Hedonistic Value was found to be stronger among male students in comparison to their

Female counterparts, as the males secured higher mean scores and the gender difference was found to be significant ( $t = 2.35$ ) at 0.05 level. The result on Power Value was found to be in agreement with the popular traditional belief. Significant sex- differences were found ( $t = 5.67$ ) at 0.01 level. The direction of difference shows that male students have a stronger and dominant Power Value than the female students.

Significant sex-differences on Family Prestige Value are evident from the Table 4 ( $t = 4.70$ ), the difference being significant at 0.01 level. The higher mean scores of male

students are indicative of their having stronger Family Prestige Value in comparison to their female counterparts. On Health Value also, the students have shown clear and significant sex-differences. The results indicate that means of male and female students on Health Value differ significantly ( $t = 2.17$ ) at 0.05 level. The direction of difference shows that male students have stronger Health Value than the female students.

The overall scenario is that nine out of ten values exhibit gender differences, the only exception being the economic value. While female students had higher levels of religious, social, democratic, aesthetic and knowledge values than male student, the converse was found to be true on hedonistic, power, family prestige and health values.

### 3.8. Relationship between Modes of Frustration and Value Profile

#### 3.8.1. All Students

In order to study the relationship between different modes of reaction to frustration and value profiles of students of various faculties/ streams, the product moment correlation was used. For this purpose, 4x10 correlation matrices were prepared-one each for students of different faculties and one for the combined sample. The correlation coefficients for combined sample ( $N=524$ ) are given in Table 5

**Table 5:** Correlation Coefficients between Modes of Reaction and Value Profiles (All Students)

	Religious	Social	democratic	aesthetic	economic	knowledge	Hedonistic	power	Family prestige	health
<b>Regression</b>	0.0474	0.0501	0.0704	-0.0571	-0.1158	0.0636	-0.1635*	-0.1277	0.0520	0.0800
<b>Fixation</b>	0.0588	-0.3102	0.1452	0.0474	0.2330*	-0.1350	0.2479*	0.0321	0.0739	0.0479
<b>Resignation</b>	0.0742	-0.0671	0.0129	0.0048	0.0419	0.0856	0.0385	-0.1486*	0.0738	-0.0526
<b>Aggression</b>	-0.0633	-0.0186	-0.0047	0.0215	-0.1122	0.0588	-0.1005	-0.0694	0.1296	0.0302

\* Significant at 0.01 level

As evident from the table, only eight out of 40 correlation coefficients were found to be significant, all at 0.01 level. The regression mode correlated significantly with Knowledge, Hedonistic and Power Values. While correlation of this mode was positive with Knowledge Value, it was negative with Hedonistic and Power Values. This leads to the conclusion that students with high Knowledge Value tend to resort to increased regression mode in the face of frustrating situations, and those with more dominant Hedonistic and Power Values tend to resort to regression to proportionately less extent. The general interpretation is that higher the Hedonistic and Power Values, lesser the tendency to resort to regression mode.

In the case of fixation mode, the correlations with five values were found to be significant. These are Social, Democratic, Knowledge, Power and Family Prestige. While fixation mode correlated positively with Power and Family Prestige Values, its relationship with Social, Democratic and Knowledge Values was found to be negative. These results lead to the conclusions that students with high Power and Family Prestige Values have high tendency to resort to fixation mode, but those with high Social, Democratic and Knowledge Values have a lower tendency of resorting to fixation mode.

The scores on resignation mode correlated significantly only with Power Value, but the correlation was negative

showing that high Power Value goes with smaller degree of resignation mode of reaction in the face of a frustrating situation. This leads to the conclusion that students with low Power Value tend to resort to resignation mode of reaction. The aggression mode did not show any significant correlation with any value. This shows that aggression has nothing to do with value system. Anybody can be aggressive depending on the situation or provocation.

The overall situation indicates that for all the undergraduate students, Knowledge, Hedonistic, Power Values are associated with regression; Social, Democratic, Knowledge, Power and Family Prestige Values are associated with fixation; and only Power Value is associated with resignation mode. Values are independent of aggressive behavior.

The results of the analysis of scores on value profiles led to some interesting conclusions. Significant gender differences were observed with female students, having higher levels of Religious, Social, Democratic, Aesthetic and Knowledge Values than male students. On the other hand, male students had significantly higher Hedonistic, Power, Family Prestige and Health Values than female students. No significant gender differences were observed on Economic Value.

