

**FRUSTRATION TOLERANCE AND EMOTIONAL
ADJUSTMENT OF COLLEGE STUDENTS**

Dissertation submitted to Tamil Nadu Teachers Education University

In partial fulfillment of the requirements for the degree of

Master of Education

By

PAMEELA .C.M

Reg no :



N.V.K.S.D COLLEGE OF EDUCATION

ATTOOR

(Re- Accredited by NAAC with 'A' Grade)

KANYAKUMARI DISTRICT

APRIL-2015

PAMEELA .C.M,
M.Ed. Student,
N.V.K.S.D. College of Education,
Attoor, Kanyakumari District.

DECLARATION

I hereby declare that this dissertation entitled “ **FRUSTRATION TOLERANCE AND EMOTIONAL ADJUSTMENT OF COLLEGE STUDENTS**” has not been submitted by me for the award of any degree, diploma or similar title to any other University.

Place: Attoor

PAMEELA .C.M

Date:

Dr. MINIKUMARI. V.S

Associate Professor in Biological science,
N.V.K.S.D College of Education,
Attoor, Kanyakumari District.

CERTIFICATE

This is to certify that the dissertation entitled “**FRUSTRATION TOLERANCE AND EMOTIONAL ADJUSTMENT OF COLLEGE STUDENTS**” Submitted for the M.Ed degree by **C.M. Pameela** is a record of research work done by her under my guidance and supervision. It is further certified that this work is an original one free from any duplication.

Place : Attoor

Dr. MINIKUMARI .V.S

Date :

ACKNOWLEDGEMENT

First of all I give glory and thanks to the almighty God for helping me to complete the project successfully.

I am at loss to find fitting words to express the depth of my indebtedness to **Dr. Minikumari V.S** Associate professor in Biological science. N.V.K.S.D College of education, Attoor , for providing painstaking supervision from the inception to the completion of this thesis.

I wish to express my deep sense of gratitude to **Dr.B.C.Sobha** principal, N.V.K.S.D college of education, Attoor for giving all the facilities to carry out this study .

I am also thankful to **Dr. P.Sheela** Librarian and Mr. Jeya Mohan, Library assistant , N.V.K.S.D College of education, Attoor for their valuable assistance and suggestions given to me.

I express my sincere thanks to the administrators, teachers and students of various schools for their kind co-operation.

I also express my gratitude to all the teachers and the non-teaching staff of N.V.K.S.D College of education for the encouragement given to me in completing this research work.

I am also grateful to my parents, friends and all who helped in the completion of this thesis work.

Place : Attoor

PAMEELA .C.M

CONTENTS

LIST OF CHAPTERS

CHAPTER	PAGE.NO
I . INTRODUCTION	1-19
II. REVIEW OF RELATED LITERATURE	20-37
III. METHODOLOGY	38-49
IV. ANALYSIS AND INTERPRETATION	50-100
V. GENERAL CONCLUSIONS AND SUGGESTIONS	101-112

BIBLIOGRAPHY

APPENDICES

LIST OF TABLES

Table No	Description	Page No
3.1	Details regarding the sample selected	44
3.2	Distribution of the sample on the basis of background variable	45
4.1	Mean and standard deviation of frustration tolerance scores of college students	51
4.2	Percentage distribution of levels of frustration tolerance	52
4.3	Mean and standard deviation of frustration tolerance scores of male and female college students	53
4.4	Mean and standard deviation of frustration tolerance scores of urban and rural college students	54
4.5	Mean and standard deviation of frustration tolerance scores of college students belonging to various religions	5
4.6	Mean and standard deviation of frustration tolerance scores of college students belonging to various communities	56
4.7	Mean and standard deviation of frustration tolerance scores of college students of different age groups	57
4.8	Mean and standard deviation of frustration tolerance scores of under graduate and post graduate college students	58
4.9	Mean and standard deviation of frustration tolerance scores of college students of arts and science subjects	59
4.10	Mean, standard deviation and t-value of frustration tolerance scores of male and female college students	60
4.11	Mean, standard deviation and t-value of frustration tolerance scores of rural and urban college students	62
4.12	Mean, standard deviation and f-value of frustration tolerance scores of college students on the basis of religion	64
4.13	Result of scheffe's procedure	66

4.14	Mean, standard deviation and f-value of frustration tolerance scores of college students belonging to various communities	67
4.15	Mean, standard deviation and t-value of frustration tolerance scores of college students of different age group	69
4.16	Mean, standard deviation and t-value of frustration tolerance scores of under graduate and post graduate college students	71
4.17	Mean, standard deviation and t-value of frustration tolerance scores of college student of arts and science subjects	73
4.18	Mean, standard deviation emotional adjustment scores of college students	75
4.19	Percentage distribution of different levels of emotional adjustment	76
4.20	Mean and standard deviation of emotional adjustment scores of male and female college students	77
4.21	Mean and standard deviation of emotional adjustment scores of urban and rural	78
4.22	Mean and standard deviation of emotional adjustment scores of college students belonging to various religions	79
4.23	Mean and standard deviation of emotional adjustment scores of various communities	80
4.24	Mean and standard deviation of emotional adjustment scores of college students of different age group	81
4.25	Mean and standard deviation of emotional adjustment scores of under graduate and post graduate college students	82
4.26	Mean and standard deviation of emotional adjustment scores of college students of arts and science subjects	83
4.27	Mean, standard deviation and t-value of emotional adjustment scores of male and female college students	84

4.28	Mean, standard deviation and t-value of emotional adjustment scores of rural and urban	86
4.29	Mean, standard deviation and f-value of emotional adjustment scores of college students on the basis of religions	88
4.30	Mean, standard deviation and f-value of emotional adjustment scores of college students belonging to various communities	90
4.31	Mean, standard deviation and t-value of emotional adjustment scores of college students of different age groups	93
4.32	Mean, standard deviation and t-value of emotional adjustment scores of under graduate and post graduate college students	95
4.33	Mean, standard deviation and t-value of emotional adjustment scores of college students of arts and science	97
4.34	Co-efficient of correlation between frustration tolerance and emotional adjustment of college students for the total sample and classified on the basis of gender	99
4.35	Co-efficient of correlation between frustration tolerance and emotional adjustment of college students classified on the basis of locality	100
4.36	Co-efficient of correlation between frustration tolerance and emotional adjustment of college students of arts and science subjects	100

LIST OF FIGURES

Figure No.	Description	Page No.
4.1	Comparison of frustration tolerance scores based on gender	61
4.2	Comparison of frustration tolerance scores based on locality	63
4.3	Comparison of frustration tolerance scores based on religion	65
4.4	Comparison of frustration tolerance scores based on community	68
4.5	Comparison of frustration tolerance scores based on age	70
4.6	Comparison of frustration tolerance scores based on	72

	level of education	
4.7	Comparison of frustration tolerance scores based on subject	74
4.8	Comparison of emotional adjustment scores based on gender	85
4.9	Comparison of emotional adjustment scores based on locality	87
4.10	Comparison of emotional adjustment scores based on religion	89
4.11	Comparison of emotional adjustment scores based on community	92
4.12	Comparison of emotional adjustment scores based on age	94
4.13	Comparison of emotional adjustment scores based on level of education	96
4.14	Comparison of emotional adjustment scores based on subject	98

Chapter -1

INTRODUCTION

- ❖ **FRUSTRATION TOLLERANCE**
- ❖ **EMOTIONAL ADJUSTMENT**
- ❖ **NEED AND SIGNIFICANCE OF THE STUDY**
- ❖ **STATEMENT OF THE PROBLEM**
- ❖ **OPERATIONAL DEFINITION OF TERMS**
- ❖ **PROCEDURE OF THE STUDY**
- ❖ **OBJECTIVES OF THE STUDY**
- ❖ **LIMITATIONS OF THE STUDY**
- ❖ **CONTENT OF THE REPORT**

Education may be considered as a life long process. It begins at birth and continues throughout life till death. The child learns through his experience. He gains experience when he comes into contact with different social institutions, persons, places and things. There is no end to this experience. It goes on for ever without any break or barriers. Thus education becomes an active and dynamic process. J.B.Mackenzies rightly says “Education is a process that goes on throughout life and is promoted by almost every experience that is relevant to it and gains new experiences”. Thus the child goes on reconstructing experiences throughout his life. Therefore education is considered by the educationists as an active and dynamic process.

According to John Adams “Education is the conscious and deliberate process in which one personality acts upon another in order to modify development of the other by the communication and manipulation of knowledge.

Man by nature is ambitious. He plan and strives hard for the realization of his aspirations and desires. But it may be possible that despite his best planning and efforts. he may not get the desired success. At that time he find himself in a state of confusion. When the path ahead seems blocked he gets Frustration.

FRUSTRATION

Frustration is a state of emotional stress which is characterized by confusion. Annoyance and anger. It occurs whenever goal seeking behaviour is interfered. Frustration results when our motives are thwarted either by some obstacle that block or impedes our progress towards a desired goal or by the absence of an appropriate goal.

Definitions of Frustration

The term Frustration has been defined by many psychologists in various ways.

Rosenweig (1947) states that frustration occurs whenever the organism meets less in surmountable obstacles or obstructions in its routs to be satisfaction of any vital need.

Cameron and Margerot (1951) defines Frustration as “a situation in which persons on going motive is temporarily or permanently prevented from reaching consummation”.

According to Chauhan and Tiwari (1973) Frustration behaviour lacks goal orientation, and of need deprivation, compulsive nature and a different behaviour mechanism.

Causes of Frustration

Factors that lead to non fulfillment of desires and means are the causes of frustration. The basic causes may be summarized as follows.

1. Physical causes

Physical factors like natural calamities, obstacles and events in the physical world such as hailstorms, floods, droughts, earth quakes and fire accidents may destroy normal condition and lead to non fulfillment of needs and desires.

2. Physiological causes

The limited capacity of the body may stand as a barrier for the fulfillment of the ones desires. Such physical disabilities and abnormalities that lead to Frustration are the physiological causes.

3. Psychological causes

These are factors which frustrate an individual from within. Individuals differs in their mental abilities and emotional stability. Conflicting desires or aims , high level of aspirations, lack of persistence or extreme level of sincerity in efforts and subsequent hindrances may lead dissatisfaction and Frustration.

4. Social Causes

Our society is based on certain norms and customs which every member has to follow. These codes of conduct may impose ban on the fulfillment of the individuals desires which may lead to frustration.

THE CONCEPT OF FRUSTRATION TOLERANCE

The first reaction to frustration is that of anger, hostility, aggression and withdrawal which may lead to unsatisfactory adjustment. People vary greatly in general vulnerability to frustration as well as in types of frustration.

The term frustration tolerance refers to the capacity of the individual to withstand a given frustrating situation without destroying so called objective fact of the life situation.

Definitions of Frustration Tolerance

Encyclopedia of psychology (1972) defines frustration tolerance as the capacity for putting up with passing or lasting deprivation of satisfaction that is the postponement or forgoing of satisfaction.

Dictionary of education (1973): defines frustration tolerance as the nature, degree and duration of stress that an individual can tolerate without undergoing serious personality decomposition.

Carson and Butcher (1995): define the term stress tolerance or frustration tolerance as the ability to withstand stress without having integrated functioning seriously impaired.

It is the ability to handle emotionally changed situation and to resist burn out in demanding environment.

FACTORS INFLUENCING FRUSTRATION TOLERANCE

Frustration tolerance of an individual need not exist at the same level throughout his personality. The areas of low or high frustration tolerance may be hypothetically posited such a hypothesis might even provide a working definition of the difference between the psychotic the neurotic and the normal individual. The psychotic is one in whom a generalized low frustration tolerance would be said to obtain .In the neurotic certain circumscribed areas of low frustration tolerance would usually be found throughout his personality.

Frustration Tolerance depends on constitutional characteristics such as reaction, perception and learning capacity as well as in born components of affective development under normal conditions. Frustration tolerance is also largely dependent on the individuals experience the way in which his motives have been satisfied or frustrated in the past. Some have frustration tolerance to the extent that they bear the consequences with a little injury to self or society while others or former in special situations become violent and aggressive.

Rosenweig (1943) found that memory and performance for success and failure experience as a function of age . This he considered as an indication of frustration tolerance. Tendency to resume tasks on which the subject had previously failed was regarded as showing higher frustration tolerance.

According to Toman (Encyclopedia of psychology 1972) frustration tolerance depends on,

1. The different average rates of learning as between individuals which indicate changes in the probability of the reaction in recurrent situations.
2. The individuals average rate of motive differentiation.
3. The individuals state of knowledge or the extent to which he has been forced by his environment to forgo satisfaction and knowledge.

Development of frustration tolerance

Individuals presumably differ either constitutionally or as a result of experiences in the possession of this capacity, frustration tolerance. It is reasonable to say that the educational process in childhood. Especially relevant to discipline consists largely in the building up of frustration tolerance or the encouragement of its natural maturation.

Frustration tolerance appears to be fostered by allowing the child to experience small amounts of frustration which he can negotiate without reacting inadequately. Such optimal doses of frustration are probably indispensable as an incentive to learning of any kind. If less than this ideal amount of frustration is experienced over a long period of the individuals early life in sufficient frustration tolerance will be developed for meeting the frustration of later years.

Such persons are said to be immature because spoiled or overindulged. If on the other hand the child is frustrated much beyond his resistance areas of low frustration tolerance may be created which may lead to behavior disorders.

Emotional adjustment

Emotional adjustment is reaction to identifiable emotional stressors: adjustment may take place by adapting the self to the situation or by changing the situation. Emotional adjustment is the maintenance of emotional equilibrium in the face of internal and external stressors. This is facilitated by cognitive processes of acceptance and adaptation.

Emotional adjustment is the combined influence of several forces in one's environment that operate to produce a well-adjusted personality. The family, peer group, society as well as school and college contribute much towards one's emotional adjustment.

Emotions play a leading role in controlling and directing one's behaviour and providing a definite shape to his personality make up. An individual who is capable of expressing his emotions in a proper way at the proper time may be termed as emotionally adjusted. The acquisition of such emotional adjustment may automatically help an individual to act and behave in a desired way face the life situations properly and feel adjusted in his personal and social life.

Emotional adjustment is the process by which one becomes able to cope with emotions in relation to one's psychological with mental makeup. Individuals are said to have emotionally adjusted if any they do not 'blow-up' emotionally when others are present, but wait for a convenient time and place to let off emotionally steam in a socially acceptable manner. Emotionally adjusted persons are stable in their emotional responses and they do not swing from one emotion or mood to another.

A well balanced person will adjust to the demands of the harmony between personal characteristics and the demands of the environment. Two kinds of demands can be seen in the study of emotional adjustment. One is individual which is primarily arising out of biological make up of the person. One must be protected from dangers and must get sufficient food, water, warmth and shelter. The other basic demand is external which is arising from external physical and social environments of these social demands are considered to be the most important for explaining the emotional life of college students.

Definitions of emotional adjustment

1. James-Lange theory (Mind, 1884: 188-205) "emotional adjustment is a classification of mental disorder that is a psychological response from an identifiable stressor or group of stressors that causes significant emotional or behavioural symptoms that does not meet criteria for more specific disorders. The

condition is different from anxiety disorder which lacks the presence of a stressor, or post traumatic stress disorder and acute stress disorder which usually are associated with a more intense stressor”.

2. Tim Dalglish (1904): “A psychological emotional adjustment is characterized by the development of emotional and or behavioural symptoms (such as depression, anxiety school behaviour problems, fighting, work problems, academic problems, social conflicts or withdrawal, or physical complaints) in response to a specific stressor or stressors within your environmental adjustment”.

Kind of Emotions

Some psychologists have spoken of four kinds of emotions. These are,

1. Egoistic Emotions
2. Ego –altruistic Emotions
3. Altruistic Emotions
4. Impersonal Emotions

1.Egoistic Emotions

Egoistic Emotions are related to self, that is during the course of this emotion the individual thinks about himself and all his feelings are centred around himself. They originate with the feeling of self-interest or self-harm. Emotions relating to grief, joy, fear and anger etc are egoistic.

2.Ego –altruistic Emotions

Ego –altruistic Emotions proceeds towards self-satisfaction and others opinions greatly influence it. The intense desire of an individual for power, praise and respect is related to ego –altruistic emotions. These are ego-altruistic because they give an indication of self-satisfaction.

3.Altruistic Emotions

Altruistic Emotions are born of a feeling of help or harm to others. Sympathy may be called altruistic Emotions.

4.Impersonal Emotions

Impersonal Emotions originate from high ideals. Intellectual, moral and religious emotions may be called impersonal ones. They take birth in the imaginary world. The high and noble ideal of truth, beauty and blessing is born from impersonal emotion.

MC Dougall has grouped emotions into three categories,

1. Primary emotions
2. Secondary emotions
3. Derivative emotions

The primary emotions are pure ones. Their existence is independent and they do not have any mixture of other emotions nor are they based on any other emotion. For example, the emotions related to MC-Douaallian 14 instincts may be called primary emotions.

Secondary emotions are based on primary feelings, hatred, praise, kindness and repentance, etc may be called secondary emotions. In the emotion of hatred there is present a mixture of anger, fear and dislike. In kindness are present grief and tender feelings.

Derivative emotions give an indication of some result or some future incident. Expectation frustration and anxiety come under the category of derivative emotions. To be worried about a future situation or incident is a derivative emotion. (eg) worry due to discharge from service or failure in examination is a derivative emotion. Now we shall deal below and its relation with emotion.

Types of emotional adjustment

Robert piutchick has classified emotional adjustment into two basic groups

1. Primary emotional adjustment

- a) Anticipation
- b) Joy
- c) Acceptance
- d) Fear
- e) Surprise
- f) Disgust
- g) Anger
- h) Sadness

2.Secondary emotional adjustment: primary emotional adjustment can be combined to produce secondary emotions.

- a. Optimism
- b. Love
- c. Submission
- d. Awe
- e. Disappointment
- f. Remorse
- g. Contempt
- h. Aggression

Components of emotional adjustment

There are four basic components of emotional adjustment

1. The psychological aspect which involves active changes in the body physically (e.g) tachycardia, tachypnoea, dilated pupils etc.
2. The cognitive component, which emphasizes the importance of thoughts, beliefs and expectations in determining the type and intensity of emotional response.
3. The behavioural component which involves the various forms of expressions that emotions may take. (eg) facial expressions that emotions may take .(eg) facial expressions bodily postures, gestures and tone of voice which change with anger joy, fear sorrow etc.

4. The subjective experience which includes elements of pleasure, or displeasure, intensity of feeling etc. what one individual experiences as intensity as pleasurable may be being for another.

