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“A STUDY OF EMOTIONAL COMPE- TENCE AND FRUSTRATION AMONG TRIBAL AND NON-TRIBAL ADOLESCENTS.”

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TO achieve and maintain a feeling of adequacy, the individual has to acquire a few workable assumptions about the world, where need for competence emerges as most of the fundamental motive of life, because we survive through. The motivation towards competence (Allport, 1961) grow through competence and actualize ourselves through is evident even in early playful and investigatory behavior of children, (White, 1959) which they seek in social realm and as close as any other need (closer than sexual) to sum up the growth of the personality. A varieties of factors such as intellectual, emotional and physical competencies play a part, (Coleman, 1970; Maslow, 1970) to acquire skill and knowledge and the individual begins to develop two important virtues- method and competence- in the congenial growth of personality.

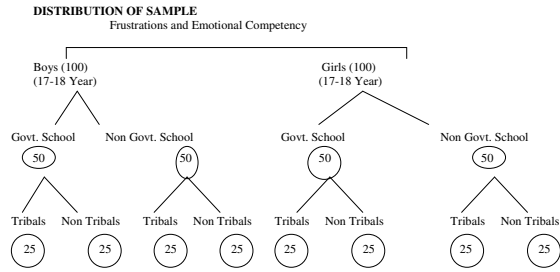
FRUSTRATION- Frustration is a state of emotional stress which is characterized by confusion annoyance and anger. It accuses whenever goal seeking behavior is interfered with. The person is aware of his ability to satisfy his drives and desires and failure to reach the goals he has for himself, and so he feels helpless and suffers from injured pride. Frustration frequently comes from excessive demands the person places on himself, personal deficiencies, physical short comings, lack of intellectual ability or skills, inability to do what he wants to do, all place barriers in the way of goal satisfaction. The common pattern of reaction to frustration is aggression in which the frustrated

person strikes an offending person or objects either physically or verbally and with varying degree or intensely, while most aggression in extra punitive direction towards the object is causing frustration. It could be intropunitive or impunitive also. Some frustrated people use defense mechanisms, under such compilation; mal-adjusting behavior develops with its unfavorable effects on personality. Frustration is directly affected by the emotion. The present study is designed to investigate that “The emotional competence affects the frustration of adolescent boys and girls”.

SELECTION OF SAMPLE-The sample has been drawn from government and non government schools of Ambikapur, Surguja district. The tribal and non-tribal boys and girls between the age ranges of 17 to 18 were randomly selected.

HYPOTHESIS-1-Emotional competency affects the frustration. 2- There will be significant difference between the tribal and non tribal adolescents on frustration. 3-There will be significant difference between tribal and non tribal adolescents on emotional competencies. 4-Boys will show greater mean difference than the girls on emotional competencies. 5-Boys will show greater mean difference than the girls on frustration. 6-The Boys and girls of government schools will show lower mean difference than the boys and girls of non government schools on emotional competencies and frustration.

• **TOOLS USED** –Emotional competencies scale



by Dr. H. C. Sharma and Dr. R. L. Bhardwaj were used to measure emotional competence in adolescent boys and girls. It is four point scale based on the lines of Likert having five alternatives to each item, scoring of 1,2,3,4,and,5 form upper to lower end. This scale measure emotional competencies in five major areas i.e. • Adequate Depth Of Feeling (ADF) • Adequate Expression and control of Emotions (AECE) • Ability to Function with Emotion (AFE) • Ability to cope with problem Emotion(ACPE) • Enhancement of positive Emotion(EPE) Frustration scale by Dr (Mrs) K. Sharma was administered for measuring frustration among adolescent boys & girls in a group.

METHODOLOGY-Two hundred adolescent boys and girls of age range from 16 to 18 year were randomly selected on the basis of their age, sex, caste and the type of schools of Surguja distt. After the selection of adolescents, emotional competency and frustration scale were administered in a group situation. The data was tabulated and Analyzed on the basis of statistical analysis. The mean score, standard deviation and critical ratio were carried out.

RESULTS:-

Table – 1 Mean scores of Emotional Competency and Frustration. .N = 100

	N	M	S.D.	SE. d	C.R.	
Frustration	50	20.95	0.984	2.28	4.62	Significant
Emotional Competency	50	10.400	22.80			

P value = 0.05 = 1.98 < 4.62

0.01 = 2.63 < 4.62

Hypotheses No. 1 “Emotional competency affects the frustration” is accepted at 0.01 Level.

Table – 2 Mean scores of frustration among tribal and Non tribal Adolescents N = 100

Category	No.	M	SD.	SE. d	C.R.	
Tribals	50	20.4	8.64	1.30	0.63	Non significant
Non Tribals	50	19.1	9.75			

P Value = .05 = 1.98 > .63

.01 = 2.63 > .63

Thus Hypothesis No. 2 “There will be significant difference between the tribal and non tribal adolescents on frustration” is rejected.

