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EDUC580: Educational Research: Designs & Procedures

Module Assignment: Action Research Paper/Report

IMPACT OF STRESS AMONG COLLEGE GOING STUDENTS DUE TO MODERN LIFESTYLE

By

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Introduction

Modern-day lifestyle is marked by acute mental pressures leading to tension, anxiety & apprehension, stress, depression, frustration and other such mental conditions. Intense competition prevails in various aspects of life, encompassing both education and the professional realm. Today, life is vulnerable to swift development and globalization, competing for talent, struggle for a stable career and dramatically evolving social environment presents greater challenges to college students. Besides, academic challenges, social chaos, relationship disquiets, employment pressures, etc. add to such mental strains. Frustration is a common trait these days. One is most likely to get an adverse response if checking for happiness and contentment. Frustration due to stress has become a common trait in society. Population explosion & dynamic dimensions have transformed the socio-economic set-up of life. On the other hand, mutual relationships, peaceful co-existence, and broadmindedness are seen compromised at large. (Siddiqi, 2001).

Rising concerns about the increasing social-indiscipline is alike among educational institutions. As a result education levels are deteriorating. Some educationists opine that this is a sign of multiple stress-forms taking shape among college students. Multiple researches conducted to observe the impact of frustration in various countries seem to have missed the aspect of frustration having bearing upon quality of life. Increasing frustration owing to a mechanical approach to life has multifueled stress levels also. Multiple emotions, desires and ambitions that awaiting fulfilment exert considerable effort on an individual to achieve their goals, yet there's a possibility that, despite their best endeavours, desired success may elude them. Such instances, may lead to a state of profound confusion and bafflement. Every individual encounters emotions leading to excitement and a thrust to physical strength and endurance to tackle such feelings. On the other hand, repeated failures may cause frustration (Bhatnagar, 2012). Frustration issues may develop due to high expectations laid upon the educational system, due to the educational process or both, besides deteriorated nutritional needs of individuals. These traits are getting more complicated with ever augmenting workspace-competition and the pressure thus exerted for achievements by family, future uncertainty topped with aspirations and expectations of parents. Failures and under achievement followed by growing frustration is becoming an obvious part of educational journeys. So much so that its being taken as a norm almost (Malik, 2002). Mental health awareness can help to quite an extent in guiding college students towards improved mental health. Especially prospective

professionals. The looming danger may result in students experiencing severe stress possibly resorting to even suicidal attempts in extreme situations.

Stress Caused Due to Frustration – *The key dependent variable we will evaluate*

Stress due to frustration is potentially one of the leading factors influencing one's behaviour. Situations encouraging frustration can originate from multiple situations in life like educational institutes, workplace or personal relationships. Sources can be many and diversified. Although, explicit situations that trigger frustration are infinite but these can be categorised into physical, biological and psychological bifurcations. Where Physical environment constitutes general lifestyle habits and family dynamics, biological constraints account for health and nutritional factors and mental factors comprise the psychological constitution of an individual formed during the upbringing process. Frustration is a very common experience and every individual goes through it. Although a negative mental trait, many psychologists have highlighted its importance on a constructive aspect. Frustration can help spur an individual towards improved & organized efforts which may eventually result in success. (Bhutta, 2015).

The term '*Frustration*' has been derived from a Latin word '*Frusta*'. It means to **obstruct**. The term Frustration is obstructive behaviour that is focused towards the goal, implying that the person is suffering from exasperation or frustration tends to deviate from the stipulated objectives.

Rosenzweig (1941) "Frustration (due to stress) occurs whenever an organism meets a somewhat undefeatable obstacle or barrier in its route to the fulfilment of any vital need".

Freud in 1943 presented the notion of frustration in humans, positing that it manifests when pleasure-seeking or pain-avoidance behaviours are hindered. Freud explained, "*frustration occurs whenever pleasure seeking or pain avoiding behaviour is blocked.*" Freud further established a causal link associating frustration and aggression in his psychological framework.

Sargent (1948) - According to him "state of frustration may be characterized as an unpleasant emotional state."

Stagner (1961) – He defined frustration as "Frustration is a state of emotional stress characterized by confusion, annoyance and anger. Disruption to objective-seeking behaviour causes frustration."

Eysenk (1972) - According to him there are 3 different meanings of 'frustration', the term per se :-

1. **Frustration situation**, definition by Maier (1949) - "*the essential characteristics are an unsolvable problem situations, impossibility of moving out of the situation and high motivation to respond.*"
2. **Frustration state**, a frustrating situation will persuade a state of frustration in the organism, the degree of frustration varies among individuals.
3. **Reactions to Frustration**, there are four modes of reactions to frustration – aggression, resignation, fixation, regression.

Oxford Advanced Learner's Dictionary (2000) defines, "Frustration is the feeling that makes somebody feels anxious & helpless because they feel restricted to do or achieve what they want" and "Stress is a state of mental or emotional strain or tension (Frustration) resulting from adverse or demanding circumstances".

Therefore, we address frustration as the key variable that is the byproduct of stress.

A frustrating situation can be examined for blockage or impediment and intrusion with objective fulfilment and the reward prospect thereof. Discomfort in this regard can impact individual's activity in progress and concurrently disturbs his anticipation thereof : *Britt & Janus, 1940*. The individual recognizes their inability to fulfill drives and achieve self-set goals, leading to a sense of helplessness and wounded pride: *Writ, 1956*. In concise psychological dictionary frustration is described as "A psychological state arising because of some real or imaginary obstacle to achieving a goal". It's symptoms may include feeling of repressive stress, despair, worry, anger, etc. ***Intensity of frustration will be governed by the intensity of impeded behaviour and the goal's particular Juxtaposition.*** Due to blockages caused by acute stress, the individual resorts to defense reactions like aggressiveness, avoiding difficult situations, so much so that they may shift their actions towards an imagination, deep regression etc. causing strain to intricate action-regulating formations. Frustration can cause personality variations, self-uncertainties and rigid behaviour fixation.

There can two causes of frustration - external or internal. Personal shortcomings like low confidence, social anxiety, or internal conflicts are a result of internal causes. Whereas, external reasons of frustration are rooted in factors outside the individual. Similarly, responses of individuals are also categorised into adaptive or maladaptive according to Shorkey & Crocker,

1981. When the individual resorts to adaptive response, they show constructive approach to problem solving. Alternatively, maladaptive reactions demonstrate deconstructive approach and often worsen the situation by generating added problems due to increased frustration. These responses which are maladaptive in nature, are further classified into objective & subjective responses. While objective responses may include –regression, resignation; fixation, aggression, and subjective: extra-punitive, intro-punitive, im-punitive responses as per Britt and Janus, 1940. Many theories of frustration appeared during the late 1930's and 40's, owing to Freud's work. These theories proposed 4 frustration modes –

1. Aggression – it indicates frustration subtleties in unsuccessful situation.
2. Resignation – it indicates extreme-avoidance to reality.
3. Fixation is the obsessive behaviour type
4. Regression is the state of receding

Aggression – The concept of frustration developed by Freud. Established an underlying affiliation between frustration & aggression. As per him, aggression has a significant role in behavioural disorders. The theory claims that aggression constantly presumes presence of frustration. Freud developed a systematic theory of frustration-aggression relationship. He explained that the way it works is that frustration transpires when *pleasure-seeking* or *pain-avoiding* behaviour is prevented. Such situation continuously leads to some form of aggression (Filer, 1952). Effectively, aggression can be defined as the response to frustration. However, this may not be a justified explanation, as the concept of frustration reaction may have varied responses. McClelland and Apicella, 1945 also significantly contributed towards frustration-aggression premise by generating frustration conditions within the lab-settings. There are incidents that aggression as a behavioural event may be related to learned behaviour of responding besides resulting from disproportionate, extreme, unnecessary, unwarranted and undue frustration. The outcome may result in irritation, quarrelling, hostility & disregard towards elders, to family and friends, adverse reactions culture conceptions etc.

Resignation – This behavioural trait marks extreme withdrawal from normal life course. The condition may include need riddance, lack of future-plans and orientations, isolation and social withdrawal, indifference to surroundings, etc. Consequent to severe frustration, an individual may resort to dodging to withdraw from certain situation. These can be attributed to psycho-physical mechanisms. The actual corporeal behaviour most likely would be normal contrary to its withdrawal or escaping inferences. There is probably no physical withdrawal without

psychological effects. When an individual demonstrates withdrawal responses, the psychological and physical symptoms are manifest in varying denominations. At this juncture, **escaping** or **avoidance-conflict** situation may exemplify out of manifestation of resigned behaviour.

Fixation—This stage of behaviour is a somewhat incurable but ain't the concluding response. Fixated behaviour has a repetitive tendency without variations. A strong resistance with respect to change is visible. It however remains compulsive and uncontrollable. Usually, an attachment to early developmental affiliation with regards to emotional attitude and interests is marked which results in great difficulty for the person to adapt in order to form new affiliations.

Regression—Regression is the state of receding mentally. Freudistically, regression is a return to the previous approach to adjustment. In effect, regression can be explained as a behaviour typified timidity, lacking self-control, being fussy about food, nostalgic, homesick, flawed speech, wishful thinker, predisposed to crying etc. Regression has also been explained as an individual's attempt to retreat to security their past offered. It is the final response in frustration cycle and can be interpreted as a defense mechanism that a person pulls through to ensure his/her security amidst adversity. This can be related to better and conducive conditions prevailing in their past, which compels them to maintain their ego integrity and manage stress by behaving immaturely -*Barker et al.,1941*.

Subjective Responses to frustration can be classified as:

- **Extra-punitive**- This is a type of mindful reaction. An individual guides his reactions towards his surroundings and other people around. One resorts to blaming others for their misfortunes. So it can be said that they become the targets of aggression of this individual who frequently projects his frustration unjustifiably.
- **Intro-punitive**- When an individual reacts to feeling humiliated out of guilt of being irresponsible, the reaction is said to be Intro-punitive. Such a person may start feeling worthless and inferior resulting in feeling abandoned or **depressed**.
- **Im-punitive**- This reaction stage leads to a feeling of embarrassment and culpable. Eventually the blaming of external elements seizes. The situation is disdained, as it bears little consequences if any.

The response to frustration reflects an individual's character framework and ability to comprehend and accommodate the stress level. Although, extradition of people around

oneself is a common trait. Rosenzweig, 1941; wisely cautions against rigidly classifying individuals based solely on their reactions, as people may exhibit different behaviours in various circumstances despite having an overall predisposition. Frustration, a concept defined in numerous ways by psychologists, is universally recognized for its role in human behaviour. It is emphasized that a fundamental characteristic of individual conduct is its motivation or goal-directed nature.

In understanding frustration, it's crucial to identify that anthropological behaviour is driven by some motivation or goal. When this motivated behaviour encounters an obstacle, it results in tension that persists so long as the obstruction exists. However, frustration specifically occurs when individuals face hindrances that are tough or impracticable to overcome (Malviya, 1977). This phenomenon holds significance for understanding both typical and atypical behavior, playing a crucial role in idiosyncratic adjustment and gaining significance in modern times.

