

# A STUDY OF RELATIONSHIP BETWEEN FRUSTRATION AND SOCIO-ECONOMIC FACTORS AMONG UNDERGRADUATE STUDENTS OF DIFFERENT STREAMS

Anis Jahan

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

Email - dr.anisjahan@gmail.com

**Abstract:** *Socio economic status (SES) is one of the most widely used contextual variables in educational research. SES as a variable is mainly used to find its correlation with various variables such as anxiety, stress, complex, study habits and academic achievement. Socio-economic status refers to a specific hierarchy in social positions which can be used to illustrate a person's overall social status. It can be indicated by a number of sub concepts such as, level of education, profession, economic position, lifestyle, health, aspiration, use of gadgets, services and leisure facilities that the family enjoys.*

*The present research is conceived and formulated on a very wide canvas of adolescents studying in undergraduate classes in India in context of their socioeconomic status and its relation with frustration. The investigator undertook the study in government as well as private colleges/departments located in Aligarh, Meerut and Moradabad areas. Descriptive research tools were used to collect relevant data. Tools were administered upon 524 samples from undergraduate students to gather the required data. Socio-economic Status Scale and Frustration Scale' were used, and for data analysis Mean, SD, t-test and regression analysis techniques were applied. A significant correlation existed between frustration and SES.*

**Key Words:** *Frustration, socio-economic status, youth, gender, adolescents.*

## 1. INTRODUCTION:

Socio economic status (SES) is one of the most widely used contextual variables in educational research. SES as a variable is mainly used to find its correlation with various variables such as anxiety, stress, complex, study habits and academic achievement. Socio-economic status refers to a specific hierarchy in social positions which can be used to illustrate a person's overall social status. It can be indicated by a number of sub concepts such as, level of education, profession, economic position, lifestyle, health, aspiration, use of gadgets, services and leisure facilities that the family enjoys.

Socio-economic status plays an important role in determining the level of self-concept in an individual. It is the first important thing in determining, what a student is and what he is going to be in future and what he feels about himself and others. In some homes, the parents who are well educated and possess good social background and wholesome personality, they nurture their children according to the changing lifestyle, fashion and psychological principles. So, as a result of this changing pattern of behavior among adults, their children (adolescents) also develop positive thinking about others and themselves.

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.

### 1.1. Socio-Economic Background

Socio-economic background is the background or environment indicative of both the social and economic status of an individual or group. In the broader sense, it includes three main factors: *education, occupation and wealth*. As the various socio-economic status measuring scales available, were found to be outdated, the researcher developed a scale herself for this purpose. The instrument developed by the investigator seeks to gather information from the subjects on the three major factors of socio-economic status mentioned above.

## 2. LITERATURE REVIEW:

Lots of studies are available in the area of frustration in relation to socio-economic status. In addition, related literature can also be found both in Indian and international perspectives.

The following is a summary of some pertinent studies and researches:

Chaddha and Gill (1985) studied socio-economic status, frustration and anxiety of 100 tenth grade students and concluded that a significant negative relationship existed between frustration and socio-economic status, and a significant positive relationship was found between frustration and anxiety. Upadhyay and Tiwari (1985) conducted a

similar study whose results indicated that low socio-economic status is a major causal factor associated with frustration. A tendency of students with higher socio-economic status to have less anxiety than those of with lower socio-economic status was also found. Arunima (1989) carried out a socio- psychological appraisal of aggression in children. Positive relationship was found between aggression and low socio-economic status of parents. In a study carried out by Zainuddin and Taluja (1990) on aggression and locus of control among undergraduates, it was found that students having low and middle levels of socio-economic status, both among male and female groups, were found to be more aggressive. Rizwan (2004) carried out a study of the relationship between adjustment and academic achievement of lower socio-economic adolescents. He found that a significant relationship existed between academic achievement and socio-economic status on the total sample and a positive relationship between the social variables. High achievers were from better socio-economic status or vice- versa, while the relationship between adjustment and academic achievement was found to be positive, but not significant.