Need and significance of the study

Frustration is a common phenomena in the daily life of an individual. When troubled or in difficulty some loose their balance of mind. The tendency to react to frustration differs from person to person . one may feel frustrated for a minor trouble. While another may tolerate it and avoid being imbalanced. Frustration influences the cognitive and non cognitive personality development of an individual. Students having low frustration are mentally healthy and have the ability to adjust with the environment, more intelligent and have better academic achievement. Highly frustrated students suffer from anxiety and are slow to learn and have difficulties in learning. Students should learn to cope with their frustration to become better learners.

Thus the intensity of frustration varies from individual to individual. This variation may depend upon the individuals cognitive, affective and somatic aspects of the personality.

Frustration tolerance is dependent on constitutional characteristics such as reaction, perception and learning capacity as well as inborn components of affective development. Under normal conditions, frustration tolerance is also largely dependent on the individual's experience, the way in which his motives have been satisfied or

frustrated in the past. Some have frustration tolerance to the extent that they bear the consequences with a little injury to self or society. With others, in special situations, become violent and aggressive.

We are living in a world with full of competition. Due to this reason every individual may unable to escape from social and emotional disturbances. Education is the more powerful and effective instrument for inducing radical changes in the behavior of man. The present day education in India faces various problems. These problems of education may be the direct result of several sociological and psychological factors, which act upon the emotional adjustment of the students

Emotional adjustment is the process by which one becomes able to cope with emotions in relation to ones psychological and mental makeup. A well adjusted individual demonstrate a well balanced emotional behavior. He is able to express desirable emotions in a proper amount as per the needs of situation and his own well being. Emotions play a role in controlling directly ones behavior and providing a definite shape to his personality makeup. People who are not in control with their emotions fight internal struggles that inhibit their ability to think clearly and concentration on their work..

Some persons are not able to manage their emotions where as others are able to do so. The persons who are able to regulate or manage their emotions are found to take right decisions even in critical circumstances. Thus they are able to utilize their potential appropriately. They are able to perform more efficiently in various conditions in life

either in family or at work place or in social groups. Persons who are not able to manage their emotions are unable to take right decision at times and thus they cannot handle the situation effectively. An emotionally adjusted person can tolerate frustration. The present study has been undertaken to find out the relationship between frustration tolerance and emotional adjustment of college students.

STATEMENT OF THE PROBLEM

The problem selected for the study is entitled as “**FRUSTRATION TOLERANCE AND EMOTIONAL ADJUSTMENT OF COLLEGE STUDENTS**”.

Operational Definitions of Terms

Frustration tolerance

Dictionary of Education (1973): defines frustration tolerance as “the nature, degree and duration of stress that an individual can tolerate without undergoing serious personality decomposition”.

In this study frustration tolerance means the score obtained by administering the frustration tolerance scale.

Emotional adjustment

According to Good (1973): “Emotional adjustment is a process by which one becomes able to cope with emotions in relation to one’s psychological and mental make up.

College students

“Students who are studying in Arts and science colleges for various courses like BA, BSC, MA and M.Sc”.

Objectives of the study

The following are the major objectives framed for the present investigation.

1. To study the level of frustration tolerance of college students.
2. To study the level of emotional adjustment of college students.
3. To study the influence of background variables namely gender, locality, religion, community, age. level of education and subject of study on frustration tolerance of college students.
4. To study the influence of background variables namely gender, locality, religion, community, age. level of education and subject of study on emotional adjustment of college students.
5. To find out the correlation between frustration tolerance and emotional adjustment of college students for the total sample and relevant sub samples.

Hypotheses framed

1. There will be significant difference between male and female college students in their frustration tolerance.
2. There will be significant difference between rural and urban college students in their frustration tolerance.

3. There will be significant difference in the frustration tolerance of college students belonging to various religions.
4. There will be significant difference in the frustration tolerance of college students belonging to various communities
5. There will be significant difference in the frustration tolerance of college students of different age groups.
6. There will be significant difference between undergraduate and post graduate students in their frustration tolerance
7. There will be significant difference between Arts students and Science students in their frustration tolerance.
8. There will be significant difference between male and female college students in their emotional adjustment.
9. There will be significant difference between urban and rural college students in their emotional adjustment.
10. There will be significant difference in the emotional adjustment of college students belonging to various religions.
11. There will be significant difference in the emotional adjustment of college students belonging to various communities.
12. There will be significant difference in the emotional adjustment of college students of different age groups.
13. There will be significant difference between undergraduate and post graduate students in their emotional adjustment.

14. There will be significant difference between Arts students and Science students in their emotional adjustment.

15. There will be significant correlation between frustration tolerance and emotional adjustment.

Procedure of the study

For the present study the investigator adopted normative survey method. The sample consisted of 400 college students studying in different arts and science college of Kanyakumari district.

The tools used were i) frustration tolerance scale prepared by Doni puspha raj and Dr.V.S.Minikumari (2012). ii) Emotional adjustment scale prepared by Kavitha.G.S and Dr.V.S.Mini Kumari (2011), iii) General data sheet. The statistical techniques used for the analysis of arithmetic mean, standard deviation, t-test and Pearson's product coefficient of correlation

Limitations of the study

1. The investigator has taken only 400 college students as sample for the present study. The study would be relevant if more students are included as sample.
2. The present study is confined to Arts and Science colleges in Kanyakumari district. Due to lack of time the investigator was not able to visit all the colleges in Kanyakumari district.

CONTENT OF THE REPORT

Chapter-I Deals with introduction, Need and significance of the study, Statements of the problem, Operational definitions of terms ,Objectives of the study, Hypotheses framed, Procedure of the study, limitations of the study and organization of the report.

Chapter –II Deals with review of related literature.

Chapter –III Deals with methodology of the present investigation. It consists of the method adopted for the present study, tools used for the study, sample for the present investigation, details of the sample administration of the tool, scoring and tabulation and statistical techniques adopted.

Chapter-IV Deals with the analysis and interpretation of collected data

Chapter-V Deals with the findings, conclusions and suggestions for further study.

Chapter -II

REVIEW OF RELATED LITERATURE

The review of related literature is an essential part of investigation. It allows the researcher to acquaint himself with current knowledge in the field or area in which he is going to conduct his research.

The review of related literature gives the researcher an understanding of the research methodology. The review of related literature is the foundation on which the structure of further studies is laid and is a fruitful source of hypothesis. It enables the investigator to have a clear perception of the problem in hand and also helps to demonstrate the relationship between completed research and the topic under investigation. The final and important specific reason for reviewing the related literature is to know about the recommendations of previous researchers for further research.

According to mouly, “The review of related literature promotes a greater understanding of the problem and it is a critical aspect and ensures the avoidance of

unnecessary duplication. According to Lokesh koul (1990) “A careful review of the research journals, books, thesis, dissertations and other sources of information on the problem to be investigated is one of the important steps in the planning of any research study”.

Review of related literature provides the researcher an understanding and insight into the previous work that has been already done in the area. It also suggests methods of research appropriate to the problem and locates comparative data useful in the interpretations of results. It indicates the clear picture of the problem to be solved.

Importance of the review of related literature:

1. It enables the researcher to define the limits of his field. It helps to delimit and define his problem.
2. Review of literature gives the scholar an understanding of previous work that has been done.
3. It gives an understanding of the research methodology which refers to the way it is to be conducted.
4. It provides the means of getting to the frontiers in the particular field of knowledge.

Thus related literature plays a crucial role in any kind of research.

STUDIES RELATED TO FRUSTRATION TOLERANCE:

Indian studies

Sharma (1985) conducted a study on “Frustration among married and unmarried working women in Varanasi city”. The objective of the study was to find out the frustration of married and unmarried working women. The findings of the study revealed that there was significant difference in the frustration level of married and unmarried working women. There is no significant difference in reaction to frustration situation based on married status.

Sunanda (1999) conducted a study on “Frustration tolerance and adjustment among college students”. The objective of the study was to find out the relationship between frustration tolerance and adjustment among college students. The findings of the study were i) There was significant difference in frustration tolerance and adjustment among male and female students .ii) significant difference was noted in adjustment among rural and urban college students.

Bennet(2010) conducted a study on “sports motivation and frustration tolerance among higher secondary students”. The objectives of the study were to compare the mean scores of sports motivation and frustration tolerance among higher secondary students for the sub samples based on gender, locality, religion, community, nature of the school and types of management. Normative survey method used for the study. The sample consisted of 400 students studying in classes XI and XII in Kanyakumari District. The tools used

were sports motivation questionnaire (prepared by the investigator) frustration tolerance scale (prepared by Dr. R.Mukundan and J. Sunanda in 1998) and General data sheet, the statistical techniques used for the analysis of data were standard deviation, t-test, pearson's correlation techniques. The findings of the study were i) There exists no significant difference in the sports motivation of higher secondary students based on gender, locality, religion, community, nature of school and types of management ii) There exists significant difference in the frustration tolerance of higher secondary students based on gender and locality iii) There exists no significant difference in the frustration tolerance of higher secondary students based on religion, community, nature of the school and types of management. iv) There exists no correlation between sports motivation and frustration tolerance of higher secondary students.

Salini (2011) conducted a study on "frustration tolerance and achievement in physics of Eleventh standard students". The objectives of the study were to compare the mean scores of frustration tolerance and achievement in physics of eleventh standard students for the sub samples based on sex, locality, type of institution, monthly income and educational qualification of parents. Normative survey method was used for the study. The sample consisted of 400 eleventh standard students studying in different schools in Kanyakumari District. The tools used were frustration tolerance scale by Dr. R. Mukundan and J. Sunanda (1998), Achievement test in physics for eleventh standard students (developed by Salini.M and Mrs. Bindu Gowri V.P) and general data sheet. The statistical techniques used for the analysis of data were standard deviation, t-test,

ANOVA and Pearson's product moment correlation. The findings of the study were i) There exists significant difference in frustration tolerance of eleventh standard students based on gender, types of institution and education qualification of parent's ii) There exists no significant difference in the frustration tolerance of eleventh standard students based on locality and monthly income of parents iii) There exists significant difference in the achievement in physics of eleven standard students based on gender, locality and types of institution iv) There exists no significant difference in the achievement in physics of eleventh standard students based on monthly income and education qualification of parents v) There exists no correlation between frustration tolerance and achievement in physics of eleventh standard students.

Ginisha (2011) conducted a study on "spiritual intelligence and frustration tolerance of college students". The objective of the study were to compare the mean scores of spiritual intelligence and frustration tolerance of college students for the sub samples based on gender, locality, religion, community and subject of the study and to study the relationship between spiritual intelligence and frustration tolerance of college students. Normative survey method used for study. The sample consisted of 400 students from different Arts and science colleges of Kanyakumari District. The tools used were spiritual intelligence test (constructed and validated by investigator), frustration tolerance scale (prepared by J.Sunanda Dr. R.Mukundan 1998) and general data sheet. The statistical techniques used for the analysis of data were mean, standard deviation, t-test, ANOVA, Pearson's product moment correlation. The findings of the study were i) There

exists significant difference in the spiritual intelligence of college students based on gender, religion, caste etc ii) There exists no significant difference in the spiritual intelligence of college students based on locality, community, subject of study etc iii) There exists significant difference in the frustration tolerance of college students based on gender, religion, caste etc iv) There exists no significant difference in the frustration tolerance of college students based on locality, community, subject of the study etc v) There exists significant correlation between spiritual intelligence and frustration tolerance of college students.

Pushparaj (2012) conducted a study on “mental health and frustration tolerance -A study on prospective teachers”. The major Objective of this study were to compare the mean score of mental health and frustration tolerance based on gender, locality, religion, community, marital status. The method used are Normative survey method was used for the study. The Sample of 400 prospective teachers studying in different college of education affiliated to Tamil Nadu teacher Education University. The major tools are used frustration tolerance scale constructed and validated by the investigator, and mental health scale (Actor mental health scale) developed by Dr.R.Mukundan and K.S.Sivakumar and general data sheet. The major finding was there exists no significant difference in gender, locality, community, marital status, and there exists significant different in religions.

Jayanthi (2012) conducted a study on “frustration tolerance and adjustment A study on college students”. The objectives of the study were to compare male and female

college students in frustration tolerance ii) To compare the male and female college students in adjustment iii) To find the differences in adjustment of rural and urban subjects. Normative survey method was used for the study. The sample consisted of 500 college students. The tools used were i) Frustration tolerance scale ii) Adjustment inventory iii) General data sheet. The statistical techniques used for the analysis of data were mean, standard deviation, t-test, ANOVA and Pearson's correlation technique. The major findings of the study were no significant difference existed between the rural and urban college students in variable's of frustration tolerance ii) Rural and urban subjects had a considerable difference only in family adjustment where urban subjects excelled their counter parts iii) No significant difference existed between the two age groups (17-19 years and 20-22 years) in frustration tolerance.

Krishna (2014) conducted a study on frustration tolerance and self-esteem among higher secondary students. The major objective of this study were to compare the mean score of frustration tolerance and self-esteem among higher secondary students based on gender, locality, religion, and community, medium of instructions, type of management, and type of family. Normative survey method was used for the study. The Sample consisted of 400 high school students of kanyakumari district. The major tools used were frustration tolerance scale prepared by Dr.R.Mukundan and J.Sunanda (1998) and self-esteem inventory prepared by M.S.Suja and Dr.B.Krishna Prasad (2008) and general data sheet. The major finding was there exists no significant difference in frustration tolerance based on gender, locality, community, type of family, medium of instruction.

Foreign studies

Lenka and Kant (2009) conducted a study on frustration and work motivation of secondary school teachers as a correlate of relationship behavior of their heads. The purpose of the study was to find out the leadership behavior of principles or heads affects the frustration of and work motivation of their schools teacher. The sample consists of 80 teachers 20 heads this different school as sample. The tools used reaction to frustration scale by Mailer (1949). The techniques was used the survey method. The major findings are revealed exists a significant positive relationship between frustration secondary school teachers and leadership behavior of their heads.

Singh Jagdeep (2014) conducted a study on “frustration tolerance in relation to study involvement of visually challenged and sighted school students”. The objectives were to study the frustration tolerance and study involvement among visually challenged and sighted school students and to study the relationship between frustration tolerance and study involvement of visually challenged and sighted school students. Survey method was used for the study. A sample of 120 secondary school students (60 visually challenged and 60 sighted) were selected through purposive sampling method. The major findings of the study were i) There exists is negative relationship between frustration and study involvement among visually challenged and sighted school students. There is no relationship between frustration and nurturance study involvement among visually challenged and sighted school students There is negative relationship between fixation

frustration and study - involvement among visually challenged and sighted school students is significant.

STUDIED RELATED TO EMOTIONAL ADJUSTMENT

Indian studies

Sreekala, (2004) conducted a study on “Emotional adjustment among higher secondary students of Kuzhithurai Educational District”. The objective of the study were

- i) To study the emotional adjustment among higher secondary students.
- ii) To compare the male and female higher secondary students on the variable emotional adjustment.
- iii) To investigate the differences if any, among rural and urban higher secondary students on the variable emotional adjustment.
- iv) To compare the higher secondary students belonging to different religions on the variable emotional adjustment.
- v) To compare the government and private higher secondary students on the variable emotional adjustment.

The findings of the study were

- i) There exists significant difference between male and female students on their emotional adjustment, the female students we having higher emotional adjustment than male students.
- ii) There exists significant difference between rural and urban students in their emotional adjustment urban students show higher level of emotional adjustment than rural students.
- iii) There exists significant difference between hindu and Christian students in their emotional adjustment Christian students show better adjustment than hindu students
- iv) There exists significant difference between hindu and muslim higher secondary students in their emotional adjustment. hindu students show better adjustment than muslim students.
- v) There exists significant

difference between christian and muslim students in their emotional adjustment Christian students show high level of adjustment than hindu and muslim students. vi) There exists significant difference between Government and private higher secondary school students in their emotional adjustment. Private school students show higher level of emotional adjustment than government school students.

Lekshmi (2004) conducted a study on “emotional adjustment among higher secondary students of Kuzhithurai Educational District”. The objectives of the study were to compare the mean scores of emotional adjustment among higher secondary students for the sub samples based on gender, locality, religions, community, monthly income, types of management. normative survey method was used for the study. The sample consisted of 410 higher secondary students studying in 10 different schools of Kuzhithurai Educational District. The tools used were emotional adjustment scale (constructed and standardized by the investigator) and general data sheet. The statistical techniques used for the analysis of data were arithmetic mean, standard deviation and t-test. The study revealed these there exists significant difference in the emotional adjustment of higher secondary students based on gender, locality, religion, community, monthly income and type of management.

Usha, (2007) conducted a study on “Emotional adjustment and Family Acceptance of Child correlates for Achievement”. The objectives of the study were i) To find out the relation for achievement in Maths with emotional adjustment and family acceptance of the child for the total sample and relevant samples. ii) To compare boys and girls, urban

and rural samples with regard to their emotional adjustment, family, acceptance of the child and achievement in Maths. The findings of the study were i) Emotional adjustment and family acceptance of the child have a positive significant correlation with achievement in Maths. ii) Boys and Girls differ in their family acceptance and achievement but not in their emotional adjustment iii) Emotional adjustment and family acceptance of the child are effective factors contributing to academic achievement.

Jebaraj, (2008) conducted a study on the “Relationship between Emotional adjustment and Achievement in science of secondary school students”. The objects of the study were i) To find out the significant difference between if any in Emotional adjustment in science with respect to the sub variable sex, locality, birth order, religion, community, monthly income, type of school, nature of school etc. ii) To find out the relationship between emotional adjustment and achievement in science for the total sample. The findings of the study were. i) there is significant difference between boys and girls in their emotional adjustment ii) There exists no significant relationship between emotional adjustment and achievement in science for the total sample.

Anton Vinitha, (2009) conducted a study on “Emotional adjustment among high, average and low achievers in Economics- A study on XI standard students”. The objectives of the study were i) To study the emotional adjustment among high, average and low achievers in Economics at the higher secondary level. ii) To study the emotional adjustment of high average and low achievers in terms of sex, locality, religion, community monthly income and type of the school. The findings of the study were i)

There is significant difference in emotional adjustment based on the variable sex, locality and monthly income. ii) There is no significant difference in emotional adjustment based on the variable religion, community and type of school.

Anichandra, (2009) conducted a study on “Emotional adjustment and Achievement in History – A study on Ninth standard students”. The objectives of the study were i). To find out the relationship between emotional adjustment and Achievement in history among the ninth standard students. ii) To find out the significant differences between in any in emotional adjustment and Achievement in history with respect to the variable sex, locality, religion, community and type of school. The findings of the study were i) The emotional adjustment of the student has a high relationship with achievement in history. ii) There is significant difference in emotional adjustment of ninth standard students based on the variables sex, community and type of management. iii) There is no significant difference in emotional adjustment of ninth standard students based on the variables religion and locality.