Additional psychological factors influencing frustration encompass various behavioral symptoms. Some of them include:

1. Anxiety

A timeless emotion inherited from our pre-human ancestors, anxiety has been recognized as a fundamental human emotion throughout history. Renowned philosophers and thinkers from ancient times acknowledged the universality of fear and anxiety. In recent years, with advancements in mental health professions and behavioral sciences, there is a growing appreciation of the profound bearing of anxiety on individual life. Theorists, including Spielberger, 1966 and Sarason, 1960, highlighted it as a significant factor contributing to a discrepancy between performance and potential. Notably, anxiety can obstruct innovative approach among children and impeding their learning abilities. Recent attempts to analyse the scope of anxiety as a trait are aimed at identifying its fore lying implications over human lives.

Individuals respond to the same stimulus in diverse ways, leading to variations in anxiety levels. Many individuals experiencing anxiety report distraction, eroded interest and commotion in basic mental abilities like thinking, concentrating and

focusing. Although research has indicated that a reasonable level of anxiety among students can be beneficial and may help them to achieve & perform better. However, if anxiety surpasses a certain degree, the opposite effect can occur. The term "anxiety" is derived from the Latin word "angere," meaning to suppress. English and English, 1958; defines anxiety as a "*fusion of fear with the anticipation of failure or evil, emphasizing its association with negative outcomes.*" Mannsinger, 1983 characterizes anxiety as a general sensation of fear.

Spielberger (1966) provides a nuanced definition, describing anxiety as a tangible but ephemeral emotional condition, characterized by feelings of worry and apprehension, accompanied by heightened autonomic nervous activity. Anxiety arises from defective adaptations to the strains and stress of life, resulting from overreactions in an attempt to cope with difficulties. Dictionary explanation of anxiety, defines it as a sensation of emotional arousal around looming danger, manifested in the expectation of unfavourable events. Unlike fear, which is a reaction to a specific threat, anxiety signifies a generalized, diffused, meaningless dread or panic.

In a normal course, anxiety cannot be taken as a stimulant to achieve or perform. Although, moderate anxiety levels can stimulate individual performance, but as a pathologically, anxiety weakens the ability to think and act. A state of mental-stimulation arising out of a threat to well-being, anxiety involves the entire organism, creating a condition of tension, unrest, or uneasiness. The anticipation of pain, danger, or grave interference with goal-seeking activities constitutes the threat that triggers anxiety - Speilberger, 1972.

Anxiety is a chronic, complex emotional state characterized by apprehension or dread, standing out as a prominent aspect of mental disorders (Drever, 1958). Physiological and psychological indications such as tremors, sweating, flushing, heart palpitations, and restlessness are visible in individuals experiencing anxiety. It is a physiological-psychological state where cognitive, somatic, emotional, and behavioural elements combine to create an unpleasant feeling associated with restlessness, fear or worry. Anxiety is a general mental state that occurs, often without an identifiable prompting stimulus. While anxiety serves as a normal

reaction to stress to helping individuals cope with challenging situations, excessive anxiety falls under the taxonomy of a psychological-disorder.

Throughout countless generations, anxiety has served as an adaptive technique for coping with danger. The terms "fear" and "anxiety" have often been used synonymously, although a key distinction lies in fear being episodic while anxiety is long-lasting. It's an intricate concept with several implications and nuances in meaning derived from ordinary usage, as well as from the fields of psychology, psychiatry, and psychoanalysis. Understanding these complex psychological factors is crucial for comprehending the intricate interplay between frustration and emotions such as anxiety, shedding light on the multifaceted nature of human behavior and adjustment.

The term "anxiety" carries a deeply personal and phenomenally experienced connotation, representing a feeling of agony and suffering. Freud, delved into the psychological understanding of anxiety, particularly focusing on identifying the source of worrying stimulus that induces anxiety responses. His exploration aimed to clarify anxiety's symptom and behavior based impact. He viewed anxiety as a disagreeable state exemplified by nervous apprehension, anxious expectation, and various discharge phenomena. He made a crucial distinction between basic-anxiety and phobic-anxiety.

Basic or objective-anxiety is more complicated than fear, encompassing a sense of vulnerability and arising from external environmental dangers. Contrarily, neurotic or phobic-anxiety lacks an external source and is an inner response to perceived dangers rooted in an individual's past traumatic experiences. Unlike fear, it conditions an individual to manage an impending threat but is not based on external danger; instead, it arises from personal traumas like birth, loss and even punishment of socially negated needs or wishes.

Anxiety differs from fear in several aspects. It's a general mood condition without any specific triggering motivation. Fear is an explicit cognitive response blended with emotional outburst to a perceived threat. It is often accompanied by avoidance and escape behaviors. In contrast, anxiety is associated with certain inevitable and uncontrollable conditions, and its primary orientation is toward potential dangers in

the future. This orientation toward handling approaching adverse events distinguishes anxiety from fear.

Expectations of failure in social interactions often accompany anxiety, driven by the unknown source of danger. Behaviorally, anxiety reveals as generally jumbled activity and can be regarded as either positive or negative depending on one's notional perspective. It signifies a subjective condition, creating an internal threat or danger than solely relying on outward factors.

2. Social Maturity

Moving beyond anxiety, the concept of social maturity takes center stage in understanding human behavior. Man, inherently a social being, exists and evolves within a societal framework. Social maturity involves being able to dwell and sustain appropriately within social setups, adhering to social norms, and effectively using knowledge of cultural expectations. It encompasses the capacity to accept and attune frustration levels, fostering a tolerant outlook and an outlook that satisfies both corporeal, spiritual and mental needs.

It is closely tied to effective social dealings and a mutual conviction, accord, and cooperation. Healthy self-care skills, positive social interactions, and an appreciation for others' feelings serve as key-parameters in different age groups as maturity indicators in social context. One's balanced interaction with their surrounding or the society as a whole, is a crucial aspect of maturity, learned through experiences rather than being instinctive. Maturity extends beyond age, encompassing an awareness of appropriate behaviour respectively at the right time and place, according to societal circumstances.

Psychologically, not solely determined by age, maturity is linked to psycho-social traits such as social performance, sociability, general behaviour, social inhibition, and withdrawal. Adaptability to the environment becomes a pivotal factor in an individual's social maturity. Adolescents need to navigate the challenges of societal expectations to avoid social immaturity, which can lead to disruptions in relationships withing family as well the society at large.

In summary, the intertwined concepts of social-maturity and anxiety provide a comprehensive understanding of human behaviour. Anxiety, with its subjective and internal nature, reflects an individual's response to perceived threats and dangers. Social maturity involves the capability to navigate social interactions, adhere to

societal norms, and effectively use knowledge within a given culture. Both concepts contribute to the intricate fabric of human psychology, shedding light on the complexities of behavior, adjustment, and the pursuit of a harmonious coexistence in society.

Maturity Types:

Maturity as a trait can be classified into 3 types :-

1. Social Maturity
2. Physical Maturity
3. Psychological Maturity

Physical Maturity: It simply adheres to physical growth factors like size, length, height and weight. Being quantitative in nature, it is related simply in the physical-growth aspect.

Psychological Maturity: This contrasts with physical growth as a qualitative facet of maturation adhering to the mental growth relating to experience, expression and behaviours. This aspect includes physical activities along with the cognitive relevance like imagining, reasoning, thinking, memory, analysing etc.

We will discuss Social maturity in greater detail as it is a key variable in the study.

Social Maturity - *Meaning:*

Social maturity, as a term, encompasses the fusion of "social" and "maturity." "Social" refers to living within communities, while "maturity" entails capability to adjust socially. Therefore, social maturity denotes the sensibly managing balanced social relationships, specifically in establishing positive family-relations and general accord among peers, elders, mentors, neighbors etc. within the broader societal context. Educational institutions perform a pivotal role in nurturing social maturity, emphasizing the development of social skills, awareness, and competence relative to specific age-related norms (Raj, 1996).

Greenberg, Josselson, Knerr, and Knerr (1995) provide a comprehensive definition, stating that social maturity encompasses achievements across various domains. These include - independent performance, effective interpersonal communication, healthy

social interaction, and responsibility, all contributing to the well-being of society. The process of social maturity involves cultivating appropriate attitudes for personal, interpersonal, and social adequacies, essential for effective functioning within the societal framework.

According to Oxford Advanced Learner's Dictionary (2000), the term 'social maturity' denotes the intensity of growth in interpersonal, cooperative and professional abilities. Lohithakshan (2007) adds that it signifies the quantum of social evolution highlighting liberation from adult control (parents) in social environments. This independence is marked by the individual's capacity to engage in social exchanges and accomplish social transactions without additional assistance.

Attaining social maturity involves understanding and emulating appropriate behavior, often observed through role models. It is a gradual process necessitating exposure to socially mature individuals, allowing individuals, especially students, to model their behavior accordingly. Social maturity is evidenced not only by one's ability to interact effectively but also by their capacity to make and sustain meaningful friendships. This multifaceted concept encompasses various aspects of personal and social development, contributing to a harmonious coexistence within society.

Assessing an individual's social maturity involves comparing their behavior at a specific age with the typical behaviors expected within their age group. Maturity is a relative term, considering the factors such as age, experiences, education, effective adjustments, and life competence. A socially mature person demonstrates well-developed social awareness, a clear understanding of social heritage, and an appreciation for societal customs and norms.

Socially mature individuals understand the importance of social organization, the necessity of rules governing group behaviour, and the overall objectives of the social structure. They develop behavioural patterns, habits, attitudes, and skills that facilitate integration with social life and underwrite community welfare. Mature status is signified by the acknowledgment of adult rights and duties, emphasizing conformity to social norms, self-reliance, and a sense of responsibility.

Psychologists identify specific qualities associated with a mature person, including physical security, a desire to align with commendable community practices, effective problem-solving skills, self-confidence, social effectiveness, and excitement for personal and group improvement. The transition to sensibleness is gradual, with varying measures of social maturity achieved. While complete maturity is idealistic, it is difficult to accomplish this trait fully. More so because it is heavily subjected to social-conformation to be perfect.

Education plays a pivotal role in shaping this trait objectively. This translates to being socially considerate & accountable, fostering attitudes important for efficient social sustainability. The developmental stage during adolescence is particularly critical, building upon the foundations laid during childhood. Social maturity empowers individuals to establish mature relationships, exhibit socially responsible behavior, and acquire intellectual competence essential for cultural proficiency.

Understanding social dynamics is integral to social maturity, enabling healthy adult functioning. Enhanced social-maturity corresponds to advanced social skills, contributing positively to personal and societal welfare. Norms associated with social maturity mark the culmination of growth and development, with psychologists considering appropriate behavior for a given age as a key aspect of maturity. Development, stemming from both maturation and learning, plays a dynamic role in the socialization course (Srivastva, 1987).

In essence, this trait is a dynamic and multifaceted concept that encompasses various aspects of individual and social development. It reflects the ability to navigate and contribute positively to the social world, fostering harmonious relationships and societal well-being. Social maturity, as an educational objective, is a continuous journey, with each individual progressing toward a state of greater understanding, responsibility, and effective social functioning within the broader societal context.

The Nature of Social Maturity

Social factors are highly influential in carving how students respond to maturity:

- Dependency
- Self-control
- Stress
- Social maturation
- Situational analysis
- Social adjustment

Lets explore these in detail below:

1. Dependency

One often needs to alter their social behaviour to proclaim his independence. This conformation to social norms is culturally very liberating.