Trivedi (1987) investigated the effect of parental attitude and SES on academic achievements of female adolescent students. The findings indicated a significant relationship between academic achievement, parental attitude and SES. Students belonging to upper SES classes showed better achievement than those of lower SES groups. Mishra (1997) examined the effect of personality factors, intelligence, sex and SES on the academic achievement of high school male and female students. Intelligence showed a significant relationship with achievement for both boys and girls but SES and other factors did not show any significant relationship with academic performance. Devi and Kumari (1987), Alexander and Rajamanickam (1988) and Leelavathi and Saroja (1989) studied relationship between socio- economic status and personality adjustment of students in the age group 15-23 years, and achieved similar results i.e. high SES students showed better adjustment than low SES students.

Kumar and Mehta (1983) assessed the relationship between socio- economic deprivation and differential personality development of male adolescents. Three main personality types (neurotic anxiety, anti-social and psychotic) were measured using a personality inventory. Results indicated that socially deprived students scored higher on Antisocial and Psychotic scales. Prasad (1987) studied socio-economic status and adjustment pattern of 400 college freshmen. Both high and low SES groups were found to be significantly differentiated in the areas of health, emotional and overall adjustment. Siegel and Ehrlich (1989) compared high and low SES adolescent drug abusers on personality characteristics, family relationships and drug-taking behavior and concluded that high SES students were more depressed and more anxious than low SES students.

Sharma (1990) compared 220 activist and alienated male university students and found that activists had relatively better SES than alienated students. Venkataiah (1980), Prasad (1987) and Chakrabarti (1991) conducted studies on achievement of students and their socio-economic status and found that students from higher SES performed significantly better in examination and achievement tests than students coming from middle and low SES families.

Pramanick (1997) tried to investigate into the effect of SES on hostility, self-concept and self-disclosure among male and female college students. The study showed that the middle and upper SES parents suppressed aggression, whereas lower SES parents did not stop their children from effect of SES and intelligence on scholastic achievement of 90 school girls and found significant relationship between scholastic achievement and intelligence, but no such relation between SES and scholastic achievement was found. But on the other hand, Agarwal (1998) in her study on factors affecting scholastic achievement of tenth class school girls of equal intelligence found that adjustment, interest and SES significantly affected academic achievement of students.

Suneeta and Mayuri (1999) studied the effect of familial factors on academic achievement of ninth and tenth grade children. It was found that educational and occupational status of parents and high SES significantly enhanced academic achievement of schoolchildren. Devi and Mayuri (2003) studied the influence of family and school factors on academic achievements of high school students. Results indicated that girls were superior to boys and family factors like parental aspirations and SES significantly contributed to academic achievements.

While going through the above quoted studies, the investigator observed certain research gaps regarding relationship of frustration to choice of various academic streams and other related factors in the context of university education. Moreover, most of the studies were conducted on school children and adolescents. Although, a few studies have been undertaken on students pursuing higher education also, yet none of the studies reviewed has tried to compare the frustration level of undergraduate students of various streams. The studies reviewed have given the clue that their socioeconomic background may prove to be an important determinant of their coping behaviors in the face of frustrating situations. Thus, it was felt that there was a need to undertake a study to examine the comparative scenario of students in various streams of studies of coping with frustration in relation to the SES factors. Different courses of study have varying social prestige and value attached to them which may have significant relationship with the students' choices of streams.

Vyas & Choudhary (2017) found that negative negligible correlation is found between frustration and socio-economic status of adolescent students. It can be interpreted that socio-economic status does not affect frustration level of the students. Further, frustration may occur due to any reasons and not necessarily due to socio-economic

status which is usually believed in common circumstances.

Donnell & Blankenship (2017,1-15) studied the relevance of Cohen's status frustration theory that explains that even though everyone is encouraged to achieve a high status in society, lower-class people have very small chances of successfully doing so. Findings support specific components of Cohen's theory. Minority and lower-class students participated in more deviant behaviors. Results also revealed significant differences in prestige of career goals between students of different social classes. Finally, there was a significant relationship between perceived opportunities and grade point averages.

### 3. THE STUDY

#### 3.1. Need of the Study

Different environmental and contextual variables, forces and internal qualities affect the human behavior especially attitudes, aptitudes, interests, preferences and various other personality traits. Normally the period of adolescence with prominent physical and emotional changes do not appear to be high stressful as is normally thought of. Most adolescents manage change and develop without making those appear as problems. If they are given authentic knowledge about these changes and development, and if, parents, teachers and other adults share their concerns with extended support to them, it will be easier for them to cope with these changes. There is a need to give proper attention to the adolescents as they are the most important component of the world's population.