Chandra (2010) conducted a study on “emotional adjustment and achievement in history – A study on ninth standard students”. The objects of the study were to compare the mean scores of emotional adjustment and achievement in history of ninth standard students for the sub sample based on gender, locality, religion, community, types of management. Normative survey method was used for the study. The sample consisted of 400 ninth standard students selected from 8 schools of Kanyakumari District. The tools used were general data sheet, emotional adjustment scale (S.Sreekala and Dr. B.Krishna

Prasad) and achievement test in history (prepared by the investigator). The statistical techniques used for the analysis of data were standard deviation, t-test, correlation. The findings of the study were i) There exists significant difference in the emotional adjustment of ninth standard students based on gender, community and type of management ii) There exists no significant difference in the emotional adjustment ninth standard students based on locality and religion iii) There exists no correlation between emotional adjustment and achievement in history.

Rajeswari (2013) conducted a study on “emotional adjustment of Adolescent school students”. The objectives of the study. were i) To study the level of emotional adjustment of the adolescent school students ii) To suggest suitable life skill measures to enhance the emotional adjustment of adolescent of school students. The method used was normative survey method. The findings of the study were there exists significant difference in the emotional adjustment of school students based on gender, age and locality.

Anitha. (2013) conducted a study on “emotional adjustment and interpersonal intelligence of secondary school students”. The objectives of the study was to find out the emotional adjustment and interpersonal intelligence of secondary school students with respect to gender and type of management. The method used was normative survey method. The sample for the present study for consisted of 315 secondary school students of Kerala. Tools used are emotional adjustment scale interpersonal intelligence test and general data sheet. The statistical techniques used are mean and standard deviation. The

findings of the study were gender and type of management are not determinants of emotional adjustment. But gender is found to be determinant of interpersonal intelligence. Type of management of school is not associated with interpersonal intelligence or emotional adjustment.

Foreign studies

Chadda (1988) conducted a study on “self concept of Teachers and their emotional adjustment”. The objectives of the study were i) To study the self-concept and emotional adjustment of teachers in respect of variables sex and rural, urban background ii) To find out the extent of relationship between the self-concept and emotional adjustment of teachers as obtainable through self-concept scale and emotional adjustment inventory iii) To estimate the emotional adjustment and the level there of achieved by the teachers at a defined point of time. The findings of the study were i) There is no significant difference between the self-concept scores of male-female, rural-urban sub-groups of teachers ii) Self-concept of teachers differ significantly from their emotional adjustment and the same has also been observed in respect of male-female, rural-urban teachers iii) There is no significant difference between the emotional adjustment scores of various sub-groups of teachers.

Kenneth.G et.al(2001) conducted a study on “perfectionism coping and emotional adjustment of college students”. The objectives of the study was to measure coping and emotional adjustment differences between three groups of students labelled adaptive, maladaptive and non-perfectionist. The findings of the study revealed that perfectionism

and coping predicted emotional adjustment, but coping as a moderator or mediator in the prediction of adjustment was not supported.

Boswergel et.al (2003) conducted a study on “Emotional adjustment of children and Adolescents with Hemophilia in relation to the HIV threat”. The objective of the study was to examine the effect of HIV testing, HIV status disclosure HIV status and the child’s experiences with disease related information on emotional adjustment. The findings of the study showed significant differences in emotional adjustment between the patients in a standardization sample of healthy peers. The data provide evidence that children and adolescents with hemophila cope effectively with their disease.

Maliksh, and Arberg Kathryn (2004) conducted a study on “Friendship and emotional adjustment in adolescents”. The objective of the study was to find out relation of friendship and emotional adjustment in adolescents. Both quantitative (popularity, mutual, friendship, and number of friends) and qualitative dimensions (perceived positive friendship quality and conflict) of friendship were used. The findings of the study were i) structure equation modeling showed that positive friendship quality was the only friendship variable that protected adjustment. ii) The quantitative aspect of friendship had a small, indirect effect on emotional adjustment through their positive quality.

Adomesh and JLU (2006) conducted a study on “Fostering emotional adjustment among Nigerian adolescents with Rational Emotive Behaviour Therapy”. “The objective of the study was to examine the efficiency of Albert Ellis Rational Emotive behavioural therapy in fostering emotional adjustment among Nigerian Adolescents. The findings of

the study showed that REBT effectively reduced the level of anxiety and stress to the adolescents.

Sterett (2008) conducted a study on Teacher preference peer rejection and student Aggression: A prospective study of Transactional influence and independent contributions to emotional adjustment and grades. This study assessed the importance of teacher preference of individual students, relative to peer rejection and student aggression as an independent predictor of children's emotional adjustment and grades. First, a longitudinal, cross-lagged path analysis was conducted to determine the patterns of influence among teacher preference, peer rejection and student aggression. Then parallel growth analyses were examined to test whether lower initial and declining teacher preference, beyond the influence of initial level and change in peer rejection and student aggression, predicted change in loneliness, depression, social anxiety, and grades. Social adjustment, emotional adjustment and academic adjustment were assessed in the fall and spring of two consecutive school years with 1193 third grade students via peer-teacher and self-report instruments as well as school records. In the cross lagged path analysis, reciprocal influence over time between teacher preference and peer rejection was found and student aggression predicted lower teacher preference and higher peer rejection. In the growth analyses initial and declining teacher preference were independent predictors of increasing loneliness and declining grades. Discussion focuses on the relevance of the result within a transactional model of school adaptation.

Ross (2010) conducted a study on “parental attachment, Interparental conflict and young adults emotional adjustment”. This study extends Engels et al’s model of emotional adjustment to young adults and includes the constructs of interparental conflict and conflict resolution. Results indicate that parental attachment is better conceived as a two factor construct of mother and father attachment and that although attachment to both mothers and fathers directly predicts emotional adjustment, the mechanisms that mediate these relationships differ. Attachment to fathers was found to be predictive of better social skills, which in turn promoted greater relational competence, and better emotional adjustment. Attachment to mothers was found to be predictive of better conflict resolution behavior, which in turn promoted greater relational competence, and better emotional adjustment.

Charles (2011) conducted a study on “Time in U.S.Residency and the social, behavioral and emotional adjustment of Latino immigrant families”. Using baseline data from the adolescent Latino Acculturation study (N=217), this article examines the effects of time in residency on parent adjustment, family stress, parenting practices and youth behavioral and socio emotional outcomes among Latino immigrant parents and youth (Grades 6 to 10) who have lived in the united states between 1 and 12 years. Results of cross-sectional analyses show that immigrant families with less time in residency may experience higher levels of distress that diminish in intensity over time and that youth problem behaviors increase and academic outcomes worsen with increased exposure to life in U.S. society. Time in residency, parent adjustment and parenting practices each

demonstrated unique and unmediated effects on youth outcomes. Results highlight specific vulnerabilities for families in states with emerging immigrant populations that often have few supports for the successful integration of recent immigrant families.

Chapter -III

METHODOLOGY

❖ **METHOD ADOPTED**

❖ **TOOLS USED**

❖ **SAMPLE FOR THE STUDY**

❖ **STATISTICAL TECHNIQUES USED.**

Research is a positive and purposive investigation. It is an intellectual activity. It is an intellectual quest for knowledge. Research can be defined as “The systematic and objective analysis and recording of controlled observation that leads to the development of generalizations, principles or theories resulting in prediction and possible ultimate of events”. (John W. Best 1995). Methodology is a systematic way to solve the research problem. It occupies a very important place in the research process. In the words of Hill

way (1969)” the credibility of the research depends very much upon the credibility of the method used.

Methodology occupies a very important place in any type of research. According to mouly (1964) “Methodology includes sources of data, details about method of gathering data, reliability of the instrument, statistical procedures used in analysis etc.

The procedure by which researcher go about his work of describing, explaining and predicting phenomena are called methodology. Methodology helps to avoid wastage of time, money and effort. It helps to enhance to efficiency and validity of the research.

METHOD ADOPTED

The present study attempts to find out the relationship between frustration tolerance and emotional adjustment of college students. since the problem selected is concerned with “survey” type the investigator has selected the Normative survey method for conducting the study.

Normative survey method

Normative survey or descriptive approach of research is also a recent development in the field of investigation. In using this method, many times researchers gains insight into other aspects of the problem. Which otherwise may not be within the scope of his research performance. He also gains invaluable experience of conducting such enquiries systematically and accurately. It is the method of investigation which attempts to describe and interpret what exists at present in the form of conditions, practices, processes, trends,

attitudes, belief and so on. It investigates into the conditions that exist, practices that prevail, belief, points of view or attitudes that are held, processes that are going on influence that are being felt and trend that are developing.

Characteristics of Normative survey method

1. It is essentially cross-sectional.
2. It gathers data from a relatively large number of cases.
3. It deals with clearly defined problems as definite objectives.
4. Descriptions resulting from surveys may be either verbal or expressed in mathematical.
5. Surveys vary greatly in complexity, some concerning only with the frequently count of events, while others see to establish relationship among events.
6. Surveys may be qualitative or quantitative.
7. It is more realistic than the experiment in that it investigates phenomena in their natural setting.
8. It is more reliable.
9. It determines the present trends and solves current problems.
10. The existing theories and laboratory findings can easily be put to test in real situations.

TOOLS USED

The selection of suitable and appropriate tool for the collection of new and unknown data for the study of any problem is of vital importance for successful research. For each and every type of research certain instruments are needed to gather facts and the instruments employed are called tools. According to Best (1983) “Like the tool in the carpenter’s a box, each research tool is appropriate in a given situation to accomplish a particular purpose”.

A great variety of research tools are widely employed for collecting the relevant data. The selection of suitable tool is necessary condition for any successful research. Research depending on the nature of the study selects the relevant tools either ready made or new one. The tools used for the present study were

- a) Frustration tolerance scale prepared by Doni pushparaj and Dr. Minikumari V.S. (2012)
- b) Emotional adjustment scale prepared by Kavitha G.S. and Dr. Minikumari V.S. (2011)
- c) General data sheet

a) Frustration tolerance scale

The frustration tolerance scale was constructed and validated by T. Doni pushparaj and Dr. V.S. Minikumari (2012). A copy of the frustration tolerance scale is given in the Appendix-A. It contains 60 items under five dimensions. Such as frustration tolerance in

Home atmosphere, frustration tolerance in college atmosphere, frustration tolerance in society, frustration tolerance in job aspiration and personal frustration tolerance.

The reliability coefficient of the scale was found to be 0.75.

Scoring

For frustration tolerance scale scoring was done by assigning a score of 'two' for 'yes', 'one' for 'undecided' and 'zero' for no' for positive items and the negative items were scored in the reverse order.

b) Emotional adjustment scale

The Emotional adjustment scale was developed by Kavitha G.S. and Dr. V.S. Minikumari (2011). There are 30 statements in the scale. The dimensions of emotional adjustment scale includes ones adjustment towards his own emotion, towards peer group, family members, college and society.

For each statement two answer choices are given. These choices were Yes / No. The respondent has to tick any one of the choices that he thinks correct.

The reliability of Emotional adjustment scale was found to be 0.715. A copy of the Emotional adjustment scale is given in appendix -B.

Scoring

In the emotional adjustment scale for positive items a score of '1' was given for Yes and '0' for No. The scores were reversed for the negative statements.

c) General data sheet

The general data sheet is prepared to collect personal information of students such as name, sex, age, locality, religion, community, level of Education and subject. A copy of general data sheet is given in appendix -C.

THE SAMPLE

Sampling involves the selection of a new items from a particular group to be studied with a view to obtain relevant data which help in drawing conclusion regarding the entire group. The total group from which the sample was selected is called population.

The sample for the present study consisted of 400 college students studying in different Arts and science colleges of Kanyakumari District. Investigator has adopted stratified random sampling method. The details of the sample selected is given in table 3.1.

Table:3.1

Details Regarding the sample selected

No	Name of the college	Number of students
1.	Nesamony memorial Christian college, Marthandam	38
2.	V.T.M. college of Arts and science, Arumanai	15
3.	S.T. Hindu college, Nagercoil	22
4.	Women's Christian college, Nagercoil	37
5.	Lekshmipuram college of Arts and science, Neyyoor	52
6.	Noorul Islam university, Kumaracoil	52
7.	Scott Christian college, Nagercoil	28
8.	Annai Velankanni college, Tholayavattam	31
9.	St. Jude's college, Thoothoor	104
10.	Muslim arts college, Thiruvithancode	21

Table:3.2

Distribution of the sample on the basis of background variable

Background variables	Category	Count
Gender	Male	94
	Female	306
Locality	Rural	252
	Urban	148
Religion	Hindu	161
	Christian	206
	Muslim	33
Community	Backward caste	299
	Most backward caste	69
	Schedule caste	32
Age	Below 20	287
	Above 20	113
Level of Education	Under Graduate	313
	Post Graduate	87
Subject	Arts	167
	Science	233

Data collection procedure

Data were collected from 400 college students. For this purpose the investigator visited ten colleges as per the schedule fixed. The investigator sought permission from the heads of the institution for administrating the tool.

Before administering the tool the investigator explained the purpose of her study. A copy of general data sheet, frustration tolerance scale and Emotional adjustment scale were distributed to the college students and the response sheets were collected from the respondents after marking the responses.

Statistical techniques used

1. Arithmetic Mean

$$X = A + \frac{\sum fd}{N} \times c$$

Where,

X = Arithmetic Mean

A = Assumed Mean of the scores

f = Frequency of the scores

d = deviation from the mean

N = Total sample

c = Class interval of the scores

2. Standard deviation

$$\sigma = \sqrt{\frac{\sum fd^2}{N} - \frac{(\sum fd)^2}{N}} \times c$$

Where,

c = Length of the class interval

d = Deviation of the scores assumed mean

f = frequency of each class

N = Total sample

3. t-test

$$t = \frac{M_1 - M_2}{\sqrt{\frac{\sigma_1^2}{N_1} - \frac{\sigma_2^2}{N_1}}}$$

where,

M_1 = Arithmetic mean of 1st sample

M_2 = Arithmetic mean of 2nd sample

σ_1 = Standard deviation of 1st sample

σ_2 = Standard deviation of 2nd sample

N_1 = Number of students in 1st group

N_2 = Number of students in 2nd group

4. Correlation co-efficient

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

Where, N = Number of scores.

$\sum X$ = Sum of the X scores.

$\sum Y$ = Sum of the Y scores.

$\sum X^2$ = Sum of the X scores squared.

$\sum Y^2$ = Sum of the Y scores squared.

$\sum XY$ = Sum of the X products of paired X and Y scores.

5. ANOVA (Analysis of Variance/F-test)

$$F = \frac{\text{Mean square variance between groups}}{\text{Mean square variance with in groups}}$$

$$= \frac{V_b}{V_w}$$

where,

V_b = Mean square variance between groups

V_w = Mean square variance with in group

Verbal Interpretation of correlation

The co-efficient of correlation can generally be described as either high, substantial, low or negligible Garret (1969) present the following classification for interpreting the various values of co-efficient of correlation 'r'.

- a) If 'r' is from 0.00 to ± 0.20 there exists indifferent or negligible correlation.
- b) If 'r' is from ± 0.21 to 0.40 the correlation is low.
- c) If 'r' is from ± 0.41 to 0.70 the correlation is substantial.
- d) If 'r' is from ± 0.71 to 0.90 the correlation is high.
- e) If 'r' is form ± 0.91 to 0.99 the correlation is very high.
- f) If 'r' is from ± 1 the correlation is perfect.

Chapter -IV

ANALYSIS AND INTERPERETATION

Analysis and interpretation of data represent application of the inductive and deductive logic to the research process. It is a very important step in the total procedure of research.

Analysis of data means studying the tabulated material in order to determine inherent facts or meanings. It involves breaking down existing complex factors into simple parts and putting the parts together in new arrangements for the purpose of interpretation. Interpretation of data calls for the critical examination of the results of one's analysis in the light of all the limitations of his data gathering.

In the present study the data collected were analysed using the following statistical techniques.

1. Arithmetic mean

2. Standard deviation
3. t – test
4. Co-efficient of correlation
5. ANOVA

A) FRUSTRATION TOLERANCE SCORES

i) FRUSTRATION TOLERANCE SCORES OF COLLEGE STUDENTS (TOTAL SAMPLE)

The mean and standard deviation of Frustration tolerance scores of 400 college students are given in table.4.1

Table-4.1

Mean and standard deviation of Frustration Tolerance scores of college students

Number	Mean	Standard Deviation
400	60.72	11.9

The arithmetic mean was found to be 60.72 out of a total of 120. This shows that the college students have moderate level of Frustration Tolerance.

The value obtained for standard deviation 11.9. This value shows that there is scattering of scores from the mean score.

ii) Level of Frustration Tolerance of college students

The percentage distribution of different levels of Frustration Tolerance of college students are given table.4.2

Table4.2

Percentage distribution of levels of Frustration Tolerance

Frustration Tolerance	Count	Percentage
Low	61	15.25
Medium	276	69
High	63	15.75
Total	400	100

From the above table it is clear that the numbers of students according to low, medium and high level of Frustration Tolerance were 61,276 and 63 and the corresponding percentages were 15.25, 69 and 15.75 respectively. This indicates the most of the college students have medium level of Frustration Tolerance.

iii) Frustration Tolerance scores of male and female college students

The mean and standard deviation of Frustration Tolerance scores of male and female college students are given in table.4.3

Table 4.3

Mean and standard deviation of Frustration Tolerance scores of male and female college students

Gender	Number	Mean	Standard Deviation
Male	94	63.95	12.85
Female	306	59.73	11.43

The mean values obtained by male and female college students were 63.95 and 59.73 respectively out of total of 120. This shows that male and female college students have moderate level of Frustration Tolerance.

The value obtained for standard deviation were 12.85 for male college students and 11.43 for female college students. These values show that there is high scattering of scores from the mean score.

iv) Frustration Tolerance scores of urban and rural college students

The mean and standard deviation of Frustration Tolerance scores of Urban and Rural college students are given in table.4.4

Table 4.4

Mean and standard deviation of Frustration Tolerance scores of Urban and Rural college students

Locality	Number	Mean	Standard Deviation
Rural	252	62.57	11.94
Urban	148	57.56	11.19

The mean values obtained by Rural and Urban colleges students were 62.57 and 57.56 respectively out of a total of 120. This shows that Rural college students have moderate level of Frustration Tolerance. But Urban college students have low level of frustration tolerance.

The value obtained for standard deviation were 11.94 for Rural college students and 11.19 for Urban college students. These values show that there is high scattering of scores from the mean score.

v) Frustration Tolerance scores of college students belonging to various Religions

The mean and standard deviation of frustration tolerance scores of Hindu, Christian and Muslim college students are given in table.4.5

Table 4.5

Mean and standard deviation of frustration tolerance scores of college students belonging to various Religions.