2. Self-Control

Self-control is an obligatory trait that supports clear-thinking and acceptance for the outcomes. Self-control development is a combination of both maturation and learned behavior. For example college students do realize that society expects them to progress to matured behaviour. Therefore, it is very common to see college students being very pertinent to meeting social expectations through controlled behaviour.

3. Stress

A trait that must be conquered. Therefore, when there is a stress-situation, one gathers the accessible resources and implement those to effectively combat stress and emerge victorious.

4. Social Maturation

Students with a sense of maturity appreciate their dispositions. As students undergo social development, they acquire conformability to societal expectations prevalent around them.

5. Situational Analysis

An additional facet of social maturity involves evaluation and analysing capability to understand a given social situation, responding appropriately to it.

6. Social Adjustment

Individual behaviour is inherently susceptible to maturation. It plays a significant role towards social fine-tuning. Socialization is an important element where the interplay of social maturity, learning and adjustment manifest. It has a prominent

bearing upon individual social behaviour which in turn determines the evolution of socialization.

Features of Social Maturity:

People exhibiting gestures and responses that underwrite their positive interaction and contribution within society can be attributed a socially matured. These characteristics include:

- **Sociability and Friendship:** People classified as socially mature enjoy interacting with others and comfortably form and maintain meaningful friendships.
- **Social Responsibility:** They possess a sense of responsibility towards society, willingly taking on social responsibilities and adapting their role as a leader or follower as per the situation demands.
- **Adaptability and Adjustability:** Socially mature individuals demonstrate a high degree of adaptability, easily adjusting to the changing needs of society and varying social circumstances.
- **Selflessness:** They are not self-centered, willing to sacrifice personal interests for general well-being, of society or the nation. While asserting their rights, they also prioritize social obligations.
- **Decision-Making and Action:** They can make informed decisions and take appropriate actions during social crises or situations where their help is needed.
- **Cooperativeness:** Socially mature individuals believe in cooperation, maintaining positive relationships, and working collaboratively with others. They avoid actions that may hurt the feelings of others.
- **Social Virtues:** Possessing virtues such as sympathy, kindness, courtesy, and cheerfulness, they contribute to a positive social environment.
- **Belief in Justice and Equality:** They believe in principles of justice, equality, and fraternity, ensuring their actions promote coherence and accord within the social fabric.
- **Judgment and Decision-Making:** Socially mature individuals make sound judgments taking appropriate actions in various situations.
- **Openness to Change:** They are open to change, adapting their perspectives and actions in response to evolving social dynamics.

- **Communication Skills:** Possessing good communication skills, they can express themselves effectively and engage in constructive dialogue with others.
- **Balanced and Multifaceted:** They are well-balanced individuals capable of assuming different roles to address diverse demanding situations.
- **Wide Social Interests:** Their social pursuits cover a broad spectrum, reflecting sophisticated preferences and adherence to social etiquettes.
- **Social Qualities:** Qualities such as respect for others' opinions, kindness, patience, sympathy, cooperation, cheerfulness, courtesy, politeness, self-confidence, self-regard and self-control are integral to their behavior.
- **Conformity to Social Norms:** Their social behavior aligns with societal norms, morals, socially approved code of conduct and ethics. They refrain from engaging in any activities or behaviors considered anti-social or frowned upon by society.

In essence, socially mature individuals contribute positively to the social fabric by embodying a combination of interpersonal skills, ethical values, & accountability towards the greater community. These characteristics collectively foster a harmonious and constructive social environment.

Stages of Social Maturity:

- Recognition of Another Person's Presence:*** Initially, a young child's social development involves becoming aware of the presence of others in their immediate surroundings. This marks a fundamental stage in their development.
- Social Interaction and Engagement:*** As a child grows, their physical, mental, emotional, and language abilities progress. They begin to interact and engage with peers and elders in their family. This phase can be seen as another step in their social development. The child becomes enthusiastic about group activities, preferring them over individual pursuits. They select companions based on shared interests, participate in group activities, and may even identify with a leader or role model.
- Grasping Social Relationships:*** Another crucial stage in a child's social development occurs when they start comprehending the relationships that exist among members of society.

Aspects Influencing Social Maturity:

Social Maturity among students can be prompted by various aspects such as:

1. Personal Factors:

Corporal Construct and Health Condition: Physical well-being plays a crucial part in foundational stage of social growth among children. A healthy child, endowed with a normal physique, tends to foster self-confidence and a sense of self-respect. Such children exhibit strength and resilience, enabling them to navigate challenging social situations with ease. Their cheerful and cooperative demeanor allows for positive interactions and the maintenance of healthy relationships.

Conversely, children grappling with illness or poor health, or those dealing with physical deformities, may experience feelings of inferiority. These challenges can impede their social adjustment, making it difficult for them to connect with others. It underscores the importance of promoting physical well-being to ensure a solid foundation for robust social development.

Intelligence: Intelligence, explained as the capability to make sound decisions and adapt to new situations, is a pivotal factor in effective social behaviour. The capacity to navigate complex social scenarios and make sound judgments contributes significantly to a child's social maturity. Educational interventions that nurture cognitive development play a crucial role in enhancing a child's intelligence, thereby positively impacting their social capabilities.

Emotional Maturity: Emotional maturity is intricately linked to social maturity. Children with well-developed emotional intelligence are better equipped to handle social interactions. Emotional adjustability, a key component of emotional maturity, is essential for cultivating positive social qualities. Conversely, emotionally maladjusted individuals may struggle with social interactions, underscoring the need for targeted emotional training to facilitate seamless social growth.

2. Environmental Factors

The environment where a child grows and interacts plays a pivotal role in shaping their social development. Various environmental factors contribute significantly to a child's social maturity, including family atmosphere, educational institutes, peer group

relationships, community and neighbourhood dynamics, and the influence of religious institutions and clubs.

Family Atmosphere: The family serves as the primary agency for a child's socialization, laying the foundation for their understanding of social qualities. Factors such as family size, relationships within the family, parental attitudes, socio-economic status, and cultural values all shape a child's social development. Active cooperation from parents is crucial in providing a nurturing home environment conducive to appropriate social evolution and maturity.

Educational Institute and Its Ambiance: Educational institutions are fundamental in shaping a child's social behaviour. A healthy, democratic atmosphere within educational institutes fosters social virtues among students. Brilliance of human relationships, the ethos of the institute, mentor & peer behavior all contribute to the social evolution of a child. Creating a positive and healthy educational environment is essential for nurturing proper social development.

Peer Group Relationships: Peer group relationships significantly influence a child's social development. Interactions with playmates and classmates teach cooperation, leadership, and managing through challenging situations. Peer relationships encourage solidarity, compassionate attitude, and a willing adherence to social rules. Facilitating opportunities for children to network with their peers is crucial for their social development.

Community and Neighborhood: As children grow interactions with the larger-community and neighborhood contribute to their social circle. The social interests, habits, and characteristics of neighbors influence a child consciously and unconsciously. The dynamics of the community play a role in shaping the social maturity of the child.

Religious Institutions and Clubs: Social agencies such as temples, churches, and social clubs contribute to a child's social development. The values, traditions, and social characteristics maintained by these institutions influence an individual's social behavior.

Social Context and External Influences: Children do not develop in isolation; they are profoundly influenced by the social conditions, events, and ethos surrounding them.

Blind faith, superstitions, and discrimination can adversely affect a child's development. Additionally, political, economic, and religious conditions impact a child's life, contributing to their mental, social, and psychological makeup. Understanding and studying a child within their social context is crucial for addressing the challenges they may face.

In conclusion, the social development and maturity of a child are complex processes influenced by a myriad of factors. From intrinsic elements like bodily structure, health, intelligence, and emotional maturity to extrinsic factors such as family, educational institutions, peer groups, community, and religious institutions—each plays a crucial role in shaping a child's social capabilities. Recognizing the interconnectedness of these factors is essential for fostering a holistic approach to child development, ensuring that children not only thrive intellectually but also socially in the communities they belong to. Social maturity is not just a personal achievement; it is a prerequisite for the well-being and harmony of the broader community. Therefore, a concerted effort is needed to provide children with the necessary support and environments conducive to their social development.

Chapter 2

Review of Literature

The present chapter provides a brief review of the literature associated to the main variable under investigation i.e. Frustration due to stress. It also gives us an idea about the ongoing researches in the present area. The following studies provide us with the knowledge of the general conceptualization and specific challenges which can be expected in the ongoing research and also helps the investigator to comprehend the problem from different dimensions.

Frustration related studies

Srivastava, Habib and Vijayshri (2019) conducted a study to observe if frustration and anxiety were related. They found out that though the anxiety levels among private school adolescents was higher than government schoolers, there was no significant difference in their frustration levels. In the same study it was observed that female students exhibited higher anxiety as compared to their counterparts.

Sivakumar (2018) conducted a study among post-graduate students of Bharathiar University. The findings indicated noteworthy difference between male and female students with respect to the emotional-stability, persistence, emotional-control and sense of accountability. The study also revealed gender-based variation adhering cooperativeness, self-confidence, sociability, courtesy, attitude towards life, leadership, initiative and self-perception.

Vyas and Choudhary (2017) did a research and found there was negative connection between frustration level of the students and their socio-economic status, with the later having no bearing upon the other. The study did observe a valid but negligible connotation between the economic social status and self-concept, academic behaviour and academic achievement among these adolescents. Implied that social economic status moderately impacted these traits

Mineet Kaur (2017) conducted a study on frustration among teachers of primary school in relation to well-being. The results of the study examined the 4 dimensions of frustration i.e. 'aggression', 'resignation', 'fixation' and 'total frustration'. It was inferred that primary school teachers that experienced high level of frustration, had impoverished well-being.

Agarwal (2017) conducted a study on "Reaction of aspirants, attending coaching centres of professional courses, to frustration". The findings revealed a gender skew to frustration among female students. Probable reasons attributed to be general social upbringing or nutritional gap.

Girls may experience more stress owing to reasons such as - safety, health & nutrition and other challenges like being more sensitive as well as passionate, etc. Boys bore uniform reactions to frustration, most likely because they are stronger while dealing with the challenges, probably because they get more exposure. Generally in India, boys have a good friend circle, which allows them to release their frustrations related pressures easily. Further down, the girls taking medical stream, exhibited stronger affiliation to frustration than other streams examined. The probable reasons could be the fierce competition for limited number of seats for admissions to government medical colleges. Private medical institutions are very costly to afford in India due to their high demands for donations. Further this study revealed that the reactions of both the genders of medical stream were similar. Perhaps because both may be facing similar challenges. Whereas, the reaction between the two genders in the engineering stream differed with girls acing the sensitivity than boys.

In another study conducted by Chatterjee (2016) there was a marked difference between nutritional status between the two genders, but no direct correlation was found between nutritional status and frustration.

In a study conducted by Patil (2016) among the rural and urban secondary school children to observe the affiliation between aggression and frustration, rural students showed more aggression & frustration than urban students. However, there was no substantial dissimilarity found between the two groups, neither were there any gaps observed between the health & nutrition aspects and there were nutritional deficiencies at par. Therefore, it was inferred that nutritional deficiency does not reflect any bearing upon the frustration or stress among children.