The relationships between modes of reaction to frustration and values were also studied. For combined sample,

regression mode had significant positive relationship with Knowledge Value, and significant negative correlation with Hedonistic and Power Values. Fixation mode showed significant negative correlation with Social, Democratic and Knowledge Values, and significant positive relationship with Power and Family Prestige values. The resignation mode correlated significantly and negatively only with Power Value. Significantly, the aggression mode had no significant correlation with any of the values.

### 3.8.2. Predicting coping behavior

The regression analysis of all the four modes of reaction on gender difference, stream, values, parents' education and family income provided some useful results. In the combined sample the only potential predictor of *regression* mode was the Hedonistic Value. The concerned regression equation indicated that if scores on Hedonistic Value are known, it is possible to predict the intensity of one's regressive behavior. In the same way the *fixation* mode could be predicted by two variables, namely- Social Value and Parents' Education. Likewise, the potent gender as a variable was found to be the most significant predictor of *aggression* mode. Male students were found to be more inclined to exhibit aggression than female students in the face of a frustrating situation.

The overall situation shows that *gender* is one of the most important predictor of all the modes of reaction especially 'aggression'. The male students tend to exhibit greater tendency of aggression than female students.

1- Among values, Social, Hedonistic and Family Prestige Values are dominant predictors of all modes of reaction. Similarly among the socio-economic factors, Parents' Education was found to play the most important role in determining students' reactions to frustrating situations.

## 3.9. Implications

### 3.9.1. Implications for Educational Practices

There has been a continuous deterioration in values during the last few decades among individuals, especially the youth, and the phenomenon is universal. The present scenario of indifference to and deterioration in values is rather alarming. And as a result there is a rise in immoral acts, violence and crimes.

The findings of this study provide very useful guidelines and directions to contain the problem of unwanted student aggression. One clear indication is that there are certain gender differences in the modes of coping with situations that cause frustration and lead to aggressive and abnormal behavior. The general finding that male students have a greater tendency to resort to aggressive behavior than girls, more or less across all faculties, is a significant one. Regression and fixation are supposed to be safer or relatively healthier modes of coping with frustrating situations than resignation and aggression. The two modes - resignation and aggression are supposed to be relatively unhealthy modes, the former having potential of causing harm to self and the latter to the society.

These results point clearly to the need of instituting compulsory guidance and counseling services in all higher education institutions including colleges.

A person's value system has a significant impact on his adjustment. The findings of this study have indicated that there are gender-based and faculty-based differences in the value patterns of students. In general, religious, social,

democratic, aesthetic and knowledge values dominated the behavior of female students and hedonistic, power, family prestige and health values guided that of male students. This difference should be taken care of while devising the programs for guidance and counseling services. Religious, social and hedonistic values characterize the students of faculty of Arts; democratic, aesthetic and knowledge values dominate the personalities of students of science faculty; and expectedly, the students of commerce faculty had highest economic value. These findings can serve as useful guidelines for differentiating the guidance and counseling services.

These results point to a strong need of providing value education at university level also. Traditionally, the Indian society has been known for her healthy value system which is fast receding these days with globalization of trade, liberalization of economy and mercerization of education like other commodities. These circumstances tend to infused market-based value system among the youth which include unhealthy competition, self-centeredness, profit-orientation and unsociability. Value education, therefore, is crucial at all levels of education. The investigator is of the opinion that if the findings of this study are implemented, the campus violence may be controlled to a considerable extent and healthy academic environment may be restored.

### 3.9.2. Implications for Further Research

Research is a systematic continuous process in pursuit of truth. On the one hand, it answers crucial questions related the phenomenon under consideration, and on the other, it gives rise to new questions which require further probe. The process goes on, perhaps, unendingly. Likewise, the present investigation answers certain questions embedded in the objectives listed in the beginning of this paper. In the process, the investigation raises certain new questions which should be answered through fresh studies undertaken by interested researchers in this area. The main emerging questions are:

- What are the various social, philosophical and institutional factors that create and enhance frustration among students all levels, especially at the university stage?
- What can be done to remove or reduce the influence of these factors so that better learning environment may be generated in the universities and colleges?
- Will the institution of regular guidance services help in solving the problem of student unrest partially or wholly?
- How can we provide for value education?
- Can we teach socially desirable values directly by placing them in the curriculum?
- What strategies should be planned to achieve these goals? Intensive studies need to be conducted in order to answer these questions.
- Does occupation of the family influence a student's reactions to frustration? If yes, what should we do as educators and teachers?

There are many other questions which this research may lead to. The student unrest has been a very serious problem in Indian higher education. Further research in this area may help in overcoming such problems.