Frustration negatively affects and hinders a person's motives, needs, desires, drives and aims of life in general. It leads to depression, anxiety and other such emotions which ultimately affect the achievement of the individual in academics, work or even life. Efficient learning depends upon the development of efficient study habits and skills and as such one of the continuous objectives of teaching should be the improvement of study habits and skills of the students. So it has been noticed that frustration, self concept, study habits and confidence of adolescents have significant place in their lives.

#### 3.2. Objectives

The present study is aimed at achieving the following objectives:

- To study the types and levels of frustration among undergraduate students of Arts, Science and Commerce faculties/ streams.
- To study the relationship between the level of frustration and socio-economic factors among the students of these faculties.
- To set up multiple regression equations to predict the modes of reaction to frustration by using socio-economic factors as predictors.

#### 3.3. Hypotheses

The present study has attempted to test the following research hypotheses:

- The undergraduate students of Arts, Science and Commerce faculties differ in modes of reactions to frustration.
- The modes of reaction to frustration are significantly related to socio-economic factors.
- Given the measures of socio-economic factors, the modes of reaction to frustration adopted by undergraduate students can be predicted.

#### 3.4. Delimitations

The following are the delimitations of the study:

- The study is confined to the students at undergraduate level only. Therefore the findings of the study cannot be generalized to post-graduate and research students.
- The study covers the undergraduate students of Arts, Science and Commerce faculties. The students of professional and technical courses are outside the purview of the study. However the faculty of Arts includes Social Sciences as well.

Data were collected only from Universities and colleges situated in Western U.P.

#### 3.5. Methodology

##### 3.5.1. Sampling

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

Table-1

##### 3.5.2. Details of samples

Institutions	Arts		sciences		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 Degree College, Aligarh	-	22	-	22	-	22

Hindu College, Moradabad	22	-	22	-	22	-
Gokul Das Hindu College, Moradabad	-	22	-	22	-	22
Total (N=524)	88	88	86	88	86	88

### 3.6. Research Tools Used

#### 3.6.1. 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 Chauhan and 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	I t e m * * * * * n u m b e r s									
R e g r e s s i o n	1	5	9	13	17	21	25	29	33	37
F i x a t i o n	2	6	10	14	18	22	26	30	34	38
R e s i g n a t i o n	3	7	11	15	19	23	27	31	35	39
A g g r e s s i o n	4	8	12	16	20	24	28	32	36	40

#### 3.6.2. Socio-economic scale

As the various socio-economic status measuring scales available, were found to be outdated, the researcher developed a scale herself for this purpose. The instrument developed by the investigator seeks to gather information from the subjects on the three major factors of socio-economic status: *education, occupation and wealth.*

### 3.7. 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.

#### 3.7.1. Scoring

Table 3

Scoring of Frustration Test

A l w a y s	V e r y O f t e n	Q u i t e O f t e n	S o m e t i m e s	R a r e l y	N o t a t a l l
5	4	3	2	1	0

## 4. Analysis

### 4.1. Statistical Techniques Used

#### 4.1.1. 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  $M = \frac{\sum fx}{N}$  where N is the number of measures in the series, X stands for scores and the symbol  $\sum$  means 'sum of'.

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  $\sigma = \sqrt{\frac{\sum (x - M)^2}{N}}$  where N is the number of measures in the series, x stands for deviation scores ( $x = X - M$ ) and the symbol  $\sum$  means 'sum of'.

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:

$$r = \frac{\sum XY - NM_X M_y}{\sqrt{(\sum X^2 - NM^2)(\sum Y^2 - NM^2)}}$$

#### 4.1.2. 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 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.

#### 4.1.3. 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.

#### 4.2. Modes of Frustration as related to Socio-Economic Factors

The investigator also intended to study the relationship between modes of frustration and socio-economic factors of undergraduate students. For this purpose also product moment correlation coefficient was used. In all, four correlation matrices were developed, one for combined sample and three for students of different faculties / streams.

##### 4.2.1. Combined Sample

For the purpose of analysis, the variable of socioeconomic status was considered in terms of its two major components - parent's education, and family income. Thus a 2x4 correlation matrix was developed in each case. Table 4. presents the correlation coefficients between the four modes of frustration and two SES factors, namely, parent's education and family income.