Kaur (2015) conducted a study on frustration among adolescents in relation to parental support. The key objective of the study was to observe frustration-levels among adolescents and also to examine the affiliation between frustration and parental support. The data for this research was gathered using the Parental Support Scale developed by Sharma and the Frustration Test created by Chauhan and Tiwari. The findings indicated that over half of the adolescents surveyed, exhibited a low-level of frustration, while nearly one-third experience an average level of frustration. Furthermore, the study reveals a noteworthy gender difference, with boys demonstrating a significantly higher level of frustration compared to girls. Approximately 40.4% of the adolescents receive an average level of parental support. Interestingly, there was no substantial difference in parental support between genders but a skew was observed in frustration levels among boys in relation to parental support.

This was an interesting study conducted among adolescents by Bhutia and Sungoh (2014) in the matrilineal demographic Shillong. The study observed adolescents' reactions to frustration. Notably, the results were in sharp contrast to the observations made in other parts of the country where patriarchal traditions are followed. Nutrition, however did not have any bearing on the study, but there was a sharp gender skew towards boys showing greater frustration with acute rebellious and adventurous outlook as compared to girls.

Khare (2014) conducted a comparative study on frustration levels among Science and Non-Science students. Science students are those that choose biology as part of science stream. Whereas students opting for any other subject including physics and chemistry are bifurcated into non-science groups of Non-medical, Commerce and Humanities stream. The objectives of this study were to explore any significant difference adhering frustration among genders. of boys and girls and if subject bifurcations had any influence thereof. Also, the study explored if there was any significant difference between frustrations among students hailing from different schools. However, based on mean values, non-science students exhibited higher frustration levels. Furthermore, a significant difference was noted between students from Government Inter College and Government Girls Inter College, with Government Inter College students displaying higher frustration levels than their counterparts in Government Girls Inter College.

It is worth mentioning that Rathee (2014) conducted a study investigating the frustration levels of teachers working in both residential and non-residential schools, indicating a broader scope of research on frustration in educational settings. The sample was randomly selected. The key observations revealed a noteworthy skew towards female teachers adhering frustration levels and showed signs of lower-than-average nutritional accomplishment and had frequent health concerns owing to hormonal fluctuations owing to the natural phenomenal course. However, different types of schools had no bearing upon the observations.

Drawing insights from Rahmati and Momtaz's (2013) research, it was emphasized that while frustration is recognized as a source of violence and aggression, it does not inherently lead to such behaviour. The study suggested that frustration predominantly results in aggression among individuals who have learned to employ aggression as a mechanism for altering their circumstances. This highlights the nuanced relationship between frustration and aggressive behaviour, shedding light on the role of learned responses in shaping individuals' reactions to frustration. People react differently to frustration. This could be influenced by their cultural background and the situation itself. When frustrated, someone might become reliant on others

for help, strive for accomplishment to overcome the source of frustration, withdraw from the situation altogether, feel resigned and give-up on trying, become aggressive and lash out. They may experience physical symptoms also due to stress (psychosomatic), turn to drugs or alcohol to cope (self-anesthetization) or seek a solution and try to fix the problem constructively.

In summary, these studies underscore the multifaceted nature of frustration among students, influenced by factors such as academic pressure, demographic characteristics, and emotional responses. Understanding these dynamics is crucial for developing strategies to support students in effectively coping with frustration and promoting their overall well-being.

Studies related to Anxiety

In their 2019 study, Kumar, Shah, Kumari, et al. delved into the mental well-being of final-year medical students, examining them for anxiety, depression and stress levels. The outcomes painted a concerning picture, with 57.6% of participants experiencing moderate to severe depression @74% grappling with similar levels of anxiety, and 57.7% reporting moderate to severe stress symptoms.

Notably, females exhibited not only higher mean anxiety counts but also more acute anxiety comparatively. Intriguingly, 3/4th of male students reported no stress, with only 1/4th experiencing moderate stress. Comparatively, public medical college students appeared extremely stressed @17.4%. The study unveiled a higher incidence of psychological illnesses, particularly anxiety and stress, among private college students, while depression was more prevalent among public college students. The study identified common stressors, including the pressure of exams, fulfilling-expectations, nervousness of professional exposure, administrative discontent etc.

In a study by Sharma and Krishna's, 2018, aimed at assessing the prevalence of anxiety, stress & depression among collegiate students, focusing on medical, engineering, and physical education streams, results indicated noteworthy differences in all the traits among the different students from all 3 streams. The variations were supposedly attributed to the active physical workout of physical education students in sports activities, potentially providing them with comparatively more opportunities for mental recovery than their counterparts in medical and

engineering disciplines. Overall, both studies underscore the critical need for interventions to enhance the mental well-being of students, especially those pursuing demanding professions like medicine.

In another study, Sarbeen and Jayaraj (2017) observed a significant prevalence of stress, anxiety and depression among degree college students. Recognizing the pivotal role of psychological well-being in achieving success and fostering a brighter future, 60-80% of respondents acknowledged that heightened stress levels negatively impacted various facets of their lives, including social interactions, work performance, physical health, mental state, hormonal balance, and the development of new habits like teeth grinding.

The heightened incidence of stress, anxiety and depression was attributed to several factors, including the daunting task of covering an extensive syllabus within a limited timeframe, abrupt changes in study methods, concerns about success or failure in exams, and insufficient time allocated for clinical postings. Additionally, social stressors, like relationships with peers, distance from home, hostel friends and monetary challenges, were identified as significant contributors to the psychological distress experienced by undergraduate students.

Stress, with its multifaceted impact, has become a pervasive issue affecting students in numerous ways. The contemporary competitive environment further amplifies anxiety and stress among today's youth. Recognizing this tacit psychological agony is imperative for enhancing the overall quality of life for individuals. Urgent interventions are required to alleviate stress and enhance the well-being of students. Various stressors, including feelings of incompetence, a lacking motivation to learn, and the difficulty of coursework, can precipitate stress, anxiety and depression among students. Implementing and improving mentor/mentee programs on a regular basis emerges as a valuable strategy to help students overcome academic challenges and navigate their educational journey more effectively.

Raut and Mundada (2016) in their research on anxiety and meticulousness of professional and non-professional college students. Non-professional students were found to be more anxious because of lack of guidance, low confidence, unemployment issues, career challenges and absence of futuristic goals of life. The results revealed a substantial difference among genders adhering anxiety of students. Girl students were found more apprehensive than boys. Probably because the girls are economically more dependent on families and were more burdened with family, work and responsibilities. These factors encompass a range of challenges, including the relentless rise in competition, the need to adapt to daily life, the dynamics of family adjustment,

the selection of a specific field of education, and the pursuit of individual academic and personal goals.

On the other hand, in an investigation conducted by Menka (2016) to observe anxiety-levels of professional and non- professional college students, the results revealed that neither there was any significant difference between levels of anxiety among professional and non-professional students, nor was there any significant difference among the genders. Implied that anxiety levels are immune to the stream and gender in this case.

Balaji and Avaradi (2015) conducted a study on anxiety and locus-of-control of college students and concluded a gender skew towards male students exhibiting higher anxiety. No substantial gap between locus-of-control of the either genders among students. Neither the urban or rural dwelling had any bearing.

Iqbal, Gupta and Venkatarao (2015) conducted a study on anxiety, stress and depression among medical under-graduate students and also compared their socio-demographic equivalences. 51.3% of the participants were found affected by depression, 66.9% with anxiety and 53% with stress respectively. The study revealed a higher incidence of morbidity among students in the 5th semester compared to those in the 2nd semester. Additionally, female students reported higher scores than their male counterparts. The perception of self-assessment in academics showed a strong association with elevated scores in morbidity. Recognizing the need for intervention, the study suggests the importance of offering counselling to medical college students to effectively address and manage this increased debility.

Gupta (2014) examined anxiety and its relationship with academic achievement. The primary findings of the study indicate a negligible connection between test anxiety and scholastic achievement. This implies that higher levels of anxiety could be associated with subdued academic performance in subjects such as statistics, mathematics, and medicine. Notably, successful (passed) male science students demonstrated significantly higher anxiety levels than their female counterparts who also succeeded. However, there was no significant difference in anxiety levels between male and female students who failed.

In a comprehensive review on academic stress, anxiety, and depression Kumaraswamy (2013) conducted a study among college students. It highlighted that a substantial portion, ranging from 10% to 20%, of the student population experiences psychological problems such as stress, anxiety & depression. The paper summarizes research conducted over the past three decades, focusing on various aspects including psychiatric morbidity, emotional problems and

adjustments, stress among students and overall psychological well-being. The author emphasizes the need for counseling services to address emotional issues among students and proposes preventive measures for colleges, such as establishing student counseling centers, promoting awareness about seeking help, implementing mentor-mentee programs, and forming student health committees with mental well-being professionals.

In conclusion, these studies collectively shed light on the intricate relationship between academic achievement and anxiety. The negative association between scholastic performance & test-anxiety suggests the necessity for interventions to address anxiety levels, particularly in high-stakes academic situations. The findings from the M.Ed. study underscore the importance of teaching-aptitude and anxiety in predicting academic success, while the broader review by Kumaraswamy highlights the prevalence of psychological problems among college students and advocates for proactive measures to support their mental health.

In a separate study conducted by Javed, Ali Fathi, Mohammad, and Hamid (2007), the interplay between anxiety, self-esteem, self-concept, academic achievement, and depression among juveniles was examined. The sample included 1314 randomly allocated students aged 9-14 from Tehran's high-schools. The findings underscored the correlation between self-concept and self-esteem, both positively influencing academic achievement. Additionally, an increase in self-concept and self-esteem was associated with a decrease in anxiety. The traits - self-esteem, self-concept and depression did showcase a subsequent decline in academic success.

In a 1987 study by Gupta, the focus was on investigating the inter-relationship between locus-of-control or coherence, anxiety, personality-traits, aspiration-levels and scholastic triumph among secondary school students. The objective was to assess the extent of these relationships.

The findings revealed several significant correlations. Anxiety, level of aspiration and locus of control, were negatively correlated with educational achievement. Implying that as students exhibited higher levels of internal control, lower anxiety, and more realistic aspirations, their achievements tended to be higher. Additionally, socio-economic status showed a significant positive correlation with academic achievement. Moreover, the study noted a gender skew towards males tending to be high achievers, internally more coherent and less anxious in comparison.

Chapter 3

Rationale of the Present Study

Education can deeply influence the quality of life of individuals and further impact the progress of society. If the present education system is evaluated against the quality of education being imparted to our students, we will find that it somewhat lacks in inculcating the values of life. In dearth of moral values, indiscipline has augmented in the student-culture. Social architects like sociologists, philosophers, educators etc. are already concerned over the developments in this regard.

Frustration can be attributed to multiple causes among the college students. Indiscipline is one such byproduct of the trait in discussion here. Students in the higher education levels, generally experience acute stress at personal, social and physical levels. This further transcends to their professional fronts respectively. The stress further intensifies as they graduate to professional fronts which is in sharp contrast to their expectations. Traits like creativity, adaptability, tolerance, individual mental well-being, respective personality and habitual traits, their personal achievements etc. have a great influence upon their particular response to frustration. In this respect, every person is unique in their approach to the aspect. (Siddiqi, 2001; Romi and Itskowitz, 2002; Yao, 2010).