Religion	Number	Mean	Standard Deviation
Hindu	161	62.61	12.62
Christian	206	59.02	10.71
Muslim	33	62.06	14.06

The mean values obtained by college students belonging to Hindu, Christian and Muslim religions were 62.61, 59.02 and 62.06 respectively out of a total of 120. This shows that all the three categories of college students have moderate level of frustration tolerance.

The values obtained for standard deviation were 12.62 for Hindu, 10.71 for Christian and 14.06 for Muslim college students. These values show that there is high scattering of scores from the mean score.

vi) Frustration tolerance scores of college students belonging to various communities

The mean and standard deviation of frustration tolerance scores of Backward caste, most backward, scheduled caste college students are given in table.4.6

Table 4.6

**Mean and standard deviation of frustration tolerance scores of college students
belonging to various communities**

Community	Number	Mean	Standard Deviation
Backward caste	299	60.23	12.31
Most backward caste	69	61.06	9.93
Scheduled caste	32	64.53	11.49

The mean values obtained by college students belonging to Backward caste, most backward caste and scheduled caste were 60.23, 61.06 and 64.53 respectively out of a total of 120. This shows that all the three categories of college students have moderate level of frustration tolerance.

The values obtained for standard deviation were 12.31 for backward caste, 9.93 for most backward caste 11.49 for scheduled caste college students. These values show that there is high scattering of scores from the mean score.

vii) Frustration tolerance scores of college students classified on the basis of age

The mean and standard deviation of frustration tolerance scores of college students of different age groups are given in table.4.7

Table 4.7

Mean and standard deviation of frustration tolerance scores of college students of different age groups

Age	Number	Mean	Standard deviation
Below 20	287	60.65	11.86
Above 20	113	60.88	12.06

The mean values obtained by the college students of age groups below 20 and above 20 were 60.65 and 60.88 respectively out of a total of 120. This shows that the two age groups of college students have moderate level of frustration tolerance.

The values obtained for standard deviation were 11.86 and 12.06. These values show that there is high scattering of scores from the mean score.

viii) Frustration tolerance scores of under Graduate and Post Graduate college students

The mean and standard deviation of frustration tolerance scores of under Graduate and Post Graduate college students are given in table.4.8

Table 4.8

Mean and standard deviation of frustration tolerance scores of under Graduate and Post Graduate college students

Level of Education	Number	Mean	Standard deviation
Under Graduate	313	60.91	12.13
Post Graduate	87	60.01	11.09

The mean values obtained by under Graduate and Post graduate college students were 60.91 and 60.01 respectively out of a total of 120. This shows that Under graduate and Post graduate college students have moderate level of frustration tolerance.

The values obtained for standard deviation were 12.13 for under graduate college students and 11.09 for post graduate college students. These values show that there is high scattering of scores from the mean score.

ix) Frustration tolerance scores of college students of Arts and Science subjects

The mean and standard deviation of frustration tolerance scores of college students of Arts and science subjects are given in table.4.9

Table 4.9

Mean and standard deviation of frustration tolerance scores of college students of Arts and Science subjects.

Subject	Number	Mean	Standard deviation
Arts	167	64.23	12.69
Science	233	58.20	10.64

The mean values obtained by the college students of Arts and Science were 64.23 and 58.20 respectively out of a total of 120. This shows that college students of Arts subjects have moderate level of frustration tolerance. But students of Science subjects have low level of frustration tolerance.

The values obtained for standard deviation were 12.69 for college students of Arts subject and 10.64 for college students of Science subjects. These values show that there is high scattering of scores from the mean score.

B. COMPARISON OF FRUSTRATION TOLERANCE SCORES OF VARIOUS GROUPS

The frustration tolerance scores of different groups of college students have been compared independently as shown below.

i) Comparison of frustration tolerance scores of male and female college students

The t-value was calculated to find out the influence of sex on frustration tolerance of college students. The mean, standard deviation and t-value are presented in table.4.10

Table 4.10

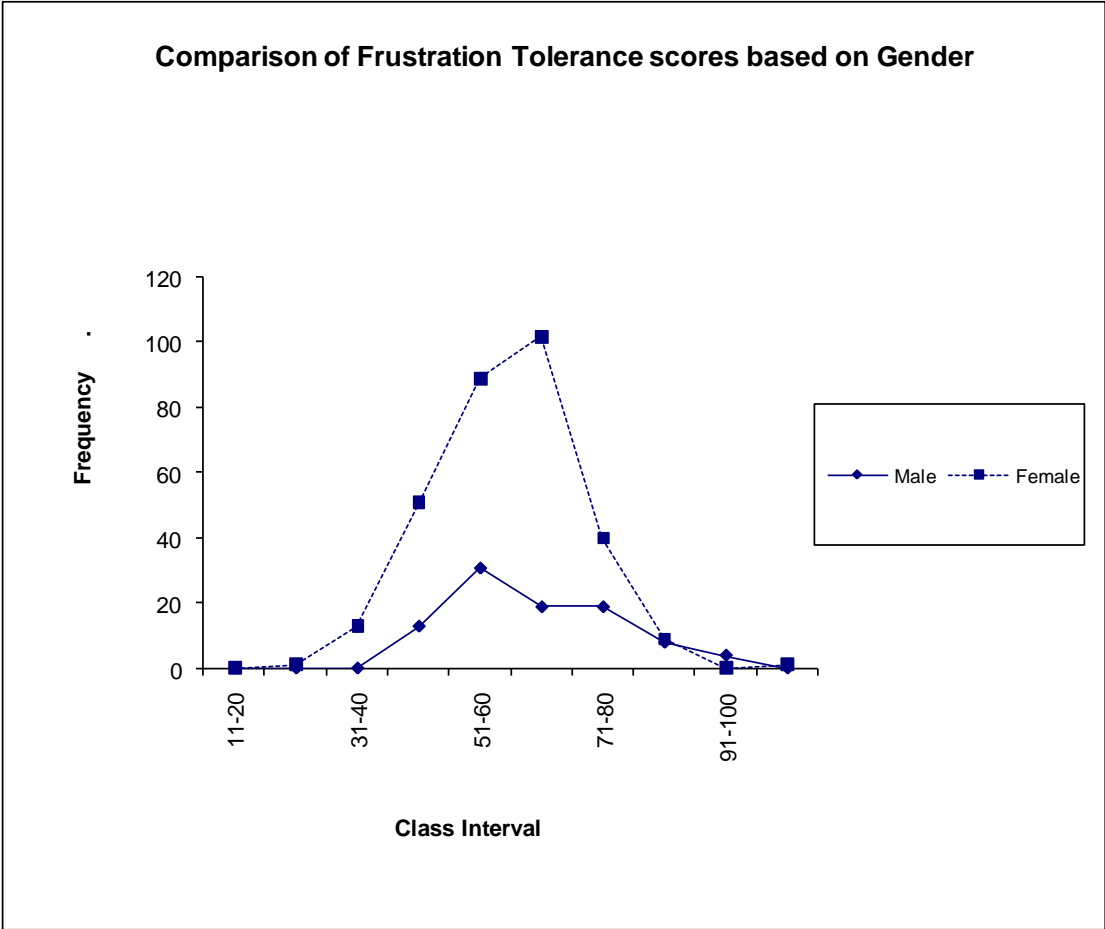
Mean, standard deviation and t-value of frustration tolerance scores of male and female college students

Gender	Mean	Standard deviation	Number	t	p	Level of significance
Male	63.95	12.85	94	2.856	0.005	Significant at 0.01 level
Female	59.73	11.43	306			

The obtained t-value (2.856) is significant at 0.01 level. This result indicates that there is significant difference between the male and female college students in their frustration tolerance.

So it can be concluded that Gender has influence on the frustration tolerance of college students. The comparison of scores is graphically presented in figure.4.1

Figure 4.1



ii) Comparison of frustration tolerance scores of Urban and Rural college students

The t-value was calculated to find out the influence of locality on frustration tolerance of college students. The mean, standard deviation and t-value are presented in table. 4.11

Table.4.11

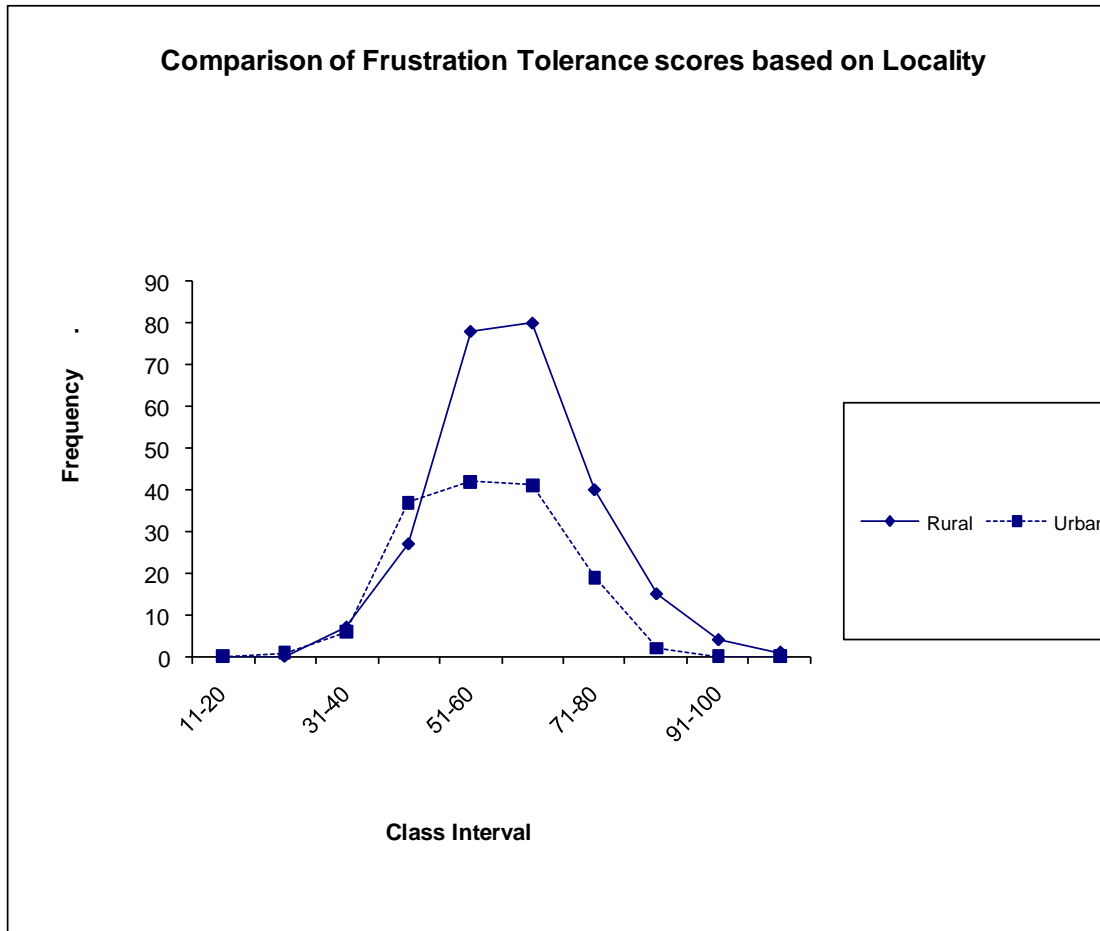
Mean, standard deviation and t-value of frustration tolerance scores of Urban and Rural college students

Locality	Mean	Standard deviation	Number	t	p	Level of significance
Rural	62.57	11.94	252	4.217	0.000	Significant at 0.01 level
Urban	57.56	11.19	148			

The obtained t-value (4.217) is significant at 0.01 level. This result indicates that there is significant difference between the Urban and Rural college students in their frustration tolerance.

So it can be concluded that locality has influence on the frustration tolerance of college students. The comparison of scores is graphically presented in figure.4.2

Figure 4.2



iii) Comparison of frustration tolerance scores of college students on the basis of Religion

The F value was calculated to find out the influence of religion on the frustration tolerance of college students. The mean standard deviation and F value are presented in table.4.12

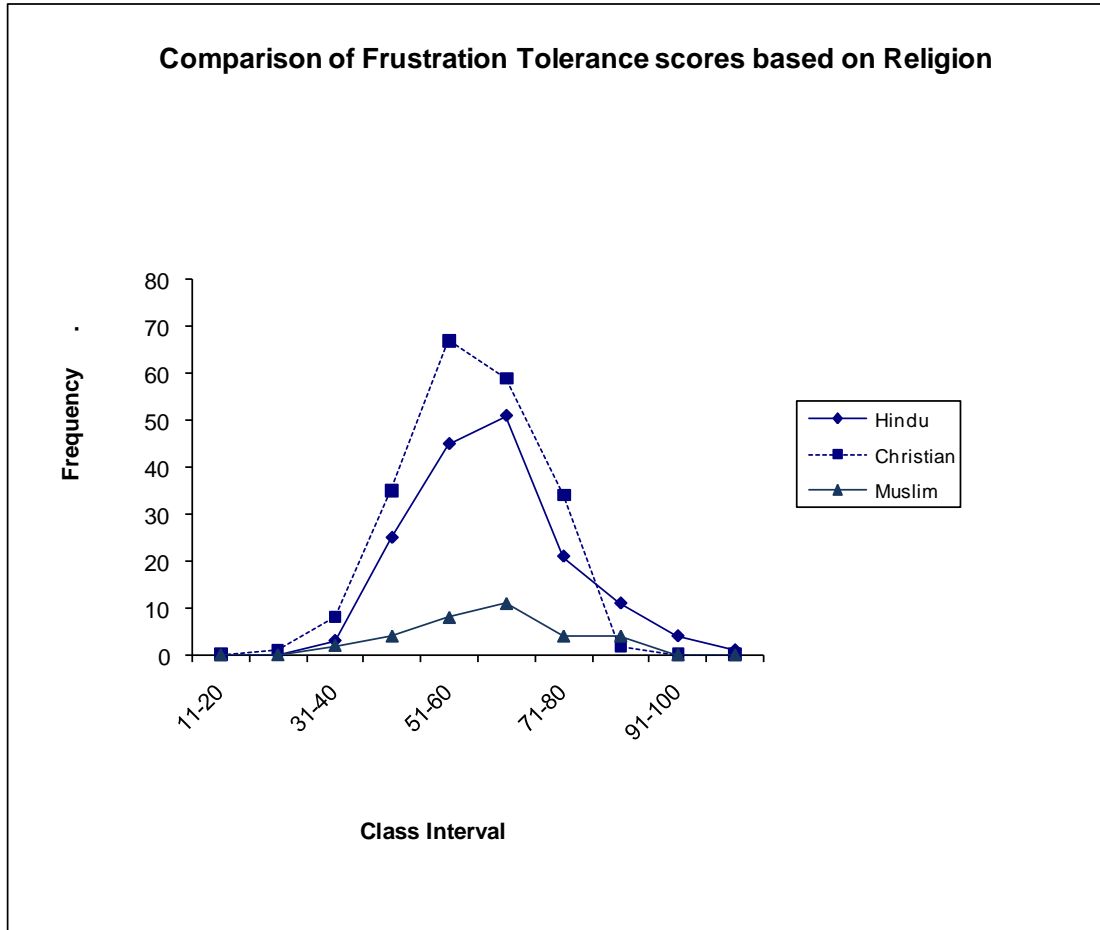
Table.4.12

Mean, standard deviation and F value of frustration tolerance scores of college students on the basis of Religion.

Religion	Mean	S.D.	Source	Sum of squares	df	Mean square	f	p	Level of significance
Hindu	62.61	12.62	Between group	1225.97	2	612.99	4.402	0.013	Significant at 0.05 level
Christian	59.02	10.71	With in group	55281.11	397	139.25			
Muslim	62.06	14.06	Total	56507.08	399				

The obtained F value (4.402) is significant at 0.05 level. This result indicates that there is significant difference in the frustration tolerance of college students belonging to various religions. The comparison of scores is graphically presented in figure.4.3

Figure 4.3



The result does not help to identify the pairs of group which differ significantly. Hence scheffe's multiple comparison is used for further analysis.

Result of scheffe's procedure of the three groups is given in table.4.13

Table.4.13

Results of scheffe's procedure

Religion	Number	Pair	P(scheffe)	Level of significance
Hindu(A)	161	AV _s C	0.016	Significant at 0.05 level
Christian(B)	206	BV _s C	0.390	Not significant
Muslim(C)	33	A V _s C	0.971	Not significant

The result showed that there exists significant difference between the Hindu and Christian college students in their frustration tolerance. The other pairs Christian and Muslim, Hindu and Muslim do not differ in their frustration tolerance.

So it can be concluded that Religion has influence on the frustration tolerance of college students.

iv) Comparison of frustration tolerance scores of college students on the basis of community

The F value was calculated to find out the influence of community on frustration tolerance of college students. The mean, standard deviation and F value are presented in table.4.14

Table.4.14

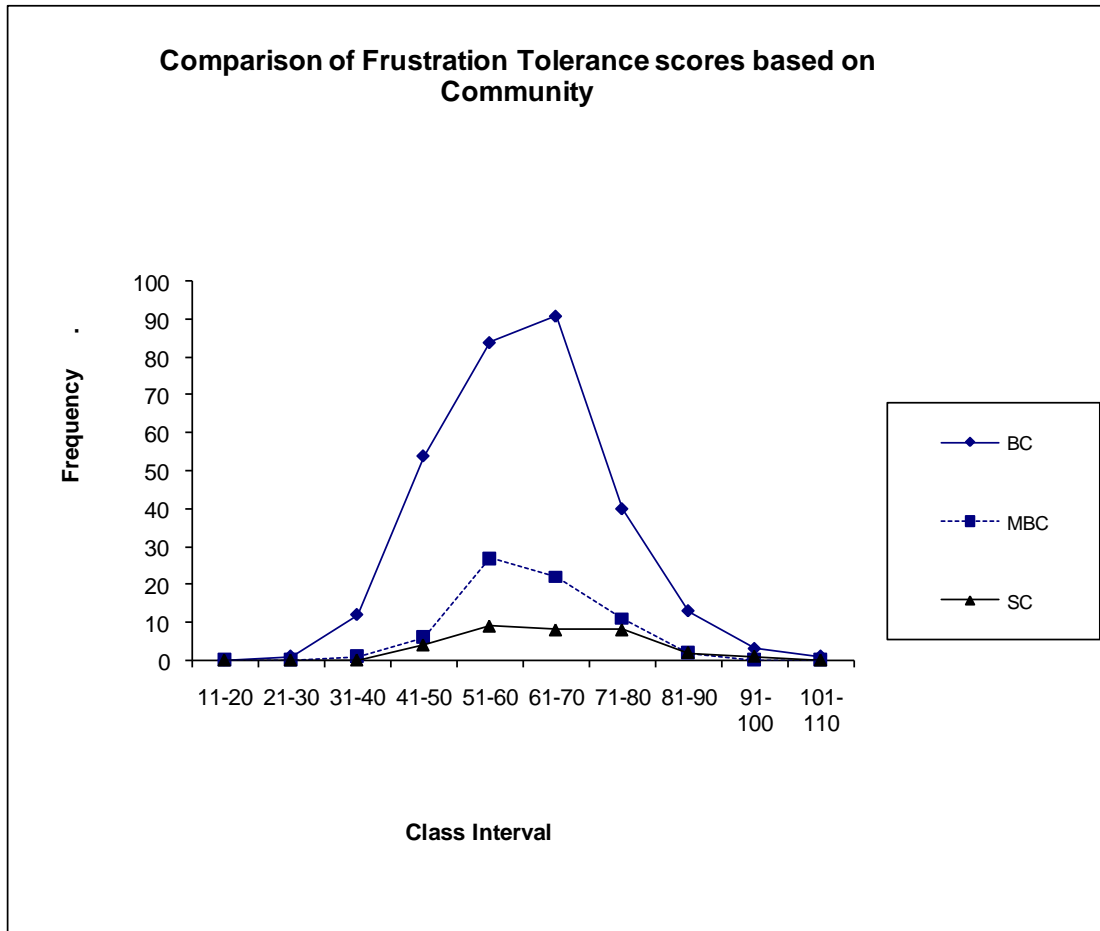
Mean, standard deviation and F value of frustration tolerance scores of college students belonging to various communities

Community	mean	S.D.	Source	Sum of squares	df	Mean square	f	p	Level of significance
backward caste	60.23	12.31	Between group	544.3	2	272.13	1.931	0.146	Not significant
Most backward caste	61.06	9.93	With in group	55962.8	397	140.96			
Scheduled caste	64.53	11.49	Total	56507.1	399				

The obtained F-value (1.931) is not significant at any level. This result indicates that there is no significant difference between the frustration tolerance of Backward caste, most backward caste and schedule caste college students.