**Table 4.**

Correlations Coefficients between SES Factors and Modes of Reaction for All Students

	Regression	Fixation	Resignation	Aggression
Parents' Education	-0.0434	-0.1665**	-0.0634	-0.0170
<b>F a m i l y I n c o m e</b>	- 0 . 0 5 0 9	- 0 . 0 5 4 1	- 0 . 0 1 8 1	0 . 0 0 9 8

\*\* Significant at .01 level

As clear from the table, only one correlation coefficient is significant in the table. The variable 'parents' education' correlates significantly with the fixation mode of reaction but correlation is negative. This shows that *children of less educated parents resort to high degree of fixation mode* of frustration when faced with a frustrating situation. No other mode of frustration is associated with parents' education and family income, showing that other modes of frustration are independent of parents' education and family income.

#### Faculty of Arts

The correlation coefficients between modes of frustration and components of socio-economic status for students of Arts stream (N=176) are given in Table 5.

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**Table 5.**

Correlations Coefficients between SES Factors and Modes of Reaction for Arts Stream

	Regression	Fixation	Resignation	Aggression
<b>Parents' Education</b>	-0.1856**	-0.1646*	- 0 . 1 0 9 8	- 0 . 1 4 3 1
<b>F a m i l y I n c o m e</b>	- 0 . 0 7 0 8	0 . 1 0 3 0	0 . 0 0 0 4	- 0 . 1 0 6 9

\*\* Significant at .01 level

\* Significant at .05 level

It can be observed from the table that parents' education correlated significantly with regression and fixation modes of reaction, the correlations being negative. This leads to the conclusion that students of Arts stream *with low parents' education have a high tendency to resort to regression and fixation modes* of frustration in the face of any frustrating situation. The *family income has nothing to do with modes of reaction* as corresponding correlations are not significant. This shows that modes of reaction to frustration are independent of family income.

#### Faculty of Science

Table 6 presents the correlation coefficients between modes of frustration and components of socio-economic status for students of science stream (N=174).

Table 6.

Correlations Coefficients between SES Factors and Modes of Reaction for Science Stream

	Regression	Fixation	Resignation	Aggression
<b>Parents' Education</b>	-0.1477*	-0.1691*	- 0 . 1 1 8 9	0 . 1 7 9 2 *
<b>F a m i l y I n c o m e</b>	0 . 0 1 3 7	-0.2214**	- 0 . 1 2 2 8	0 . 0 6 6 0

\*\* Significant at .01 level

\* Significant at .05 level

The table above clearly shows that parents' education correlates significantly with regression, fixation and aggression modes of reaction the corresponding correlations being negative. This means that *Science students of less educated parents tend to resort more to regressive, fixated and aggressive behaviors* when confronted with any frustrating situation. Significant negative correlation was found between family income and fixation mode, thus leading to the conclusion that *children coming from low income families tend to resort to fixated behavior* in a frustrating Faculty of Commerce

The correlation coefficients between modes of frustration and components of socio-economic status for students of Commerce stream (N = 174) are presented in the following table:

**Table 7.**

Correlations Coefficients between SES Factors and Modes of Reaction for Commerce Stream

	Regression	Fixation	Resignation	Aggression
Parents' Education	-0.2057**	-0.2135**	0.0009	-0.1433
Family Income	-0.1498*	-0.1044	0.0061	0.0033

\*\* Significant at .01 level

\* Significant at .05 level

The results presented in the table above show that parents' education correlates significantly with the modes of regression and fixation, the correlations being negative. This means that *children of less educated parents have greater tendency to resort to regressive and fixated behaviors* in the face of a frustrating situation. Family income correlates significantly and negatively with regression mode which means that *children coming from low income families resort to regression mode* of reaction also when faced with a frustrating situation. In the case of commerce students, socio-economic factors have not shown significant relationship with resignation and aggression modes of reaction.

#### 4.3. Implications

There has been a continuous deterioration in the behavioural patterns of the people of 21<sup>st</sup> century. Poverty has also been found as a significant factor that affect one's attitude, motivation or a peaceful life. It has been noticed that most of the anti social boys belong to very poor class where satisfaction of first need (according to Maslow) has been even questioned. 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 anxiety, frustration and 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. 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.

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