Performance quality is a key factor for personal progress. However, owing to immense competition, it has become an important one. Parents' expectations of their children excelling in flying colours and outshining their peers, puts a high pressure on students, teachers and educational institutes alike. However, the brunt of this pressure falls inadvertently upon the students who are expected to perform. Unfortunately, the teachers or the institutions take little responsibility in the process. As a result the students experience increased level of anxiety. As the student grows and reaches college, the pressures increase to be able to secure a sound profession after performing well at the college level. This among college students may be counted as a major contributing-cause of enhanced level of frustration.

Being a social creature, human existence is strongly affiliated to society and social norms. From birth till death, society plays a crucial role in an individual's life. Multiple social factors like Parents, family members, classmates, friends, neighbours, peer-group etc. along with psychological factors contribute towards the social maturity of an individual. Other than social there are several psychological factors such as mental health, stress, depression, motivation, intelligence and emotional-intelligence, that determine the level of social maturity. The ability

of individual forming and maintaining good social relations successfully is another important parameter.

Social maturity in the present study means the score obtained based on the Social Maturity Scale by Dr. R.P. Srivastva (2007). This scale is named as the Vineland Social Maturity Scale (VSMS). VSMS is unique in having been constructed and standardized on the model of Stanford-Binet Scale. It is designed for use with individuals from infancy to the age of 25 years.

As it has been observed in several studies that anxiety and social maturity play a decisive role in determining the success of individuals in their respective profession, life as well as in the society. Therefore, it becomes a matter of interest and the need of investigation to explore the level of frustration among college students in relation to the influence of anxiety and social maturity.

The present study will explore the significance of above-mentioned psychological factors among college students and the interaction of these variables in determining the level of frustration among them across gender and streams.

Chapter 4

Research Methodology

The mainstay of every research process, methodology lays the guidelines for the researcher who conducts the process thereof. It ensures a systematic, unbiased and objective outcome. Scientific investigation is all about careful research design adaptation. Standardized tools and assessment techniques, sampling process, data collection and its proper application in statistical accord; basically enhance the credibility and quality of findings. The findings are then simplified to attain a broad-view of the population's behavioural traits identified from the employed sample.

Problem Statement:

“IMPACT OF STRESS AMONG COLLEGE GOING STUDENTS DUE TO MODERN LIFESTYLE”

This research uses the descriptive method where in “data is collected to test the hypothesis or to answer questions concerning the current standing of the study.” A survey method has been adopted for this research.

Variables: Variables under study in this work are as follows

- **Dependent Variable** – Frustration
- **Independent Variables** – Gender, Anxiety & Social Maturity

Operational Definitions:

Frustration: The observation of individual behaviour in various frustrating situations, whether in lab-settings or natural environment reveal varied responses from case to case. It turns out that each individual develops a learning pattern best suited to their need, in order to cope with frustration. Frustration in the present study means the total scores obtained on the basis of the RFS (*Reaction to Frustration Scale*) by Dr. Dixit and Dr. Srivastava.

Anxiety: Anxiety, as conceptualized in this study, is typically a normal response to stressful situations. However, when it becomes excessive, individuals may experience heightened apprehension even in everyday circumstances. In the context of this study, anxiety is operationalized through scores obtained from Sinha's Comprehensive Anxiety Test. This assessment incorporates items that capture a range of symptoms related to anxiety, including

physiological, psychological, cognitive, and behavioral manifestations. By utilizing this test, the study aims to quantify and evaluate the extent of anxiety experienced by individuals, considering a comprehensive array of symptoms across multiple dimensions.

Social Maturity: Social maturity is the measure of social skills and awareness that an individual may have achieved proportional to identified norms attributed to an age group. Social maturity in the present study means the score obtained on the basis of the Social Maturity Scale by Dr. R.P. Srivastva.

Health: Health is an important factor in evaluating individual growth conditions. Although it is important, but in majority of cases, it has been found that it may not directly relate to the outcomes thereof. However, poor nutrition and health conditions do impact individual capabilities and the overall achievements.

Gender: Gender pertains to being male or female concerning societal and cultural roles deemed suitable for men and women, encompassing expectations and norms associated with each gender.

Objectives: The main purpose of the research study is

- To compare gender-wise differences in frustration, anxiety and social maturity of college students
- To compare stream-wise differences in frustration, anxiety and social maturity of college students
- To study the relationship of frustration of college students with, anxiety and social maturity

Hypothesis: Based on the objectives of the research, the following hypotheses have been formulated

- **H₀:** There will be no significant difference in frustration of male and female college students
- **H₀:** There will be no significant difference in anxiety of male and female college students
- **H₀:** There will be no significant difference in social maturity of male and female college students
- **H₀:** There will be no significant relationship between frustration and anxiety of college students

- **H₀:** There will be no significant relationship between frustration and social maturity of college students

Sample:

Enhancing credibility necessitates selecting a sample that accurately mirrors the population being studied, ensuring a representative and reliable basis for research findings. The population for the study includes students studying in various colleges in Ghaziabad, but on condition of anonymity.

The researcher has used the convenience sampling, where approximately 100 participants were handed-over the two questionnaires and asked to conclude within time.

Measures:

Below mentioned tools/questionnaires were used to collect the data for this research study

- **RFS (*Reaction to Frustration Scale*) by Dr. Dixit and Dr. Srivastava (2012)**

Frustration has 4 modes of reaction to situations or objective responses.

- 1 Aggression - indicates frustration subtleties in futile situation.
- 2 Resignation - the extreme escapism from reality.
- 3 Fixation - the obsessive type of behaviour.
- 4 Regression - the condition to recede.

RFS covers 4 reactions - aggression, resignation, fixation, and regression. This is as technically described by Maier, 1949. The instrument comprises 40 items, with 10 dedicated to each reaction to frustration—equally segregated into positive and negative statements. These items are presented as straightforward statements, offering six options for responses, graded on a six-point scale. Table below shows the distribution across the listed reactions to choose from.

Item Distribution in Reaction to Frustration Scale

Sr. No.	Reactions to Frustration	S. No. of Positive Item	S. No. of Negative Item	Total
1.	Aggression (AGG)	1-5	21-25	10
2.	Resignation (RES)	6-10	26-30	10

3.	Fixation (FIX)	11-15	31-35	10
4.	Regression (REG)	16-20	36-40	10
TOTAL				40

Its a self-administering test. It can be administered individually & in groups by the subjects themselves. There is no time limit for the completion of the R. F. S.; however, a basic stipulation of 30 minutes may be prescribed for all the items, including the 'instructions' given to the subjects. The general instructions and the procedure of administrating RFS is also given on the test sheet. The administrator may brief the participants verbally as well.

Scoring - It is an objective evaluation of respective reactions. It's a six-point scale: actualized by assigning '5 to 0' scores respectively, for the 6 alternatives provided for the items; Rated sequence from **5** being '*Most-liked*' to **0** being the '*Least-liked*' for +ive items.

The assigned score is reversed for each of the alternatives for every -ive item, which implies that the six alternatives are sequentially rated from **0** for the '*least-liked*' to **5** for '*most liked*'.

Scoring System of the RFS

Items	Most liked	Much liked	Liked	Disliked	Much Disliked	Least Disliked
Positive Items (1 to 20)	5	4	3	2	1	0
Negative Items (21 to 40)	0	1	2	3	4	5

The total of the scores obtained on all the positive as well as negative items reveals the global countenance of the typical reaction to frustration. Therefore, ***obtained scores provide the category-wise reaction to frustration***. Each reaction category has a score range of 0 to 50, with the accumulative RFS from 0 to 200. The scoring sheet on the last page of the consumable booklet facilitates easy scoring and data tabulation. High-scores on RFS are interpreted as greater degree of frustration.

Reliability. To affirm the reliability of the test on Reactions to Frustration, Cronbach's alpha was used to evaluate the internal consistency and the alpha value was found - 0.59 which confirms that the test is reliable.

Inter-item correlation was calculated for RFS which is found ranging from .96 to .99 which is found that high correlation exists between dimension and the whole scale.

Validity - The content validity of RFS was tested by five expert and majority of them agreed with the item of the scale and these tests also had face validity. Further to find the suitability of RFS for students, it was tested on a sample of 69 students (20 male and 49 female) and the scores obtained were arranged systematically.

- **Comprehensive Anxiety Test**

The Comprehensive Anxiety Test to measure the anxiety. The scale constructed by Dr. R. L. Bharadwaj, Dr H. Sharma, DR. M. Bhargava. It is self-administering scale suitable for individual and group testing. It has 90 items relating to the symptom of the anxiety.

Usually, it takes 10 to 15 minutes to complete the test. All items need to be answered with either a 'Yes' or a 'No'. Every 'Yes' should be awarded the score of 1 and 0 for a 'No'. The total anxiety score of the individual is the accumulative sum of all the positive or 'Yes' responses.

Administration

It is a self-administering scale appropriate for individual and group testing. It is advisable to verbally highlight that each reply should be checked as quickly as possible before the individuals begin taking the test. The participants must also be informed to answer all items in either 'Yes' or 'No'. It is important not to reveal the objective of this test to the participants to minimize manipulation. There is no time limit, however, it takes 10 to 15 minutes to complete this test. Establishing a good rapport with the participants is a pre-requisite for the test, along with giving adequate and proper instructions.

Scoring

The scoring of the anxiety test is quantitative in nature. The test doesn't require a scoring key or stencil key. Each item of the test is answered either by 'Yes' or by 'No'. The response indicated as 'Yes' should be awarded the score of one and zero for 'No'. The total of all the

positive or ‘Yes’ responses would be total of anxiety score of the individual and should be written in the proper place provided for the purpose.

Interpretation

Interpretation of percentile norms can be categorized broadly between 1 to 5; where 1 being the highest at ‘Very High or Saturated’, like 80+ percentile and 5 being ‘Very Low’, like up to 15%

Interpretation of percentile norms categorization:

Sr.No.	Categories	Percentiles
1	Very High or Saturated	80+
2	High	70
3	Average (Normal)	40-50
4	Low	16-30
5	Very Low	Up to 15

An individual having very high anxiety and tends to be tense, apprehensive, highly worried, dejected, withdrawn and may also report somatic symptoms like headache, frequent abdominal upsets and tiredness. Additionally, they come across as unrealistic and show a marked prevalence of irrational thoughts. Lack of confidence is prominent in their actions and decisions. They tend to avoid socially interactive situations.

People with ordinary anxiety are vigilant, cautious and responsive to disturbing situations in a positive manner. The normal level of anxiety is motivating for an individual to cope with day-to-day problems. On the contrary an individual showing very low level of anxiety can be interpreted as non-caring, irresponsible and unconcerned with life and environmental conditions. They tend to ignore their problems and expect others to help them instead of facing and solving their problems.

Reliability

The coefficient of reliability has been determined by using the following two methods:

- The test-retest method (N=100) was employed to determine the temporal stability of the test. The product moment correlation between test and retest scores has been found to be .83

- By applying the split-half method (Gutman Formula), the reliability coefficient of the test has been found to be 94 (N=100).