So it can be concluded that community has no influence on the frustration tolerance of college students. The comparison of scores is graphically presented in figure.4.4

Figure 4.4



v) Comparison of frustration tolerance scores of college students of different age groups

The t-value was calculated to find out the influence of age on the frustration tolerance of college students. The mean, standard deviation and t-value are presented in table.4.15

Table.4.15

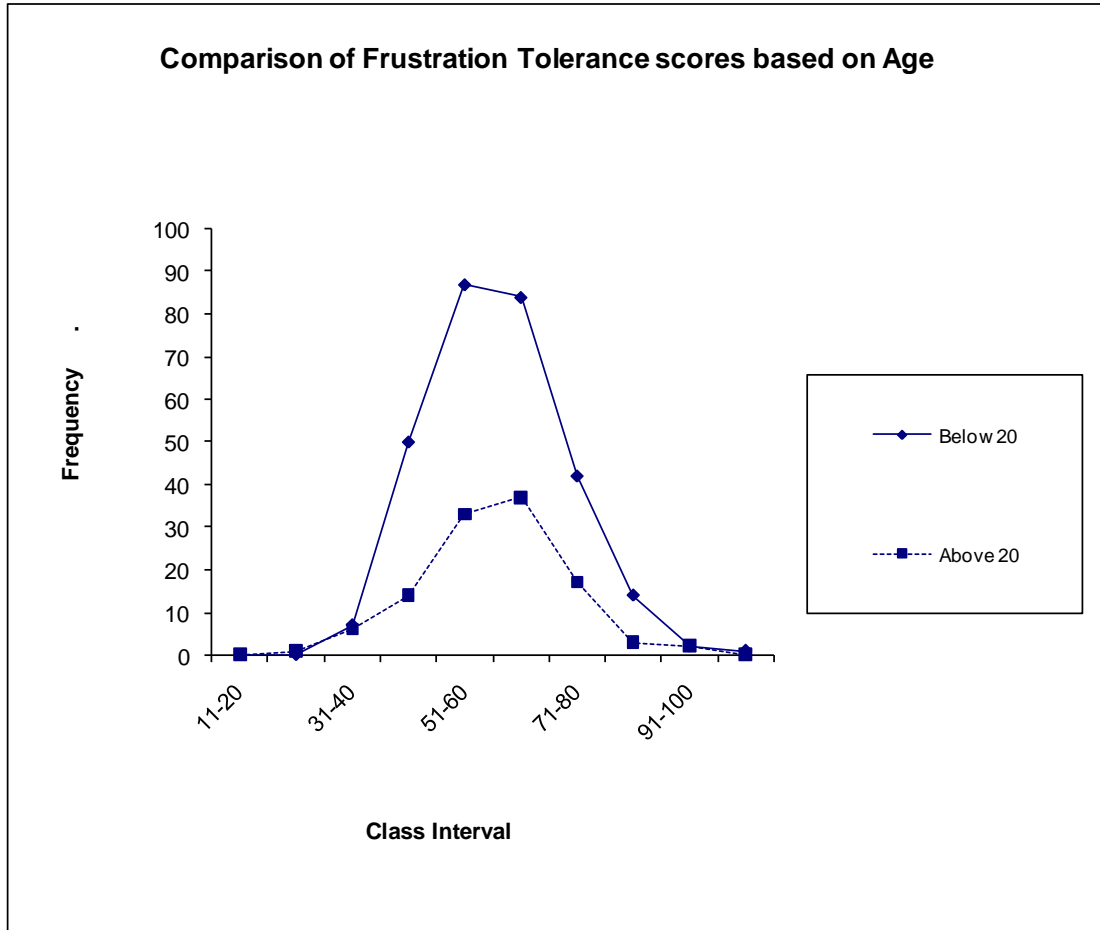
Mean, standard deviation and t-value of frustration tolerance scores of college students of different age group

Age	Number	Mean	Standard deviation	t	P	Level of significance
Below 20	287	60.65	11.86	0.173	0.863	Not significant
Above 20	113	60.88	12.06			

The obtained t-value (0.173) is not significant at any level. This result indicates that there is no significant difference between the college students of different age group in their frustration as tolerance.

So it can be concluded that age has no influence on the frustration tolerance of college students. The comparison of scores is graphically presented in figure.4.5

Figure 4.5



vi) Comparison of frustration tolerance scores of Under Graduate and Post Graduate college students

The t-value was calculated to find out the influence of level of education on frustration tolerance of college students. The mean, standard deviation and t-value are presented in table.4.16

Table.4.16

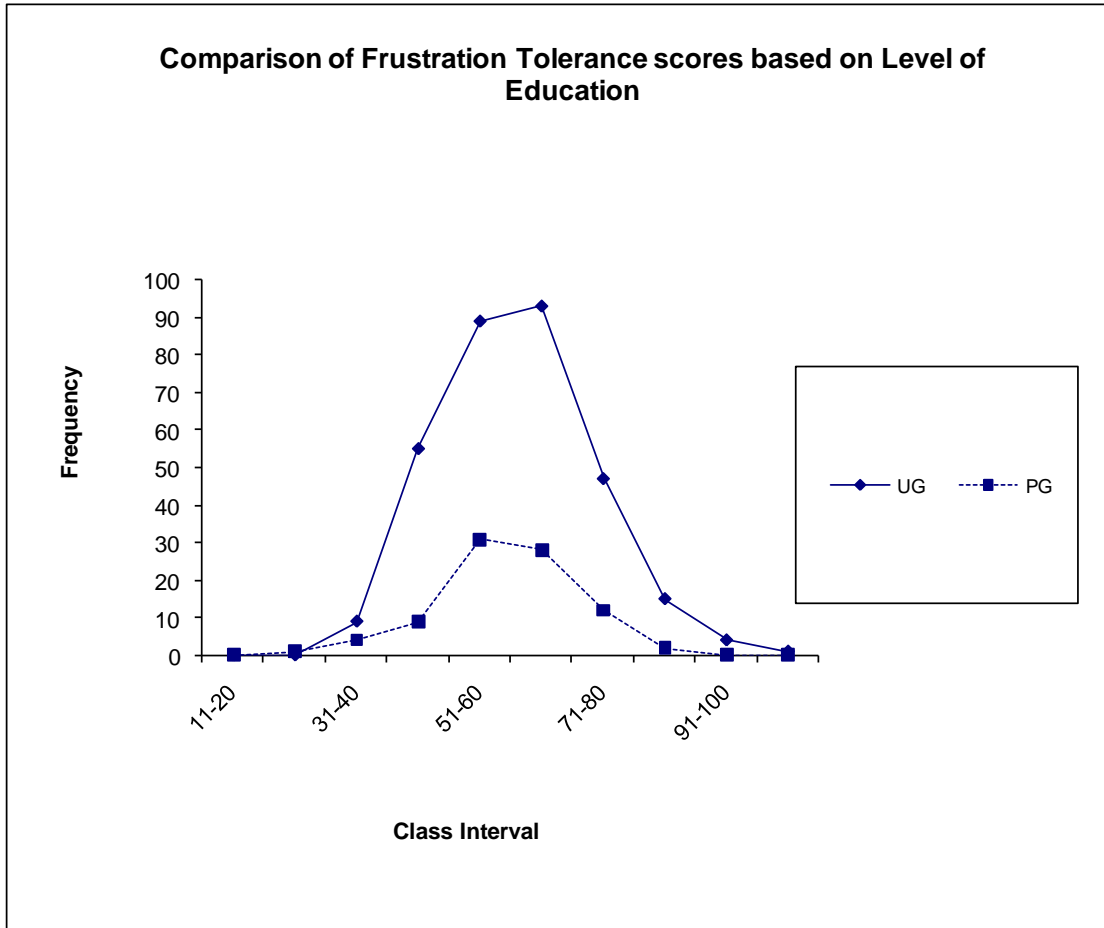
Mean, standard deviation and t-value of frustration tolerance scores of Under Graduate and Post Graduate college students

Level of education	Number	Mean	Standard deviation	t	P	Level of significance
Under graduate	313	60.91	12.13	0.656	0.512	Not significant
Post graduate	87	60.01	11.09			

The obtained t-value (0.656) is not significant at any level. This result indicates that there is no significant difference between the frustration tolerance of Under Graduate and Post Graduate college students.

So it can be concluded that level of education has no influence on frustration tolerance of college students. The comparison of scores is graphically presented in figure.4.6

Figure 4.6



vii) Comparison of frustration tolerance scores of college students of Arts and Science subjects

The t-value was calculated to find out the influence of subject of study on the frustration tolerance of college students. The mean, standard deviation and t-value are presented in table.4.17

Table.4.17

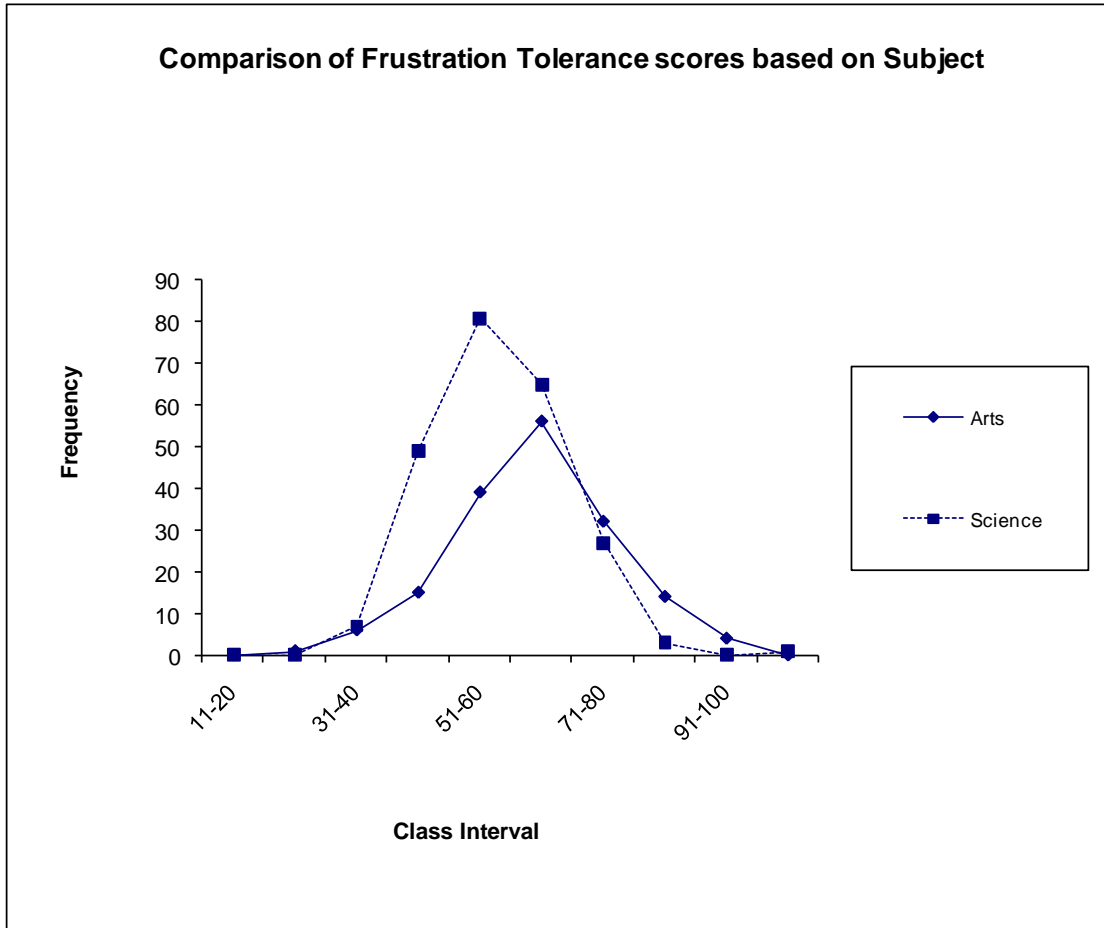
Mean, standard deviation and t-value of frustration tolerance scores of college students of Arts and Science subjects

Subject	Number	Mean	Standard deviation	t	P	Level of significance
Arts	167	64.23	12.69	5.007	0.00	Significant at 0.01 level
Science	233	58.20	10.64			

The obtained t-value (5.007) is significant at 0.01 level. This result indicates there is significant difference between the college students of Arts and Science subjects in their frustration tolerance.

So it can be concluded that subject of study has influence on the frustration tolerance of college students. The comparison of scores is graphically presented in figure.4.7

Figure 4.7



PART – II

A. EMOTIONAL ADJUSTMENT SCORES

i) Emotional adjustment scores of college students (Total sample)

The mean and standard deviation of Emotional adjustment scores of 400 college students are given in table.4.18

Table.4.18

Mean and standard deviation of Emotional adjustment scores of college students

Number	Mean	Standard deviation
400	16.76	3.53

The arithmetic mean was found to be 16.76 out of the total 30. This shows that the college students have moderate level of Emotional Adjustment.

The value obtained for standard deviation is 3.53. This value shows that there is high scattering of scores from the mean score.

ii) Level of Emotional adjustment of college students

The percentage distribution of different levels of Emotional adjustment of college students are given in table.4.19

Table.4.19

Percentage distribution of different levels of Emotional Adjustment

Emotional adjustment	count	Percentage
Low	74	18.50
Medium	259	64.75
High	67	16.75
Total	400	100

From the above table it is clear that the number of students according to low, medium and high level of Emotional adjustment were 74,259 and 67 and the corresponding percentages were 18.50, 64.75 and 16.75 respectively. This indicates the most of the college students have medium level of Emotional adjustment.

iii) Emotional adjustment scores of male and female college students

The mean and standard deviation of Emotional adjustment scores of male and female college students are given in table.4.20

Table.4.20

Mean and standard deviation of Emotional adjustment scores of male and female college students

Gender	Number	Mean	Standard deviation
Male	94	18.15	3.81
Female	306	16.33	3.33

The mean values obtained by male and female college students were 18.15 and 16.33 respectively out of a total of 30. This shows that male and female college students have moderate level of Emotional adjustment.

The values obtained for standard deviation were 3.81 for male college students and 3.33 for female college students. These values show that there is high scattering of scores from the mean score.

iv) Emotional adjustment scores of Urban and Rural college students:

The mean and standard deviation of Emotional adjustment scores of Urban and Rural college students are given in table.4.21

Table.4.21

Mean and standard deviation of Emotional adjustment scores of Urban and Rural college students

Locality	Number	Mean	Standard deviation
Rural	252	17.28	3.50
Urban	148	15.86	3.41

The mean values obtained by Rural and Urban college students were 17.28 and 15.86 respectively out of a total of 30. This value shows that Rural and Urban college students have moderate level of emotional adjustment.

The values obtained for standard deviation were 3.50 for Rural college students and 3.41 for Urban college students. These values show that there is high scattering of scores from the mean score.

v) Emotional adjustment scores of college students belonging to various Religions

The mean and standard deviation of Emotional adjustment scores of Hindu, Christian and Muslim college students are given in table.4.22

Table. 4.22

**Mean and standard deviation of Emotional adjustment scores of college students
belonging to various Religions**

Religion	Number	Mean	Standard deviation
Hindu	161	16.93	3.63
Christian	206	16.55	3.38
Muslim	33	17.24	3.91

The mean values obtained by college students belonging to Hindu, Christian and Muslim religions were 16.93, 16.55 and 17.24 respectively out of a total of 30. This shows that all the three categories of college students have moderate level of Emotional adjustment.

The values obtained for standard deviation were 3.63 for Hindu, 3.38 for Christian and 3.91 for Muslim college students. These values show that there is high scattering of scores from the mean score.

vi) Emotional adjustment scores of college students belonging to various communities

The mean and standard deviation of Emotional adjustment scores of Backward caste, Most backward caste and Scheduled caste college students are given in table.4.23

Table.4.23

Mean and standard deviation of Emotional adjustment scores of college students belonging to various Communities

Community	Number	Mean	Standard deviation
Backward caste	299	16.67	3.61
Most backward caste	69	16.91	3.26
Scheduled caste	32	17.22	3.41

The mean values obtained by college students belonging to Backward caste, Most backward caste and Scheduled caste were 16.67, 16.91 and 17.22 respectively out of a total of 30. This shows that all the three categories of college students have moderate level of Emotional adjustment.

The values obtained for standard deviation were 3.61 for backward caste, 3.26 for most backward caste and 3.41 for scheduled caste college students. These values show that there is high scattering of scores from the mean score.

vii) Emotional adjustment scores of college students classified on the basis of age

The mean and standard deviation of Emotional adjustment scores of college students of different age groups are given in table.4.24

Table4.24

Mean and standard deviation of Emotional adjustment scores of college students of different age groups

Age	Number	Mean	Standard deviation
Below 20	287	16.70	3.54
Above 20	113	16.89	3.51

The mean values obtained by the college students of age groups below 20 and above 20 were 16.70 and 16.89 respectively out of a total of 30. This shows that the two age groups of college students have moderate level of Emotional adjustment.