## References

1. Amsel,A.(1958): "The role of frustrative non-reward in non-continuous conditions". Psycho. Bulletin.55,102-11



2. Ana Kozina (2007). Measurement of Students' Aggressive Behaviour in School Settings. Paper presented at the European Conference on Educational Research, University of Ghent, 19- 21 September 2007.
3. Barker, R.; Dembo, T. & Lewis, K. (1941): "Frustration and Regression: An experiment with young children". Univ. Ia Stud, Child Welfare. 1941, 18, No. 1
4. Berkowitz, L. (1993). Aggression – Its Causes, Consequences, and Control. New York.
5. Berkowitz, L. (1973). 'Simple Views of Aggression' In Montagu, A. (ed.) Man and Aggression. Second Edition. Oxford University Press. Pp. 39-52.
6. Buhler, C. (1962): "Values in Psychotherapy". The Free Press of Glencoe, Macmillan Co. New York, U.S.A.
7. Campano, Jessica P and Munakata, Tsunetsugu (2004). Anger and aggression among Filipino students. Academic Journal 2004, Vol. 39 Issue 156, p757.
8. Chauhan NS, Tiwari GP. (1972) Manual of frustration scale. Agra: Agra Psychological Cell.
9. Chauhan, N.S.; Aurora, S; Bhardwaj, R and Mathur, M. (1981): Manovigyan Anusandhan Peeth, Agra.
10. Coleman JC. (1971) Psychology and effective behaviour. Bombay
11. Davies. J. C. (1970). Violence and Aggression: Innate or Not? The Western Political Quarterly. Vol. 23, No. 3. p. 611-623.
12. Estefania Estevez Lopeza, Sergio Murgui Perez, Gonzalo Musitu Ochoa and David Moreno Ruiz (2008). Adolescent aggression: Effects of gender and family and school environments. Journal of Adolescence 31 (2008) 433–450.
13. Fareeda Shaheen and Musaddiq Jahan (2014). Role of Self Esteem in Development of Aggressive Behaviour among Adolescents. International Journal of Education and Psychological Research (IJEPR) Volume 3, Issue 4, December 2014.
14. Feshbach, S. (1994). 'Nationalism, Patriotism, and Aggression.' Aggressive Behavior – Current Perspectives. New York. Plenum Press. Pp. 275-291.
15. Freud, S. (1973) 'Why War?' In Maple, T. and Matheson, D. W. (ed.) Aggression, Hostility, and Violence – Nature or Nurture? New York. Holt, Rinehart, and Winston, Inc. Pp. 16-27.
16. Holl Rinchart & Winston (1961). Suhina Chatterjee. Frustration and Aggression among Adolescents. Indian Journal of Applied Research. Vol. 6, Issue : 2
17. Hurrelman, Klaus (1990): "Youth: A Productive Phase in Human Life". Indian Journal of Community Guidance Service, Volume 7, Number 2, May 1990.
18. Margeneau, Henry (1959): "The Scientific Basis of Value Theory". In A.H. Maslow (Ed.) New Knowledge in Human Values, New York, Harper & Bros.
19. Kerlinger, F.N. (1983): "Foundations of Behavioural Research". New York, Rinehart & Winston, Inc.
20. Kluckhohn, C. (1952): "Value and Value Orientation in the Theory of Action: An Exploration in Definition and Classification". In T. Parsons and E.A. Shils (Eds.) - Towards a General Theory of Action, Cambridge, Mass: Harvard University Press.
21. Kluckhohn, F.R. and Strodtbeck, F.L. (1961): "Variation in Value Orientation", New York, Harper & Row.
22. Kusum Jain, K and Kakkar, N. (2015). Frustration among the Secondary School Students In Relation To Their Emotional Maturity: A Study. Bhartiya International Journal of Education & Research. Volume 3, Issue 2, ISSN: 2277-1255.
23. Pal, R and Naqvi T. (1986). Manual for Aggression scale. Agra: Agra Psychological Research
24. Patil, M. (2016). Aggression and Frustration Level of High School Children in Relation to their Montessori and Traditional Method of Education. IJSR - International Journal of Scientific Research. Vol: 5, issue: 1, (January 2016) Pp 594-597.
25. Rani, R. & Y. S. Deswal, YS (2015) Relationship of Frustration and Academic Achievement of Adolescents of Government and Non-Government Senior Secondary Schools. Bhartiya International Journal of Education & Research. A quarterly peer reviewed International Journal of Research & Education. Volume 4, Issue II.
26. Rockeach, M. (1979): "Understanding human values". New York, Free Press.
27. Rockeach, M. (1973): "The nature of human values", New York, Free Press.
28. Rockeach, M. (1968): "Beliefs, attitudes and values". San Francisco: Jossey Boss.
29. Rosenzweig, S. (1934): "An Outline of frustration theory", Hunt.