Validity of the Test

The co-efficient of validity was determined by computing the correlation between scores of the present test and other tests or scales as follows:

- With Anxiety Dimension of Eight State Questionnaire Form A: by Kapoor and Bhargava.
r = .68
- With Sinhas' Comprehensive Anxiety Test SCAT
r = .82
- With Spiel Berger's State and Trait Anxiety Scale.
 - State Anxiety **r = .42**
 - Trait Anxiety **r = .48**

Social Maturity Scale by R.P. Srivastava (2007)

Social Maturity Scale was developed by Dr. R.P.Srivastava (2007). It is commonly known as the Vineland Social Maturity Scale (VSMS). It is distinctive for it was built and systematized in accord with the Standford-Binet Scale model. It is compatibly designed for individual use from infancy to the age of 25 years. This scale has well-defined rationale and has a scientific construct as a base. Just like the Stanford-Binet Scale, behavior items have been grouped at age-levels in VSMS.

The arrangement of items are in the ascending order of average difficulty and represent gradual development and fine-tuning to the environment. The VSMS is one of the widely used in conjunction with the Stanford-Binet and other intelligence tests, since its inception in 1935. It assesses SM relative to MA or SQ relative to IQ.

- *Doll (1953) noted a high correlation between Sa and MA (r=0.856) and Patterson (1943) reports (r=0.96) for the same relationship on a sample of normal children with respect to MA functioning.*
- *Goulet and Barclay (1963) demonstrated a consistant and high co-variation between (VSMS) SA and Stanford-Binet MA.*
- *It has been used in India by Nagpur Child Guidance Centre, based upon a well-defined rationale and has been systematically constructed (Malin, 1965).*

- *Embar (1977) and Goel & Sen (1983) studied the correlation of VSMS (Malin, 1965) with other intelligence tests, viz, DAP (Phatak, 1956, 2000), SFB (Raj., 1971), CPM (Raveen, 2000), PPVT (Dunn, 1965) and S-B (Kulshrestha,1971).*
- *The coefficient of correlation between DAP and VSMS is 0.35; SFB and VSMS is 0.50; CPM and VSMS is 0.36; PPVT and VSMS is 0.44; and SD and VSMS is 0.55. All these values of 'r' are significant at .01 level, indicating that there is substantial relationship between intellectual ability on these tests and social maturity on VSMS.*
- *The reliability coefficient of the scale, as computed by test and retest method is .782 and the coefficient of correlation between the scores of the scale and rating scores is 0.62. In both, the reliability and validity of the scale is trustworthy to a greater extent.*

Reliability & Validity

The coefficient of temporal stability employing test-retest method with an interval of 20 days has been estimated to be $r_{tt}=0.56$ whereas the coefficient of interpreter reliability has been found to be $r_{tt}=0.69$.

Research Procedure

This research was conducted among the students in Ghaziabad. Data was collected from approximately 100 participants using self-administered questionnaires.

The investigator explained the purpose of the research to the college authorities. Took the permission. Then the data was collected in separate groups on condition of complete anonymity. The data was collected in the college premises only.

After getting permission, the investigator visited classrooms and introduced to the students. Firstly, the investigator established a rapport with the students and told them about the purpose of visit and gave orientation about the tools that were to be administered. Students were assured that their responses would be kept confidential and be used for research purpose only. The tools will be administered one by one and all the instructions will be explained to the students. The students will be instructed that there is no right or wrong responses and they could take their own time in deciding any option by going through each and every item. They will also be instructed not to waste too much time on any one item. While administering the tools, help of the teachers can also be sought for maintaining discipline in the class. The data will be collected and securely stored by the researcher.

Data analysis

Descriptive statistics will be identified in terms of the means and standard deviations identifying trends and distributions of scores. The data analysis will be done with the help of SPSS Ver 22 and parametric tools mentioned below along with the hypothesis

- Objective 1 – Gender-wise

- **H₀**: There will be no significant difference in frustration of male and female college students
- **H₀**: There will be no significant difference in anxiety of male and female college students
- **H₀**: There will be no significant difference in social maturity of male and female college students (**Independent t-test**)

- Objective 2 – General College Level Students-wise

- **H₀**: There will be no significant relationship between frustration and anxiety of college students
- **H₀**: There will be no significant relationship between frustration and social maturity of college students
- **H₀**: There will be no significant relationship among anxiety and Social maturity of college students (**Pearson Product Moment Correlation**)

Chapter 5

Results and Discussion

Post data collection, it was put to analysis. The collected data was arranged in tabular format for statistical analysis. Analysis of data covers examining the organized information to discover characteristic facts. The data is deliberated from multiple facets to fully explore and comprehend findings. Analysis must be conducted with alertness and an unbiased flexible mindset.

The present study examined frustration-level of 100 college students in relation to their anxiety and social maturity. This chapter furnishes the analysis and interpretation of the data obtained.

5.1 Details of Respondents

Table No. 5.1.1 Frequency of Gender

	Frequency	Percent	Cumulative Percent
Male	50	50	100
Female	50	50	100
Total	100	100	

Chart 5.1.1 Frequency of Gender

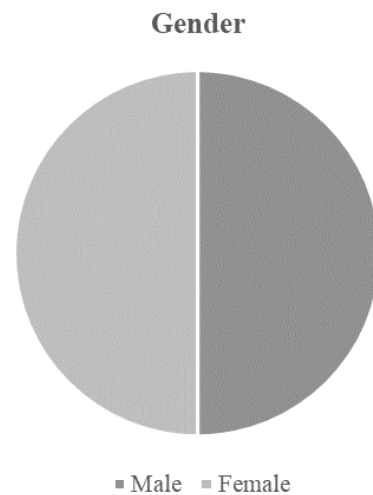


Table No. 5.1.2 Frequency of College Students

	Frequency	Percent	Cumulative Percent
Male Students	50	50	100
Female Students	50	50	100
Total	100	100	

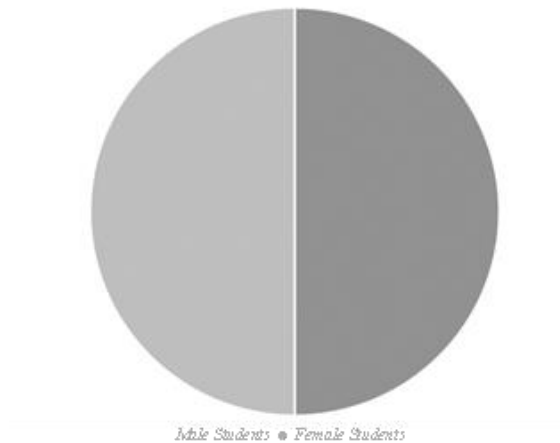


Chart 5.1.2 Frequency of College Students

5.2 Gender vs Frustration

- **H₀:** There will be no significant difference in frustration of male and female college students
- **H₁:** There will be significant difference in frustration of male and female college students

Table No. 5.2 The mean, S.D. and t-value of male and female students of colleges on frustration scale

Groups compared	N	Mean	S.D.	t	Level of significance
Male	50	99.12	11.28	0.4717	.05
Female	50	98.06	11.19		

As exhibited in table 5.2 the mean score of frustration of female students of colleges (98.06) is comparatively slightly lower than the mean-score of male students of colleges (99.12). The t-value 0.4717 was found insignificant at .05 level. Thus, implying that there is no substantial difference between the two groups of subjects namely male and female students of colleges in terms of their level of Frustration. And it is concluded that Frustration level is almost same in both genders of college students.

It reflects that there is no noteworthy difference in frustration-level among both the genders of college students. Therefore, the null Hypothesis is accepted - “There is no substantial difference in frustration of male and female college students”.

These outcomes get substantiated with results of previous investigations carried out by Sadhu (2014). He conducted a study of frustration among the students of senior-secondary schools. The findings of the study revealed negligible impact of gender orientation on frustration among students of senior-secondary schools. This means that gender does not impact frustration among individuals. Further we can support these results from similar previous investigation carried out by Singh and Choudhary (2015) who observed the same findings.

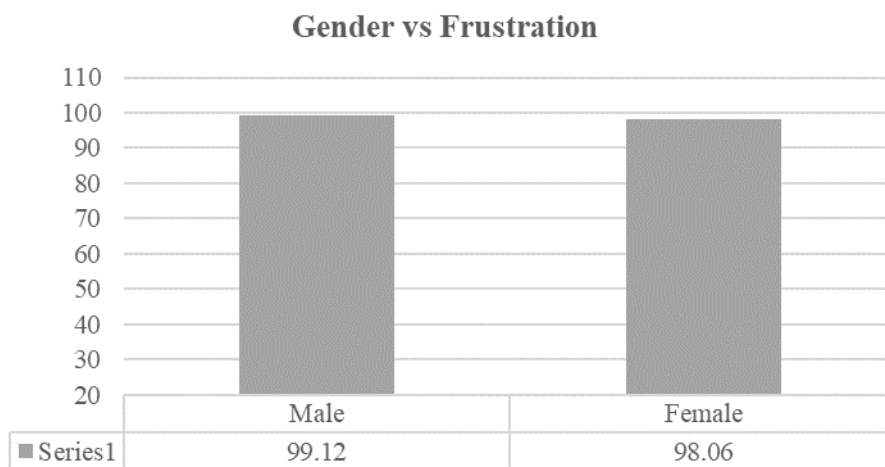


Chart No. 5.2 The mean of male and female students of professional colleges on Frustration scale

5.3 Gender vs Anxiety

- **H₀:** There will be no significant difference in anxiety of male and female college students
- **H₁:** There will be significant difference in anxiety of male and female college students

Table No. 5.3 The mean, S.D. and t-value of male and female students of colleges on anxiety scale

Groups compared	N	Mean	S.D.	t	Level of significance
Male	50	36.50	18.53	-0.8817	.05*
Female	50	39.69	17.64		

As shown in table 5.3 that the mean score of anxiety of female students of colleges (39.69) is comparatively slightly higher than the mean score of male students of colleges (36.50). The t-value -0.8817 was found significant at .05 level. Thus, it implies that there is substantial difference between the two groups of subjects namely male and female students of colleges in terms of their level of Anxiety.

Therefore, the null Hypothesis, “There will be no significant difference in anxiety of male and female college students” is rejected. Hence, it is concluded that anxiety of female college students is higher than the male college students.

Previous observations made by Lama (2011) and Raut and Mundada (2016) support the findings of this research. Both these studies observed higher anxiety levels among female students, regardless of the subject, stream or college types. The presumption of the observations were that, the girl students tend to be more anxious may be because the girl students economically depend on their parents and at the same time they are involved in family work and responsibility, which includes the stress triggered due to increasing competition and life adjustment regime that females are vulnerable to within the Indian context.