The values obtained for standard deviation were 3.54 for below 20 and 3.51 for above 20. These values show that there is high scattering of scores from the mean score.

viii) Emotional adjustment scores of under Graduate and Post Graduate college students

The mean and standard deviation of emotional adjustment scores of Under Graduate and Post Graduate college students are given in table.4.25

Table.4.25

Mean and standard deviation of Emotional adjustment scores of Under Graduate and Post Graduate college students

Level of education	Number	Mean	Standard deviation
Under graduate	313	16.73	3.57
Post graduate	87	16.84	3.39

The mean values obtained by Under Graduate and Post Graduate college students were 16.73 and 16.84 respectively out of a total of 30. This shows that under Graduate and Post Graduate college students have moderate level of Emotional adjustment.

The values obtained for standard deviation were 3.57 for Under Graduate college students and 3.39 for Post Graduate college students. These values show that there is high scattering of scores from the mean score.

ix) Emotional adjustment score of college student of Arts and Science subjects

The mean and standard deviation of emotional adjustment scores of college students of Arts and Science subjects are given in table.4.26

Table.4.26

**Mean and standard deviation of Emotional adjustment scores of college students of
Arts and Science subjects**

Subject	Number	Mean	Standard deviation
Arts	167	17.30	3.73
Science	233	16.37	3.33

The mean values obtained by the college students of Arts and Science subjects were 17.30 and 16.37 respectively out of total of 30. This shows that college students of Arts and Science have moderate level of Emotional adjustment.

The values obtained for standard deviation were 3.73 for college students of Arts subjects and 3.33 for college students of Science subjects. These values shows that there is high scattering of scores from the mean score.

**B. COMPARISON OF EMOTIONAL ADJUSTMENT SCORES OF VARIOUS
GROUPS**

The Emotional adjustment scores of different groups of college students have been compared independently as shown below.

i) Comparison of Emotional adjustment scores of male and female college students

The t-value was calculated to find out the influence of Gender on Emotional adjustment of college students. The mean, standard deviation and t-value are presented in table.4.27

Table.4.27

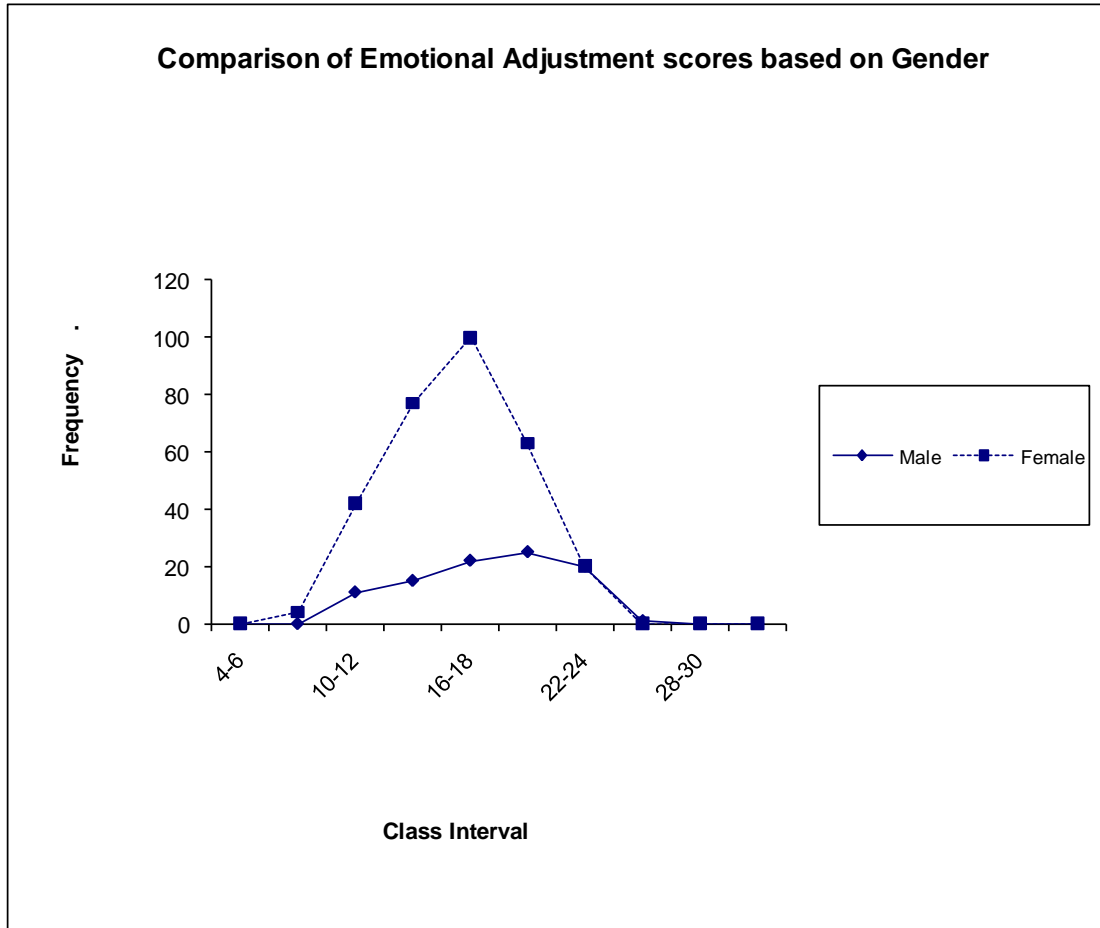
Mean, standard deviation and t-value of Emotional adjustment scores of male and female college students

Gender	Number	Mean	Standard deviation	t	p	Level of significance
Male	94	18.15	3.81	4.168	0.000	Significant at 0.01 level
Female	306	16.33	3.33			

The obtained t-value (4.168) is significant at 0.01 level. This result indicates that there is significant difference between the male and female college students in their Emotional adjustment.

So it can be concluded that gender has influence on the Emotional adjustment of college students. The comparison of scores is graphically presented in figure.4.8

Figure 4.8



ii) Comparison of Emotional adjustment scores of Rural and Urban college students

The t-value was calculated to find out the influence of locality on Emotional adjustment college students. The mean, standard deviation and t-value are presented in table.4.28

Table.4.28

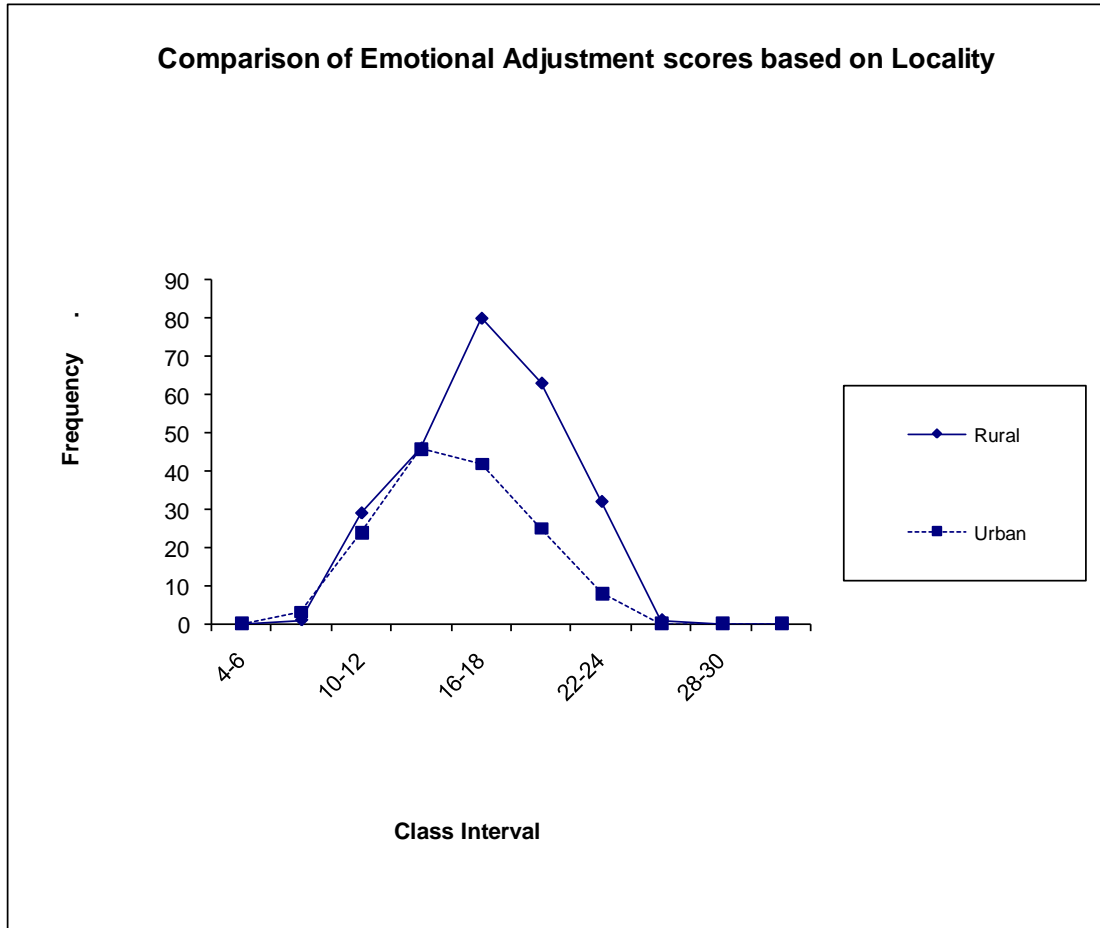
Mean, standard deviation and t-value of Emotional adjustment scores of Rural and Urban college students

Locality	Number	Mean	Standard deviation	t	p	Level of significance
Rural	252	17.28	3.50	3.982	0.000	Significant at 0.01 level
Urban	148	15.86	3.41			

The obtained t-value (3.982) is significant at 0.01 level. This result indicates that there is significant difference between the Rural and Urban college students in their Emotional adjustment.

So it can be concluded that locality has influence on the Emotional adjustment of college students. The comparison of scores is graphically presented in figure.4.9

Figure 4.9



iii) Comparison of Emotional adjustment scores of college students on the basis of Religion

The F-value was calculated to find out the influence of religion on Emotional adjustment of college students. The mean, standard deviation and f-value are presented in table.4.29

Table.4.29

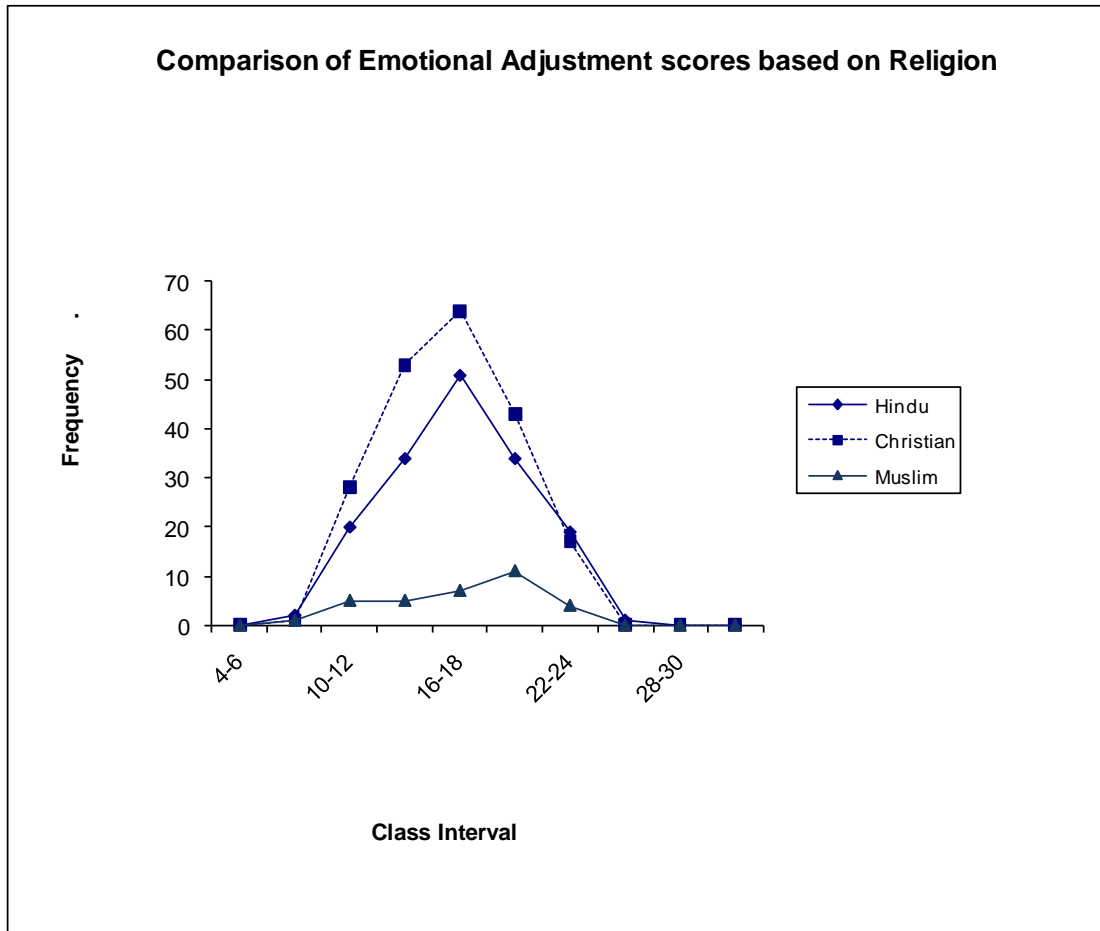
Mean, standard deviation and f-value of Emotional adjustment scores of college students on the basis of Religion

Religion	Mean	S.D.	Source	Sum of squares	D.F.	Means squares	f	p	Level of significance
Hindu	16.93	3.63	Between group	21.30	2	10.65	0.855	0.426	Not significant
Christian	16.55	3.38	With in group	4946.18	397	12.46			
Muslim	17.24	3.91	Total	4967.48	399				

The obtained f-value (0.855) is not significant at any level. This result indicates that there is no significant difference between in the emotional adjustment of college students belonging to various religions.

So it can be concluded that Religion has no influence on the Emotional adjustment of college students. The comparison of scores is graphically presented in figure.4.10

Figure 4.10



iv) Comparison of emotional adjustment scores of college students of the basis of community

The f-value was calculated to find out the influence of community on emotional adjustment of college students. The mean, standard deviation and f-value are presented in table.4.30

Table.4.30

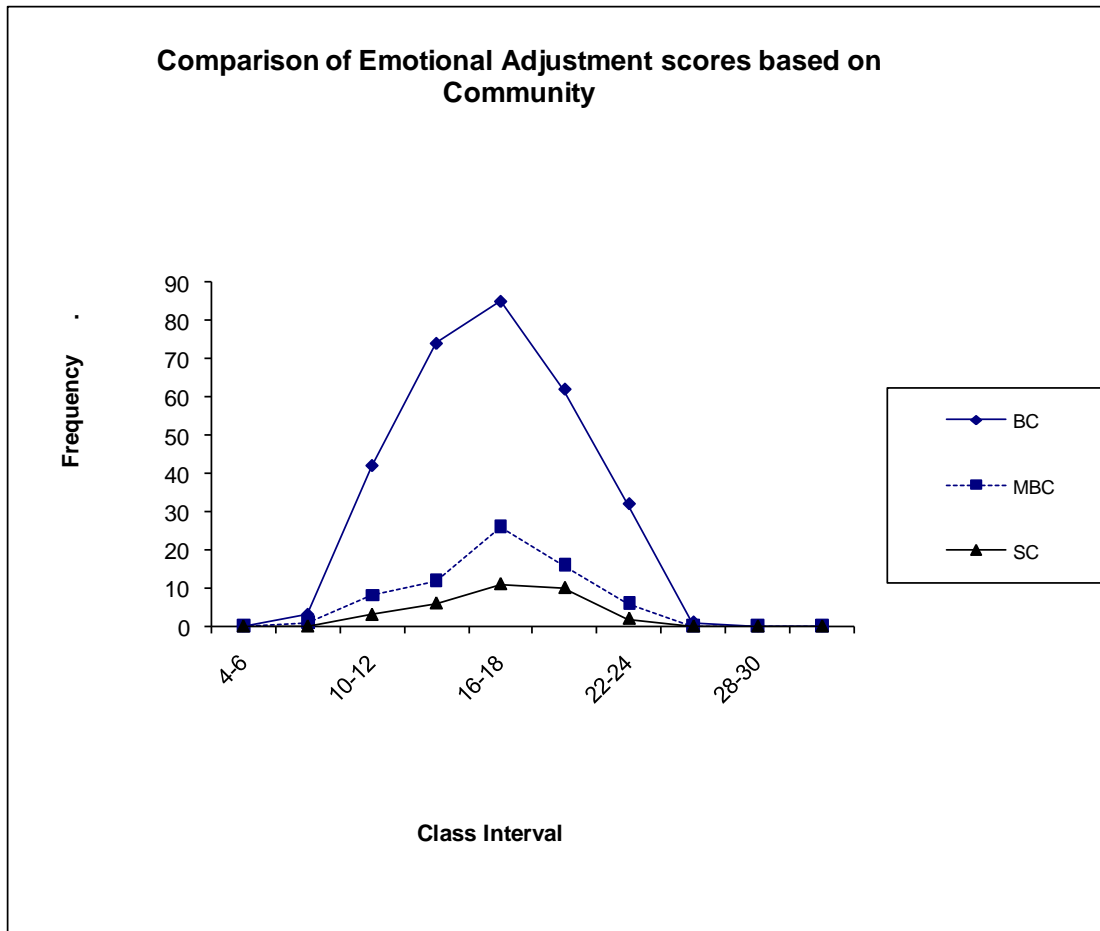
Mean, standard deviation and f-value of emotional adjustment scores of college students belonging to various communities

Community	Mean	S.D.	Source	Sum of squares	D.F.	Mean square	f	p	Level of significance
Backward caste	16.67	3.61	Between group	10.7	2	5.33	0.427	0.653	Not significant
Most backward caste	16.91	3.26	With in group	4956.8266	397	12.49			
Schedule caste	17.22	3.41	Total	4967.4775	399				

The obtained f-value (0.427) is not significant at any level. This result indicates that there is no significant difference in the emotional adjustment of college students belonging to various communities.