Table - 3 Mean Scores of Emotional Competency among Tribal and Non Tribal Adolescents. N=100

Category	N	M	S.D.	SE. d	C.R.	
Tribals	50	104.52	39.47	4.27	2.88	Significant
Non Tribals	50	228.03	16.55			

P Value = .05 = 1.98 < 2.88

.01 = 2.63 < 2.88

Thus the Hypothesis No. 3 “There will be significant difference between tribal and non tribal adolescents on emotional competencies” is accepted.

Table – 4 Mean scores of boys and girls on Emotional Competency. N=100

Sex	N	M	S.D.	SE. d	C.R.	
Boys	50	100.4	14.23	2.68	0.33	Non Significant
Girls	50	10.40	22.80			

P value = 0.05 = 1.98 > 0.33

0.01 = 2.63 > 0.33

In Table No. – 4 Boys show greater mean scores than the girls on Emotional Competency but they do not show any significant difference at .05Level. Thus the Hypothesis No.4 is rejected.

Table – 5 Mean scores of Boys and Girls on frustration. N=100

Sex	N	M	S.D.	SE. d	C.R.	Significant
Boys	50	20.95	0.98	0.13	6.66	
Girls	50	20.30	0.96			

P value = .05-1.48 < 6.66

.01 - 2.63 < 6.66

Thus Hypothesis No. 5 is accepted.

Table – 6 (a) Mean scores of emotional competency and Boys and Girls of Govt. and Non Govt. Schools. N=100

Types of School	N	M	S.D.	SE. d	C.R.	
Govt. School	50	105	33.15	3.31	1.05	
Non Govt. School	50	101.5	0.415			

P value = .01 - 1.48, .05 - 2.63

Table – 6 (b) Mean scores of frustration among Boys and Girls of Govt. & Non Govt. Schools N=100

Types of School	N	M	S.D.	SE. d	C.R.	
Govt. School	50	20.53	15.33	2.43	1.65	
Non Govt. School	50	16.49	18.94			

P value = .01 - 1.98

.03 - 2.63

DISCUSSION- First hypothesis “Emotional competency affects the frustration” is accepted at .01

level of significant. The reason is that like various other aspects of personality, emotion plays a vital role in the manifestation of the individual's behavior. Emotion, whether pleasant or unpleasant, always sustains activity which either maintains or enhances the organism. Incongruent and devaluating experiences are perceived as threats arousing anxiety and force the self to take some defusing measures. Immature persons are unable to defend against these threats relating to adequacy and worth as they fail to foresee. The probable consequences of the action which results in disintegration, creates anxiety and frustration among them. Present result also supports the studies of (TIWARI 2004) that frustration, anxiety, gender; religious affiliation and socio-economic status affect the level of competence and its competencies in a decided manner. The mean score of tribal and non-tribal boys and girls on frustration do not show any significant difference. The cause may be that both were living in same environment and facing same challenges in modern time. If we compare mean scores we find that tribal adolescents show greater frustration than the non tribals. The reason may be that the tribals are living in remote areas where they do not avail all the facilities like non-tribals who are living in urban areas. The second cause is that the punitive style of their society structure which is closely related to frustration. Frustration frequently comes from excessive demands that a person places on him, personal deficiencies, physical short comings, lack of intellectual ability or skill inability to do what he wants. All these place barriers in the way of goal satisfaction in his life:

The third hypothesis, "There will be significant difference between tribal and non-tribal adolescent on emotional competency" is accepted. The Non tribal shows greater mean score than the tribal on emotional competency. It is observed that the tribals live with greater freedom than the non tribals. It has been also observed that the cultural background parenting

imbued with protection and discipline also play a vital role in emotional competency during the adolescent period. The present result supported the Sharma's findings (2003) that adequate depth of feeling has been found to be grater in children who perceive their parenting as protection than that of those neglecting discipline and indulge in freedom. The result of table no.4 &5, boys shows greater mean difference than girls on emotional competency and frustration. In Indian culture boys have more freedom on many aspects than the girls culture. Thus the restrictions placed on the behavior by rules of the society constitute an important source of frustration. In satisfying our manifold desires our actions must be in conformity with the accepted moral and social code of the culture. A few persons often find it difficult to attain their life goals because of discriminatory social, economic and personal barriers. Such persons are also frustrated in their life. The hypothesis No. 6 was rejected because there was no significant difference found on mean score of boys and girls of the government and non government schools. The students of both the schools faced small challenges. The reason observed is that the parents and teachers are conscious about their achievements and they also encourage children to aim too high and help them from time to time according to their need. Thus they handle the stressful condition easily and prepare themselves to face the challenges and frustrations.

RESULT

1) Emotional competency affects the frustration of tribal & non-tribal boys and girls. 2) There is no difference between tribal and non tribal adolescent on frustration. 3) There is a difference between tribal and non tribal boys and girls on emotional competency. 4) On emotional competency boys and girls do not show any significant difference. 5) There is a significant difference between girls and boys in frustration. 6) There is no significant difference between emotional competency and frustration of adolescents of government and non government schools.

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