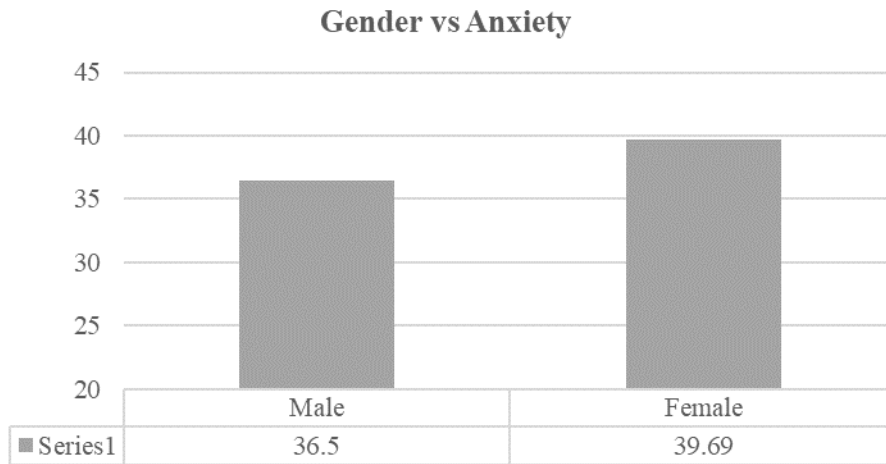


Chart No. 5.3 The mean of male and female college students on Anxiety scale

5.4 Gender vs Social maturity

- **H₀:** There will be no significant difference in social maturity of male and female college students
- **H₁:** There will be significant difference in social maturity of male and female college students

Table No. 5.4 The mean, S.D. and t-value of male and female students of colleges on social maturity scale

Groups compared	N	Mean	S.D.	t	Level of significance
Male	50	98.98	8.96	-0.1355	.05
Female	50	99.21	7.98		

As shown in table 5.4 that the mean score of social maturity of male students of colleges (98.98) is comparatively slightly lower than the mean score of female students of colleges (99.21). The t-value -0.1355 was found insignificant at .05 level. Thus, it implies that there is no substantial difference between the two groups of subjects namely male and female students of colleges in terms of their level of Social maturity. And it is concluded that Social maturity level is almost same in both genders of college students.

This implies that there is no substantial difference in social maturity among male and female college students. Therefore, the null Hypothesis is accepted - “*There is no significant difference in social maturity of male and female college students*”.

This study concludes that there is no substantial difference in social maturity levels among male or female college students. These results are congruent with multiple studies conducted in the past. For example, Mulia (1991), Diwan (1998), Aggarwal (2007), Kumar and Ritu (2013), Tamilarasu and Vasimalairaja (2016) & Bordhan (2015). No substantial gaps were observed between boys and girls. Social maturity has been observed to be uniform among male and female students.

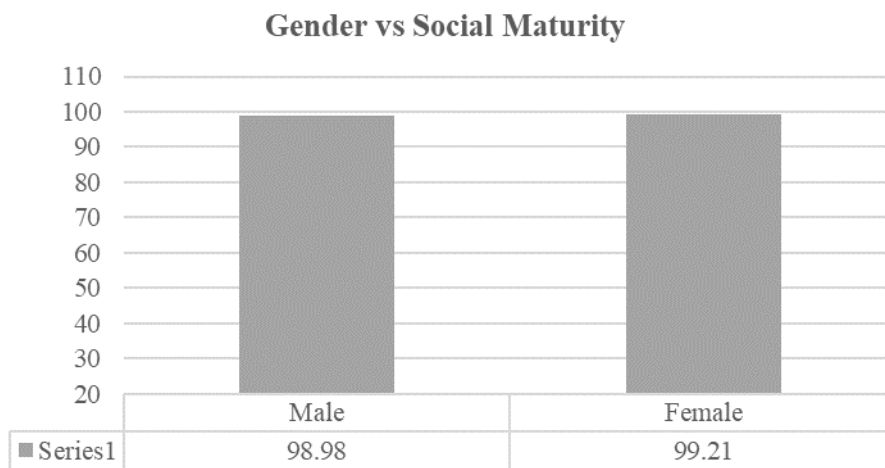


Chart No. 5.4 The mean of male and female colleges students on Social maturity scale

5.5 Frustration Vs Anxiety

- **H₀:** There will be no significant relationship between frustration and anxiety of college students
- **H₁:** There will be significant relationship between frustration and anxiety of college students

	Mean	SD
Frustration	98.59	11.235
Anxiety	38.095	18.085

		Security Insecurity
Stress	Pearson Correlation	.060
	Sig. (2-tailed)	.000
	N	100

Mean Score of Anxiety and Frustration Scores of college students are provided in table no. 5.5. The data reveals that the mean score of Frustration was 98.59 and the average score of Anxiety score was 38.095.

A Pearson product-moment correlation coefficient was computed to assess the affiliation between the Anxiety and Frustration among college students and the results are displayed in above table.

The correlation coefficient (r) between Anxiety & Frustration equals 0.060, indicating a +tive relationship, and p value < 0.05 shows that the correlation is statistically not significant, hence, null hypothesis is accepted - *“There will be no significant relationship between frustration and anxiety of college students”*. It can also be concluded that a non-significant +tive relationship exists between frustration and anxiety of college students.

5.6 Frustration Vs Social Maturity

- **H₀**: There will be no significant relationship between frustration and Social Maturity of college students
- **H₁**: There will be significant relationship between frustration and Social Maturity of college students

	Mean	SD
Frustration	98.59	11.235
Social Maturity	99.095	8.47

		Security Insecurity
Stress	Pearson Correlation	.003
	Sig. (2-tailed)	.000
	N	100

Mean Score of Frustration and Social Maturity Scores of college students are provided in the table no. 5.6. The data reveals that the mean of Frustration score was 98.59 and the average score of Social Maturity score was 99.095.

A Pearson product-moment correlation coefficient was computed to assess the affiliation between the Social Maturity & Frustration of college students and the results are displayed in above table.

The correlation coefficient (r) between Social Maturity & Frustration equals 0.003, indicating a +tive relationship, and p value < 0.05 shows that the correlation is statistically not significant, thus, the null hypothesis is accepted - *“There will be no significant relationship between frustration and Social Maturity of college students”*. It can also be concluded that a non-significant +tive relationship exists between Social Maturity & frustration of college students.

5.7 Anxiety Vs Social Maturity

- **H₀**: There will be no significant relationship between Health, Anxiety and Social Maturity of college students
- **H₁**: There will be significant relationship between Health, Anxiety and Social Maturity of college students

	Mean	SD
Anxiety	38.095	18.085
Social Maturity	99.095	8.47

		Security Insecurity
Stress	Pearson Correlation	.097*
	Sig. (2-tailed)	.000
	N	100

*. Correlation is significant at the 0.02 level (2-tailed).

Mean Score of Anxiety and Social Maturity Scores of college students are provided in the table no. 5.7. The data reveals that the mean of Anxiety score was 38.095 and the average score of Social Maturity score was 99.095.

A Pearson product-moment correlation coefficient was computed to assess the relationship between the Social Maturity & Anxiety among college students and the fallouts are displayed in above table.

The correlation coefficient (r) between Social Maturity & Anxiety equals 0.097, indicating a +tive relationship, and p value < 0.05 shows that the correlation is statistically significant, hence, the null hypothesis is rejected - "*There will be no significant relationship between Anxiety and Social Maturity of college students*". It can also be concluded that a noteworthy +tive relationship exists between social maturity & anxiety of college students.

Chapter 6

Conclusion

Emotions are universally integral to human beings. Positive emotions obviously bring excitement and strength to the body. On the other hand, frequent failures in attempts exposes individuals to discomfort, stress and worry, resulting in frustration, which holds great bearing upon influencing the individual behaviour. Individuals harbor a multitude of emotions, aspirations, and desires, endeavoring diligently to fulfill them. Despite meticulous planning and earnest efforts, achieving the anticipated success is not guaranteed. Daily life, spanning schools, colleges, universities, workplaces, employment, and interpersonal relationships, presents numerous frustrating situations, posing challenges to one's pursuit of goals and contentment. Today we witness a crazy rush of competition all around, harvesting an arena for frustration. Especially vulnerable to young generation. Unemployment despite of high qualifications, is an ideal condition to encourage frustration build-up.

Anxiety is a typical response to stress. Although, it may help an individual to deal with difficult situations, but excessive anxiety may be categorized as a disorder. Unlike normal anxiety, which does not serve as a motivator, moderate anxiety can enhance performance. However, when anxiety reaches pathological levels, it hinders the individual's ability to contemplate and act freely, impairing overall functioning. Social maturity can be understood as the ability to act responsibly and appropriately within a specific culture. It involves understanding the social fabric of norms of that culture and using that information effectively in social interactions. Humans are naturally ambitious, often desiring and striving to achieve many things. However, frustration can arise when these desires are not aligned with our actual needs or the realities of what's attainable.

This study made some constructive addition to enhance understanding towards rising frustration among college students.

Statement of the Problem

IMPACT OF STRESS AMONG COLLEGE GOING STUDENTS DUE TO MODERN LIFESTYLE

Objectives of the Study

- To compare gender-wise differences in frustration, social maturity & anxiety of college students
- To study the relationship of frustration of college students with social maturity & anxiety

Hypotheses of the Study

Based on the objectives of the research, the following hypotheses have been formulated

- **H₀:** There will be no significant difference in frustration of male and female college students
- **H₀:** There will be no significant difference in anxiety of male and female college students
- **H₀:** There will be no significant difference in social maturity of male and female college students
- **H₀:** There will be no significant relationship between frustration and anxiety of college students
- **H₀:** There will be no significant relationship between frustration and social maturity of college students
- **H₀:** There will be no significant relationship among social maturity & anxiety of college students

Finding of the Study

1. There is no noteworthy difference in frustration among male and female college students
2. There is significant difference on variable anxiety among male and female college students. Anxiety exhibited a gender skew among female college students, scoring high among them.
3. There is no major difference on variable social-maturity among male and female college students
4. There is a non-significant positive relationship exists between anxiety and frustration of college students.
5. There is a non-significant positive relationship exists between social maturity & anxiety of college students.

Delimitations of the Study

1. The present study was delimited to three variables i.e. Frustration, Social Maturity & Anxiety.
2. The study was delimited to 100 male and female college students from Ghaziabad anonymously.
3. The present study was delimited to college students between the age groups of 18-25 years.

Educational Implications

Any educational research is worthwhile if the outcomes yield productive scholastic implications. So far as the present investigation is concerned, it can be inferred that lucrative information derived can be used to improve academic performances for students at large.

- The outcomes of the present study that females are more susceptible to anxiety as a trait as compared to their counterparts highlights the probability of different upbringing of boys and girls in society, especially in the patriarchal traditions. Girls being prone to higher anxiety can be attributed to factors like – emotional-sensitivity, safety and other social challenges, etc. Probability also indicates that perhaps boys are stronger when it comes to facing such challenges due to greater freedom and resulting exposure. They often have relief in a rich friend circle helping them to release their frustrations easily. Moreover, educational institution can be considered a second home for students who spend majority of their time there. It is crucial for educational institutions to furnish students with all necessary resources and support, ensuring a conducive environment for them to carry out their tasks and responsibilities without undue stress.
- Anxiety diversely affects students. Rising competition posed among youngsters renders them vulnerable and highly exposed to traits like anxiety. Identifying this tacit psychological trait is becoming imperative to ensure better quality of life for them. Early interventions are therefore necessitated to reduce these ailments for a mindful and healthy mental state among college students who are potential workforce for the future. Factors like sense of incompetence, deprived-motivation to learn, social compliance to the norms of success and achievement, social status quo and class dynamics are robust sources of the anxiety at play. Supporting students in overcoming academic challenges can be achieved by strengthening mentor/mentee programs through regular

implementation. Educators can also instruct students in utilizing relaxation techniques, mindfulness and meditation to manage stress. Both teachers and parents must recognize the complexities students face, aiming to diminish undue pressure and encouraging the development of a healthy personality. This not only fosters academic success but also contributes to the cultivation of individuals who dedicate their best efforts to personal growth and social well-being. There is a dire need for enhancing awareness about mental well-being and therefore, an urgent need to appoint mental health professionals across institutes. Regular counselling and timely advise for students of higher-studies is becoming an indispensable requirement as a safeguard against maladjustments. A failure to recognize and support the students through investigative probe and support thereafter, would result in these institutions becoming a means of fostering socially frail and alienated individuals.