So it can be concluded that community has no influence on Emotional adjustment of college students. The comparison of scores is graphically presented in figure.4.11

Figure 4.11



v) Comparison of emotional adjustment scores of college students on the different age groups

The t-value was calculated to find out the influence of age on emotional adjustment of college students. The mean, standard deviation and t-value are presented in table.4.31

Table.4.31

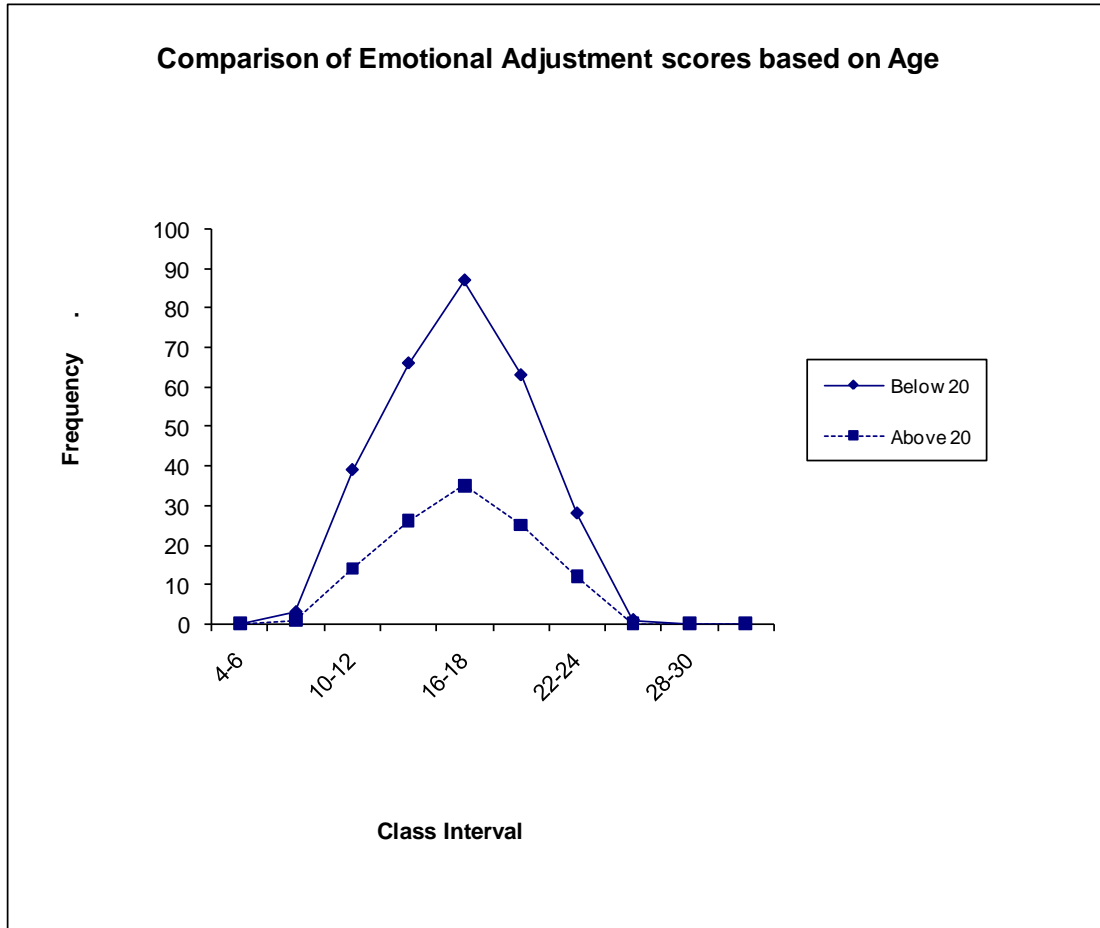
Mean, standard deviation and t-value of emotional adjustment scores of college students of different age groups

Age	Number	Mean	Standard deviation	t	p	Level of significance
Below 20	287	16.70	3.54	0.486	0.627	Not significant
Above 20	113	16.89	3.51			

The obtained t-value (0.486) is not significant at any level. This result indicates that there is no significant difference in the emotional adjustment of college students of different age groups.

So it can be concluded that age has no influence on the Emotional adjustment of college students. The comparison of scores is graphically presented in figure.4.12

Figure 4.12



vi) Comparison of emotional adjustment scores of under graduate and post graduate college students:

The t-value was calculated to find out the influence of level of education on emotional adjustment of college students. The mean, standard deviation and t-value are in table.4.32

Table.4.32

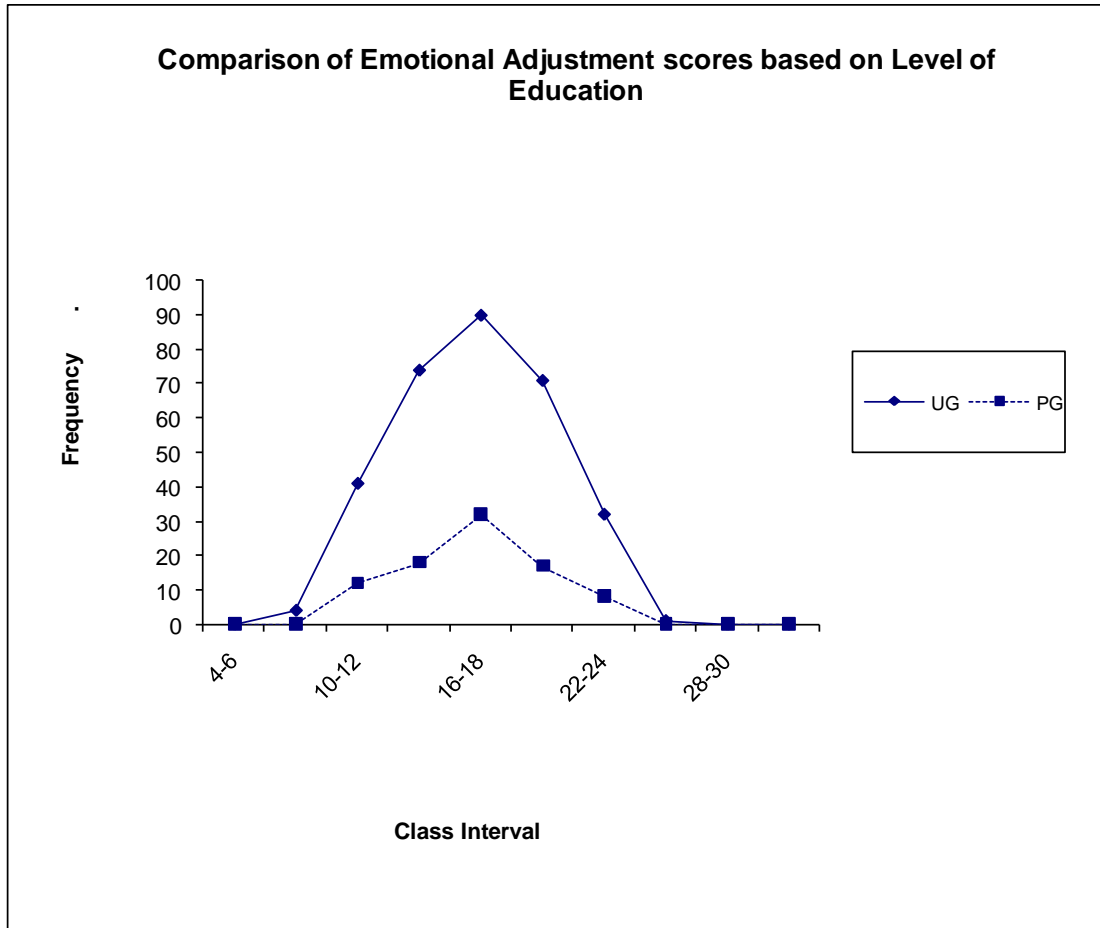
Mean, standard deviation and t-value of emotional adjustment scores of under graduate and post graduate college students

Level of education	number	Mean	Standard deviation	t	p	Level of significance
Under graduate	313	16.73	3.57	0.256	0.791	Not Significant
Post graduate	87	16.84	3.39			

The obtained t-value (0.265) is not significant at any level. This result indicates that there is no significant difference between the under graduate and post graduate college students in their emotional adjustment.

So it can be concluded that level of education has no influence on Emotional adjustment of college students. The comparison of scores is graphically presented in figure.4.13

Figure. 4.13



viii) Comparison of emotional adjustment scores of college students of Arts and Science subjects

The t-value was calculated to find out the influence of subject of study on emotional adjustment of college students. The mean, standard deviation and t-value are presented in table.4.33

Table.4.33

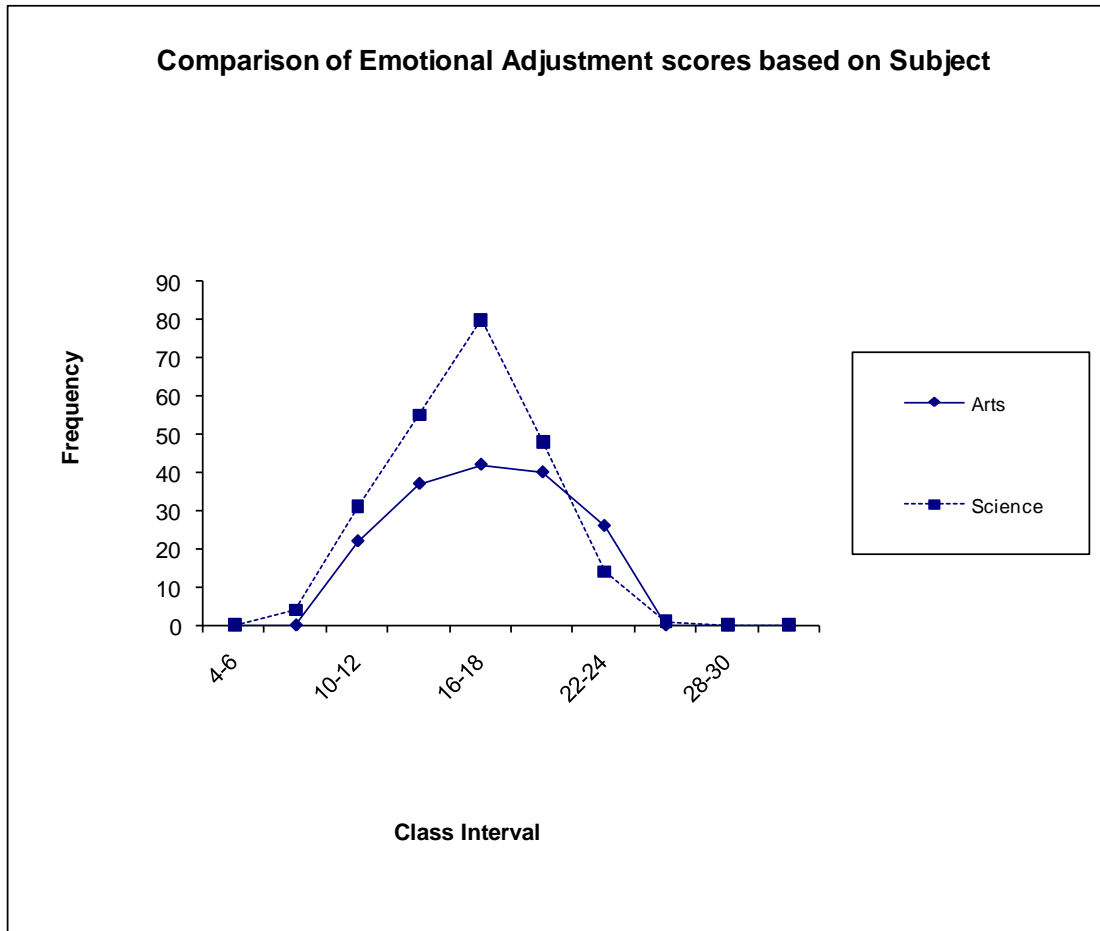
Mean, standard deviation and t-value of emotional adjustment scores of college students of Arts and Science subjects

Subject	Number	Mean	Standard deviation	t	p	Level of significance
Arts	167	17.30	3.73	2.570	0.011	Significant at 0.05 level
Science	233	16.37	3.33			

The obtained t-value (2.570) is significant at 0.05 level. This result indicates there is significant difference between the college students of Arts and Science subjects in their emotional adjustment.

So it can be concluded that subject of study has influence on the Emotional adjustment of college students. The comparison of scores is graphically presented in figure.4.14

Figure 4.14



PART -III

CORRELATION

The pearson's product moment co-efficient of correlation is used to find out the extent of relationship between two sets of variables when the coefficient of correlation 'r' is positive we can say that there is positive relationship between the variables. If the coefficient of correlation 'r' is negative, then we can say that the relationship between the two variables is negative. If 'r' is zero, then there is no relationship between the variables.

Table.4.34

Co-efficient of correlation between frustration tolerance and emotional adjustment of college students for the total sample and classified on the basis of Gender

Gender	Number	r	Level of significance
Total	400	0.404	Significant at 0.01 level
Male	94	0.450	Significant at 0.01 level
Female	306	0.359	Significant at 0.01 level

From the table it is seen that frustration tolerance and emotional adjustment of college students are positively correlated and significant at 0.01 level. For the male and female college students frustration tolerance and emotional adjustment are positively correlated and significant at 0.01 level. The correlation may be described as 'substantial' for the total sample and male. For female the correlation may be described as low.

Table.4.35

Co-efficient of correlation between frustration tolerance and emotional adjustment of college students classified on the basis of locality

Locality	Number	r	Level of significance
Rural	252	0.383	Significant at 0.01 level
Urban	148	0.371	Significant at 0.01 level

For the Rural and Urban college students frustration tolerance and emotional adjustment are positively correlated and significant at 0.01 level. The correlation may be described as ‘low’.

Table.4.36

Co-efficient of correlation between frustration tolerance and emotional adjustment of college students of Arts and Science subjects

Subjects	Number	r	Level of significant
Arts	167	0.436	Significant at 0.01 level
Science	233	0.340	Significant at 0.01 level

For the college students of Arts and Science subjects frustration tolerance and emotional adjustment are positively correlated and significant at 0.01 level. The correlation may be described as ‘substantial’ for Arts students and ‘low’ for Science students.

Chapter -V

MAJOR FINDINGS , CONCLUSIONS AND SUGGESTIONS

- ❖ MAJOR FINDINGS OF THE STUDY
- ❖ CONCLUSIONS
- ❖ EDUCATIONAL IMPLICATIONS
- ❖ SUGGESTIONS FOR FURTHER
RESEARCH

In this chapter an attempt is made by the investigator to summarise all the findings and conclusions drawn from the present study.

The major findings of the study were of the following

- The college students have moderate level of frustration tolerance. This is supported by the following statistical findings. (The arithmetic mean of 60.72 for a total score of 120 and the standard deviation of 11.9).
- The male college students have moderate level of frustration tolerance. This is supported by the following statistical findings. (The arithmetic mean of 63.95 for a total score of 120 and the standard deviation of 12.85).

- The female college students have moderate level of frustration tolerance. This is supported by the following statistical findings. (The arithmetic mean of 59.73 for a total score of 120 and the standard deviation of 11.43).
- The rural college students have moderate level of frustration tolerance. This is supported by the following statistical findings. (The arithmetic mean of 62.57 for a total score of 120 and the standard deviation of 11.94).
- The urban college students have moderate level of frustration tolerance. This is supported by the following statistical findings. (The arithmetic mean of 57.56 for a total score of 120 and the standard deviation of 11.19).
- The hindu college students have moderate level of frustration tolerance. This is supported by the following statistical findings. (The arithmetic mean of 62.61 for a total score of 120 and the standard deviation of 12.62).
- The Christian college students have moderate level of frustration tolerance. This is supported by the following statistical findings. (The arithmetic mean of 59.02 for a total score of 120 and the standard deviation of 10.71).
- The muslim college students have moderate level of frustration tolerance. This is supported by the following statistical findings. (The arithmetic mean of 62.06 for a total score of 120 and the standard deviation of 14.06).
- The college students belonging to backward caste have moderate level of frustration tolerance. This is supported by the following statistical findings.

- (The arithmetic mean of 60.23 for a total score of 120 and the standard deviation of 12.31)
- The college students belonging to most backward caste have moderate level of frustration tolerance. This is supported by the following statistical findings. (The arithmetic mean of 61.06 for a total score of 120 and the standard deviation of 9.93)
 - The college students belonging to scheduled caste have moderate level of frustration tolerance. This is supported by the following statistical findings. (The arithmetic mean of 64.53 for a total score of 120 and the standard deviation of 11.49)
 - The college students of age group below 20 have moderate level of frustration tolerance. This is supported by the following statistical findings. (The arithmetic mean of 60.65 for a total score of 120 and the standard deviation of 11.86)
 - The college students of age group above 20 have moderate level of frustration tolerance. This is supported by the following statistical findings. (The arithmetic mean of 60.88 for a total score of 120 and the standard deviation of 12.06)
 - The under graduate college students have moderate level of frustration tolerance. This is supported by the following statistical findings. (The arithmetic mean of 60.91 for a total score of 120 and the standard deviation of 12.13).

- The post graduate college students have moderate level of frustration tolerance. This is supported by the following statistical findings. (The arithmetic mean of 60.01 for a total score of 120 and the standard deviation of 11.09).
- The college students of arts subjects have moderate level of frustration tolerance. This is supported by the following statistical findings. (The arithmetic mean of 64.23 for a total score of 120 and the standard deviation of 12.69)
- The college students of science subjects have moderate level of frustration tolerance. This is supported by the following statistical findings. (The arithmetic mean of 58.20 for a total score of 120 and the standard deviation of 10.64)
- There is significant difference between the male and female college students in their frustration tolerance. This result is supported by the following statistical findings. ($t=2.856$) ($p>0.01$) and the mean score of male college students (63.95) is higher than the mean score of female college students (59.73)
- There is significant difference between the rural and urban college students in their frustration tolerance. This result is supported by the following statistical findings. ($t=4.217$) ($p>0.01$) and the mean score of rural college students (62.57) is higher than the mean score of urban college students (57.56)

- There is significant difference in the frustration tolerance of college students belonging to various religions. This result is supported by the following statistical findings ($f=4.402$)($p>0.05$).
- There is no significant difference in the frustration tolerance of college students belonging to various communities. This result is supported by the following statistical findings ($f=1.931$)($p<0.01$).
- There is no significant difference between the college students of age groups below 20 and above 20 in their frustration tolerance. This result is supported by the following statistical findings ($t=0.173$) ($p<0.01$)
- There is no significant difference between under graduate and post graduate college students in their frustration tolerance. This result is supported by the following statistical findings ($t=0.656$) ($p<0.01$)
- There is significant difference between the college students of arts and science subjects in their frustration tolerance. This result is supported by the following statistical findings ($t=5.007$) ($p>0.01$) and the mean scores of arts subjects college students (64.23) is higher than the mean score of science subjects college students (58.20).
- The college students have moderate level of emotional adjustment. This is supported by the following statistical findings. (The arithmetic mean of 16.76 for a total score of 30 and the standard deviation of 3.53).