Suggestions for Further Research

Considering the above observations, following are a few suggestions that can be made:

1. The present study was geographically delimited to a particular area. It can be replicated in other geographies to evaluate the larger impact and the need for reforms thereof.
2. Similar study can be conducted among college students with regards to specific professional streams respectively such as B.Ed., M.Ed., Medical Colleges, Hotel Management, Law, Business Management etc. for deeper understanding at large.
3. Study comparatives can be established in the above context among students of different degree-colleges.
4. Similar studies can be conducted at larger scale to observe the interplay of different traits compared together to establish causal effects of different related variables, like emotional-intelligence, achievement aspirations, social-intelligence, emotional-maturity, aggressiveness, workplace-disbalances, management disabilities, increasing incidents of depression etc.
5. Similar studies can be conducted among different and larger age groups in different social-constructs.

6. Research in this field is becoming increasingly important beyond the educational setups. Therefore, it is suggested to lodge such research within organisations to understand workplace dynamics in this regard.
7. In the professional arena, this type of research can be conducted to understand how the mental-distress is leading to implications back to students as wards of mentally-stressed professionals who are placed as parents incidentally. In turn who are deeply influencing the future of their children unaware.
8. Interestingly this research reveals the gender skews over the impact of traits observed. In patriarchal Northern Indian context we find females susceptible and in the North-eastern context the skew shifts to males due to the matrilinear traditions. It conveys a lot about various other aspects that can be studied to understand how these traits impact individuals.
9. In order to build a robust future workforce, and a healthy future generation, such studies could be made on large scales in an endeavour to improve the social conditions for both men and women to have a healthy mental disposition.

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Annexure I



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Dr. B. M. Dixit (Agra)
Dr. D. N. Srivastava (Agra)

Consumable Booklet OF **R F S**

(English Version)

Please fill up the following informations :-

Name

Age Sex Caste

Rural/Urban Class

Father's Occupation Income

Address Date

INSTRUCTIONS

Some statements are given on the following two pages. Each of the statement contains six Responses in terms of degree of Liking or Disliking commencing from **Most Liked, Much Liked, Liked, Disliked, Much Disliked** and **Least Disliked**. You are requested to read each of the statements carefully; and then show your likeness or dislikeness by putting a Tick Mark against any one of the six categories or responses which you find most appropriate. You have to show your likeness or dislikeness in the same way to all statements. Kindly Tick Mark only one response.

This is not a test of your ability or aptitude; neither any answer given by you is right or wrong. Therefore without any hesitation show you likeness/ dislikeness to all statements by putting a tick-mark against only one of the six categories of response as indicated above. There is no time limit; but try to complete all within 20 minutes.

Estd. 1971

☎ : (0562) 2464926

NATIONAL PSYCHOLOGICAL CORPORATION

4/230, KACHERI GHAT, AGRA -- 282 004 (INDIA)

2 | Consumable Booklet of R F S

Sr. No.	STATEMENTS	Most Liked	Much Liked	Liked	Disliked	Much Disliked	Least Disliked
1.	I to attack those who misbehave with me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	I to reply in the same terms to those who indulge in fighting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	I to isolate the social customs which are foolish.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	I to defeat or destroy my opponent.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	I to have a strugglesome life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	I to have a peaceful lonely life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	I to be away from fairs and festivals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	I to be away from the troubles of the world.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	I to be aloof from the goodness or badness of others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	I to be known and respected by least number of persons.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.	I to keep up my earlier habits of clothing and living.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.	I to keep on remembering my past events.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13.	I to be static rather than gradually changing in fashion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14.	I to observe the customs of the society and family.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15.	I to continue my earlier points of view about certain persons or on certain issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16.	I to remember the talks at home when I go abroad.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17.	I to recollect the memories of my childhood.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18.	I to get mixed with the junior people to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19.	I to play with small children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20.	I to seek help from others when I encounter difficulty.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Sr. No.	STATEMENTS	Most Liked	Much Liked	Liked	Disliked	Much Disliked	Least Disliked
21.	I to avoid talking to people who misbehave thinking as them foolish persons.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22.	I to be away from fighting and loose tempered persons.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23.	I to respect and observe the customs of the society.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24.	I to behave politely and friendly with my opponents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25.	I to have a peaceful struggleless life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26.	I to have a merry life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27.	I to participate in fairs and festivals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28.	I to be in the midst of movements of the world.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29.	I to be associated in the goodness and badness of others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30.	I to be known and respected by more and more people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31.	I to change my habits of living and clothing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32.	I to forget my past events.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33.	I to incorporate new fashions and changes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34.	I to change the customs of the society and family.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35.	I to alter my points of views about certain people or objects.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36.	Have gone to foreign countries, I to forget the events of my home.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37.	I to forget the days of my childhood.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38.	I to maintain a distance with persons junior to me rather than getting very much associated with them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39.	I to be away from the plays of the small children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40.	I to solve the problems myself, without seeking help from others under conditions of difficulties.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SCORING SHEET

Mode of Frustration	Positive Items	Score	Negative Items	Score	Total Score / Interpretation
AGG	1		21		Positive item + Negative Item $\square + \square$ = \square
	2		22		
	3		23		
	4		24		Interpretation
	5		25		
RES	6		26		Positive item + Negative Item $\square + \square$ = \square
	7		27		
	8		28		
	9		29		Interpretation
	10		30		
FIX	11		31		Positive item + Negative Item $\square + \square$ = \square
	12		32		
	13		33		
	14		34		Interpretation
	15		35		
REG	16		36		Positive item + Negative Item $\square + \square$ = \square
	17		37		
	18		38		
	19		39		Interpretation
	20		40		

SCORING TABLE

Modes	AGG	RES	FIX	REG	TOTAL
Raw Scores					
Standard Scores					
Interpretation					

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Consumable Booklet of Reaction to Frustration Scale (RFS) English Version

Annexure II

C.A. Test

Dr. R.L. Bhardwaj, Dr. H. Sharma Dr. M. Bhargava.

Comprehensive Anxiety Test (CAT, Revised form 2009)

No.	Statement	YES	NO
1	I often nauseated.		
2	I sleep little.		
3	I feel always difficulty in taking a decision.		
4	I usually have some kind of perplexity in my mind.		
5	I feel lack of enthusiasm with in me.		
6	There is always a strained pull in my muscles.		
7	I get nervous very soon.		
8	I often make mistakes while doing mathematical work.		
9	I feel that I don't keep healthy.		
10	I don't feel comfortable in a crowd.		
11	There is always some heaviness in my head.		
12	I am very uneasy.		
13	After taking a decision I doubt its correctness.		
14	I am always worried at the thought of some mishap taking place.		
15	I don't feel like eating anything.		
16	My relationship with other people is often bad.		
17	I get bored very soon while doing any work.		
18	I get excited very soon.		
19	In waking from mid-sleep, I take long time to sleep again.		

- 20 I feel my life is useless.
- 21 I find difficulty in doing any work.
- 22 I shake my legs while sitting.
- 23 I often have an upset stomach.
- 24 I always have a sense of fear.
- 25 I find difficulty in meeting people.
- 26 In the presence of others my attention repeatedly goes on my clothes.
- 27 I often irritable.
- 28 The muscles of my neck and shoulders are always painful.
- 29 I find it difficult to pass the time.
- 30 I remember forgotten mistakes more while going off to sleep.
- 31 I feel as if, I am losing weight.
- 32 I often act aimlessly.
- 33 I always feel tired.
- 34 Even a little sympathy from others makes me weep.
- 35 Even a little thing makes me excited.
- 36 I make mistakes even when working with great care.
- 37 I am always affected by a guilty conscience.
- 38 I don't trust people quickly.
- 39 My heart beat often increases.
- 40 I get angry very soon.
- 41 I don't like to go out of the house much.
- 42 I always feel troubled.
- 43 I feel the fear of doing wrong before starting any work.

- 44 I often have the complaint of blood pressure.
- 45 I feel bad easily.
- 46 I get distracted easily while working.
- 47 I like cracking my knuckles.
- 48 I feel lethargic all the time.
- 49 I am always worried how the difficulties of life will be solved.
- 50 A little noise frightens me terribly.
- 51 I sawed a lot.
- 52 I don't feel like doing any work.
- 53 I like sitting in solitude.
- 54 After committing mistakes, I am remorseful for a long time.
- 55 I don't like the screaming and the shouting of people.
- 56 I often have difficulty in breathing.
- 57 Even the slightest difficulties make me nervous.
- 58 The fear that something may go wrong always troubles me.
- 59 I feel people are putting obstacles in my work.
- 60 I cannot forget my mistakes.
- 61 I often have bad and frightening dreams.
- 62 I often feel as I am being chocked.
- 63 I feel that other people are talking about me.
- 64 My limbs often start trembling.
- 65 I am always frightened at the thought that I will definitely be punished for my mistake.
- 66 I don't say what I want to say to others from the fear that they may stop respecting me.
- 67 While lying in bed, I keep changing sides frequently.

- 68 I am often suspicious of others.
- 69 I am always doubtful for the future.
- 70 I don't like playing mentally strenuous games like chess.
- 71 I am always troubled by the fear of being left alone.
- 72 I feel my self incapable of facing difficult s
- 73 I am always afraid of someone finding out my mistake.
- 74 I don't feel refreshed even after waking up from sleep.
- 75 In difficult circumstances, I constantly have the desire to urinate.
- 76 I cannot talk freely in front of other.
- 77 I feel nervous when talking to the opposite gender.
- 78 I don't feel that my life is organized.
- 79 I take a long time in starting some new work.
- 80 Other people have poisoned my life a lot.
- 81 I am always afraid lest other people start hating me.
- 82 I wish if were more beautiful.
- 83 I feel it would have been better if I had died.
- 84 I feel hurt when people do not understand my feelings.
- 85 I am always afraid of something unfortunate happening to me or to my family.
- 86 I am very carful while talking to elders.
- 87 In dreams I feel as if someone is strangulating.
- 88 I think a lot of others.
- 89 I am always surrounded by the apprehension of misfortune.
- 90 I am always uneasy by the thought that my life is more unhappy than that of others.

Annexure III

SOCIAL MATURITY SCALE

By: R.P. Srivastva

S.No.	Statements	Response Alternative					Score
		Always	Often	Sometimes	Seldom(Rarely)	Never	
1.	I love to get myself involved in leisure activities.						
2.	I feel happy when I achieve my goals						
3.	I enjoy taking part in social activities						
4.	I devote some time to community activities						
5.	Money making is not the only motto of my life.						
6.	I want to make use of my skills to improve the quality of life.						
7.	I want to raise my standard of living and of my society.						
8.	I think I am capable of fulfilling demands of my life.						
9.	I believe in self-help and self-sufficiency						
10.	I am interested in sports activities.						
11.	I can solve my problems effectively.						
12.	I believe I am a healthy person.						
13.	I feel, I am a courageous person.						
14.	I love to manage and arrange my work.						
15.	I like to purchase essential things for others						
16.	I feel I am an ideal citizen.						
17.	I am interested to do something for society.						