- The male college students have moderate level of emotional adjustment. This is supported by the following statistical findings. (The arithmetic mean of 18.15 for a total score of 30 and the standard deviation of 3.81).
- The female college students have moderate level of emotional adjustment. This is supported by the following statistical findings. (The arithmetic mean of 16.33 for a total score of 30 and the standard deviation of 3.33).
- The rural college students have moderate level of emotional adjustment. This is supported by the following statistical findings. (The arithmetic mean of 17.28 for a total score of 30 and the standard deviation of 3.50).
- The urban college students have moderate level of emotional adjustment. This is supported by the following statistical findings. (The arithmetic mean of 15.86 for a total score of 30 and the standard deviation of 3.41).
- The college students belonging to backward caste have moderate level of emotional adjustment. This is supported by the following statistical findings. (The arithmetic mean of 16.67 for a total score of 30 and the standard deviation of 3.61).
- The college students belonging to most backward caste have moderate level of emotional adjustment. This is supported by the following statistical findings. (The arithmetic mean of 16.91 for a total score of 30 and the standard deviation of 3.26).

- The college students belonging to scheduled caste have moderate level of emotional adjustment. This is supported by the following statistical findings. (The arithmetic mean of 17.22 for a total score of 30 and the standard deviation of 3.41).
- The hindu college students have moderate level of emotional adjustment. This is supported by the following statistical findings. (The arithmetic mean of 16.93 for a total score of 30 and the standard deviation of 3.63).
- The christian college students have moderate level of emotional adjustment. This is supported by the following statistical findings. (The arithmetic mean of 16.55 for a total score of 30 and the standard deviation of 3.38).
- The muslim college students have moderate level of emotional adjustment. This is supported by the following statistical findings. (The arithmetic mean of 17.24 for a total score of 30 and the standard deviation of 3.91).
- The college students of age group below 20 have moderate level of emotional adjustment. This is supported by the following statistical findings. (The arithmetic mean of 16.70 for a total score of 30 and the standard deviation of 3.54).
- The college students of age group above 20 have moderate level of emotional adjustment. This is supported by the following statistical findings. (The arithmetic mean of 16.89 for a total score of 30 and the standard deviation of 3.51).

- The under graduate college students have moderate level of emotional adjustment. This is supported by the following statistical findings. (The arithmetic mean of 16.73 for a total score of 30 and the standard deviation of 3.57).
- The post graduate college students have moderate level of emotional adjustment. This is supported by the following statistical findings. (The arithmetic mean of 16.84 for a total score of 30 and the standard deviation of 3.39).
- The college students of Arts subjects have moderate level of emotional adjustment. This is supported by the following statistical findings. (The arithmetic mean of 17.30 for a total score of 30 and the standard deviation of 3.73).
- The college students of Science subjects have moderate level of emotional adjustment. This is supported by the following statistical findings. (The arithmetic mean of 16.37 for a total score of 30 and the standard deviation of 3.33).
- There is significant difference between the male and female college students in their emotional adjustment. This result is supported by the following statistical findings. ($t=4.168$) ($p>0.01$) and the mean score of male college students (18.15) is higher than the mean score of female college students (16.33).

- There is significant difference between the rural and urban college students in their emotional adjustment. This result is supported by the following statistical findings. ($t=3.982$) ($p>0.01$) and the mean score of rural college students (17.28) is higher than the mean score of urban college students (15.86).
- There is no significant difference in the emotional adjustment of college students belonging to various religions. This result is supported by the following statistical findings ($f=0.855$) ($p<0.01$).
- There is no significant difference in the emotional adjustment of college students belonging to various communities. This result is supported by the following statistical findings ($f=0.427$) ($p<0.01$).
- There is no significant difference between the college students of age groups below 20 and above 20 in their emotional adjustment. This result is supported by the following statistical findings ($t=0.486$) ($p<0.01$).
- There is no significant difference between the under graduate and post graduate college students in their emotional adjustment This result is supported by the following statistical findings ($t=0.265$) ($p<0.01$).
- There is significant difference between the college students of Arts and science subjects in their emotional adjustment. This result is supported by the following statistical findings ($t=2.570$) ($p>0.05$) and the mean score of Arts subjects college students (17.30) is higher than the mean score of science subjects college students (16.37).

- Frustration tolerance and emotional adjustment of college students are positively correlated and significant at 0.01 level ($r=0.404$).
- Frustration tolerance and emotional adjustment of male college students are positively correlated and significant at 0.01 level ($r=0.450$).
- Frustration tolerance and emotional adjustment of female college students are positively correlated and significant at 0.01 level ($r=0.359$).
- Frustration tolerance and emotional adjustment of rural college students are positively correlated and significant at 0.01 level ($r=0.383$).
- Frustration tolerance and emotional adjustment of urban college students are positively correlated and significant at 0.01 level ($r=0.371$).
- Frustration tolerance and emotional adjustment of college students of Arts subjects are positively correlated and significant at 0.01 level ($r=0.436$).
- Frustration tolerance and emotional adjustment of college students of science subjects are positively correlated and significant at 0.01 level ($r=0.340$).

CONCLUSIONS

The following conclusions were drawn from the present study.

- The college students have moderate level of frustration tolerance.
- Gender, locality, religion and subject of study have influence on the frustration tolerance of college students.

- Community, age and level of education have no influence on the frustration tolerance of college students.
- The college students have moderate level of emotional adjustment.
- Gender, locality and subject of the study have influence on the emotional adjustment of college students.
- Religion, community, age and level of education have no influence on the emotional adjustment of college student.
- There exists significant positive correlation between frustration tolerance and emotional adjustment of college students.

EDUCATIONAL IMPLICATION:

The present investigation has certain educational implication.

- Since there is a positive relationship between frustration tolerance and emotional adjustment , the emotional adjustment of college students should be developed.
- The study has presented some relevant areas in which the college students feel less tolerable to frustration.
- Group activities and team work which helps college students to control their emotions should be encouraged.
- The study suggests the need for effective guidance programs for increasing the emotional adjustment of college students.

- The present study highlights the need of better environment in colleges of education for the development of frustration tolerance and emotional adjustment.

SUGGESTIONS FOR FURTHER RESEARCH:

The investigator suggests the following areas for further research.

- The study is limited to Kanyakumari District only. This can be extended to other districts.
- Similar studies can be conducted at other levels also.
- The present study may be repeated for a large sample representing the whole state.
- The relationship between frustration tolerance and emotional maturity can be made.

BIBLIOGRAPHY

BIBLIOGRAPHY

BOOKS

1. Aggarwal,J.C.(1996). *Educational research an introduction:* New Delhi: Arya depot.
2. Chaube,S.P.(2003). *Developmental psychology:* New Delhi: Neelkamal publishing PVT.LTD.
3. Dash,B.N.(2006). *Principles of education:* New Delhi: Neelkamal publication PVT.LTD.
4. Lokesh koul.(2009). *Methodology of educational research:* New Delhi: Vikas publishing house PVT.LTD.
5. Mangal,S.K.(2008). *Essential of educational psychology:* New delhi: Prentice Hall of India private limited.
6. Nirmala,J.(2012). *Psychology of learning and human development:* New Delhi: Neelkamal publication PVT.LTD.
7. Shukla,C.S.(1972). *Modern Educational psychology:* New Delhi: Dhanpat Rai publishing company (P)LTD.
8. Sindhya Vasudevan.(2011). *Education from a psychological perspective:* Thiruvananthapuram: Genial publishers.

Journals

1. Adomeh and JIU.(2006). “A study on fostering emotional adjustment among Nigerian adolescents with rational emotive behavior therapy”. *Educational research quarterly*, 5(29), 21-29.
2. Anitha,S.M.(2013). “Emotional adjustment and interpersonal intelligence of secondary school students”. *Research and pedagogic interventions*, 2(1), 97-103.
3. Baswegal.et.al.(2003) “Emotional adjustment of children and adolescents with Haemophila in relation to the HIV Threat”. *Journal of child psychology and psychiatry and allied disciplines*, 3(4), 28-45.
4. Chadda,(1988). “Self concept of teachers and their emotional adjustment”. *Indian educational review*, 5(1) 39-41.
5. Kenneth,G.(2001). “Perfectionism coping and emotional adjustment of college students”. *Journal of college students development*, 3(1), 14-19.
6. Meliksh & Arbeng Kathryn.(2004). “Friendship and emotional adjustment in adolescents”. *Journal of experimental child psychology*, 7(88), 64-72.
7. Rajeswari,S.(2013). “A study on emotional adjustment of adolescent school students”. *International journal of humanities and social science*, (IJHSS), 2(2) 49-56.

8. Sharma.(1985). "A study on frustration among married and unmarried working women". *Indian educational review*, 2(1), 97-103.
9. Usha,P.(2007). "Emotional adjustment and family acceptance of the child correlated for achievement". *Edutracks*, 6(12), 23-25.

Dissertations

1. Anichandra,C.(2009). “Emotional adjustment and achievement in history – A study on ninth standard students”. *Unpublished master dissertation*. Tamil Nadu teachers education university, Chennai.
2. Anton Vinitha.(2009). “Emotional adjustment among high, average and low achievers in economic – A study on XI standard students”. *Unpublished M.Ed. dissertation*. Tamil Nadu teachers education university, Chennai.
3. Chandra.(2010). “Emotional adjustment and achievement in history – A study on ninth standard students”. *Unpublished M.Ed. thesis*, Tamilnadu teachers education university, Chennai.
4. Doni pushpa raj,T.(2012). “Mental health and frustration tolerance – A study on prospective teachers”. *Unpublished M.Ed. thesis*. Tamil Nadu teachers education university, Chennai.
5. Ginisha.(2011). “Spiritual intelligence and frustration tolerance of college students”. *Unpublished master dissertation*. Tamil Nadu teachers education university, Chennai.
6. Jayanthi.(2012). “Frustration tolerance and adjustment A study on college students”. *Unpublished M.Ed. thesis*. Tamil Nadu Teacher Education university, Chennai.

7. Jebaraj,J.(2008). “Relationship between emotional adjustment in science of secondary school students”. *Unpublished M.Ed. Thesis*. Manonmaniam Sundarnar University, Tirunelveli.
8. Krishna Kala,T.(2014). “Frustration tolerance and self esteem among high school students”. *Unpublshed M.Ed. thesis*. Tamil Nadu teachers education university, Chennai.
9. Lekshmi.(2004). “Emotinoal adjustment among higher secondary students of Kuzhithurai Educational District”. *Unpublished M.Ed. thesis*. Manonmaniam Sundaranar University, Tirunelveli.
10. Lisy Bennet,J.(2010). “Sports motivation and frustration tolerance among higher secondary students”. *Unpublished master dissertation*. Tamil Nadu teachers education university, Chennai.
11. Salini,M.(2011). “Frustration tolerance and achievement in physics of eleventh standard students”. *Unpublished master dissertation*. Tamil Nadu teachers education university, Chennai.
12. Sreekala,S.(2004). “Emotional adjustment among higher secondary students of Kuzhithurai Educational District”. *Unpublished master dissertation*. Manonmaniam Sundaranar University, Tirunelveli.
13. Sunanda,J.(1999). “Frustration tolerance and adjustment of college students”. *Unpublished master dissertation*. Manonmaniam Sundaranar University, Tirnelveli.

Websites

1. Martinez Charles,R.(2011). "Time in U.S. Residency and the social, Behavioral and emotional adjustment of latino immigrant families". *Hispanic journal of behavioural sciences*, 33(3), 323-349. Retrieved from, <http://eric.ed.gov/?q=emotional+adjustment&pg=2&id=EJ938921>.
2. Mercer, sterett,A.(2008). "Teacher preference, peer rejection and student aggression: A prospective study of transactional influence and independent contributions to emotional adjustment and grades". *Journals of school psychology*, 46(6),661-685. Retrieved from, <http://eric.ed.gov/?q=emotional+adjustment&pg=3&id=EJ815868>.
3. Ross.(2010). "Parental attachment, interparental conflict, and young adult's emotional adjustment". *Counseling psychologist*, 38(8), 1050-1077. Retrieved from, <http://eric.ed.gov/?q=emotional+adjustment&id=EJ902931>.
4. Singh Jagdeep.(2014). "Frustration tolerance in relation to study involvement of visually challenged and sighted school students". *The south asian academic research journals*, 4(3), ISSN:2249-7137. Retrieved from, <http://www.saarj.com>.

APPENDICES

N.V.K.S.D. COLLEGE OF EDUCATION ATTOOR

FRUSTRATION TOLERANCE SCALE

Prepared by

Doni pushpa raj

And

Dr. Mini kumari V.S.

Instructions:

Give below are certain statements which are related to your daily life. Read carefully each statement and put a tick mark (\checkmark) against Yes/Undecided/No attend all statements without any omissions. Your responses will kept confidential and used for research purpose.

Section : A

1.	Adjustment problems with my family members home tempts me to commit suicide	Yes	Undecided	No
2.	I don't like to take up the responsibilities of my family	Yes	Undecided	No
3.	I usually tolerate the partiality shown by my parents	Yes	Undecided	No
4.	I think I ought to obey the elders of my family	Yes	Undecided	No
5.	It hurts me when elders order me	Yes	Undecided	No
6.	I will be disappointed when my parents scold me	Yes	Undecided	No
7.	I can bear the responsibilities of my family	Yes	Undecided	No
8.	I often throw away things at home when I get angry	Yes	Undecided	No
9.	I do not tolerate the restriction of my parents	Yes	Undecided	No
10.	I don't feel disappointed when my parent's don't allow me to share my view with them	Yes	Undecided	No
11.	I can't adjust to the compulsive of my patents	Yes	Undecided	No
12.	I don't feel tensed when I am ordered to do household works	Yes	Undecided	No

Section : B

		Yes	Undecided	no
1.	I am not disturbed by the criticism of my teachers			
2.	I cheer up even when I am made fool by my classmates			
3.	I feel that I don't have enough intelligence to study			
4.	I don't mind when my teachers show partiality towards my friends			
5.	I feel wormed when I fail to join the course I like			
6.	I can't tolerate if I fail in any competition			
7.	I never take leave even if my works are not completed			
8.	I don't mind when teachers find fault with me			
9.	I cannot tolerate any failures			

Section : C

		Yes	Undecided	No
1.	I cannot tolerate if any are me hurts me physically			
2.	I will be upset if any one cheats me			
3.	I can face and challenge			
4.	I can easily overcome any situation			
5.	I may get nervous while the higher authorities super wise my work			
6.	I can tolerate to views politicians			
7.	The criticisms of others make me highly nervous			
8.	I will be totally disturbed if there is any religions clash			
9.	I don't feel upset when people call me careless			
10.	I can't tolerate the social rules			
11.	I believe in an touch ability			

Section : D

		Yes	Undecided	No
1.	I cannot work with much patience			
2.	I like to work for hours without any break			
3.	I will not feel disappointed even if I lose a job opportunity			
4.	I can adjust if I get a job not submitted to my qualification			
5.	I will be nervous if my colleagues don't support me in the job			
6.	Will adjust even to a small job not suited to my educational qualifications			
7.	I think it will be difficult job suitable my qualifications			
8.	I will never mind even if my job has no security			
9.	I cannot tolerate the pressure from higher authorities			
10.	I feel frustrated when I don't get through the various competitive examinations			
11.	I can control myself when I have to wait for			
12.	I think underemployment is a social evil			
13.	I can control myself even when someone interrupts me at work			
14.	I cannot a balance between my family life and job			

Section : E

		Yes	Undecided	No
1.	I usually remain calm when there is a crisis			
2.	I believe in my horoscope			
3.	Repeated failures often upset me			
4.	I think I have the potential to overcome any crisis			
5.	I don't feel frustrated even when some one openly says my drawbacks			
6.	Life itself is a problem for me			
7.	I can talk with a person whom I hate			
8.	I can control myself even when I lose my temper			
9.	I think I can decide my fate			
10.	I feel in secured when left alone			
11.	I don't mind when no one cooperates with me			
12.	I cannot control my emotions			
13.	I don't cry for my failures			
14.	I will totally collapse when I have to face a difficult situation			

N.V.K.S.D. COLLEGE OF EDUCATION
ATTOOR, KANYAKUMARI DISTRICT
EMOTIONAL ADJUSTMENT SCALE

PREPARED BY KAVITHA G.S.

AND

Dr. MINIKUMARI V.S.

INSTRUCTIONS:

Certain statements related to your emotional adjustment are given below. Read carefully each statements and put a tick mark (✓) against Yes or No. Attend all statements without any omissions. Your responses will be kept confidential and used for research purpose only.

1.	I am always happy	Yes	No
2.	I do not have any difficulty in taking a decision	Yes	No
3.	I feel that people are talking secretly about me	Yes	No
4.	Loneliness doesn't hurt me	Yes	No
5.	I get angry when other people cut joke among themselves	Yes	No
6.	I feel there is nothing to enjoy in my life	Yes	No
7.	I am anxious about completing my works in time	Yes	No
8.	I feel sympathy for the poor	Yes	No
9.	I have self confidence	Yes	No
10.	I am able to make intelligent decisions	Yes	No

11.	I always feel that I have everyone in the world	Yes	No
12.	My heart hurt by small things	Yes	No
13.	I am able to control my emotions	Yes	No
14.	Sometimes I feel dejected	Yes	No
15.	I can concentrate on the task at hand in spite	Yes	No
16.	I get troubled when there is different opinion from others	Yes	No
17.	I feel shy on getting less marks in class	Yes	No
18.	I feel fear when I am alone	Yes	No
19.	I am always optimistic	Yes	No
20.	I feel myself lonely even when my friends are sitting with me	Yes	No
21.	I feel that I am charged by others suggestions	Yes	No
22.	I do not loose temper while talking	Yes	No
23.	When I face a problem I accept other's point of view	Yes	No
24.	I do not allow my emotions to overrule me	Yes	No
25.	I can handle conflicts	Yes	No
26.	I don't like to share my feeling with others	Yes	No
27.	I am anxious about my health	Yes	No
28.	I am not able to assess the situation and then behave	Yes	No
29.	I am able to identify my emotions	Yes	No
30.	I often feel that I am doing something improper	Yes	No

N.V.K.S.D. COLLEGE OF EDUCATION

ATOOR, KANYAKUMARI DISTRICT

GENERAL DATA SHEET

PLEASE FILL UP THE FOLLOWING

1. Name of the student :
2. Name of the College :
3. Sex : Male / Female
4. Age :
5. Class : B.A. / B.Sc./M.A./M.Sc.
6. Subject :
7. Religion : Hindu / Christian / Muslim
8. Locality : Urban / Rural
9. Community : BC/ MBC / SC