# RELATIONSHIP OF FRUSTRATION AND ACADEMIC ACHIEVEMENT OF ADOLESCENTS OF GOVERNMENT AND NON-GOVERNMENT SENIOR SECONDARY SCHOOLS

**\*Rekha Rani & \*\*Dr.Y.S.Deswal**

Abstract

*This study has been designed to study the relationship of Frustration and Academic Achievement of Adolescents of Govt. and Non-Govt. Senior Secondary Schools. For this purpose a sample of 200 adolescents, randomly selected from four Govt. and Non-Govt. Senior secondary schools Rohtak city, was taken. As a result significant negative relationship was found between Frustration and Academic Achievement of Adolescents of Govt. and Non-Govt. Senior Secondary Schools.*

*Keywords: Frustration, Academic Achievement, Adolescent*

One of the most challenging problems faced by the educational administrators today seems to be that of accurate prediction of psychological, sociological and cognitive variables of the students possessing different level of frustration. This problem has aroused the attention of many educationists, psychologists, psychiatrists, planners and administrators and is assuming greater importance day by day as our society is advancing industrially and technologically and also as the pattern of education is growing more and more complex.

Frustration is psychological state which results from the blocking of a goal-directed activity(Kisker,1964); thwarting of a need or desire (Coleman,1974) as a hypothetical construct produced either by some type of inhibitory condition or by an excitatory tendency leading to accumulation of strength(Brown and Farber,1951).Frustrated behavior lacks goal-orientation, feeling of intensive need deprivation and have a different set of behavior mechanism which appears more or less senseless due to compulsive nature (Chouhan and Tewari,1973).Frustration and academic achievement were negatively and significantly related, girls achieved higher in the academic field and were less frustrated as compared to boys (Jasuja, 1983). The students of arts group were found more frustrated as compared to students of science group(Singh, 1986). Sex, rural/urban areas, SES and school climate had little differential effect on frustration reaction pattern (Biswas, 1989). Both boys and girls had incidence of frustration to a considerable extent, this was true not only for the total frustration but also for its various dimensions, i.e. regression, fixation, resignation and aggression and frustration was significantly negatively correlated with (a) adjustment (b) intelligence (c) academic achievement(Gupta, 1990). Dangwal (2000) studied

\*Assistant Professor, Ganga Institute of Education, Kablana, Jhajjar
\*\*Associate Professor, T.R. College of Education, Sonepat

the relationship of reaction to frustration and academic achievement with the objective to study the relationship between academic achievement and aggression, types of reaction to frustration and found that relationship between intro-punitiveness and academic achievement, and extro-punitiveness and academic achievement were not significant among boys, girls and total group; in boys impunitiveness and academic achievement were significantly and directly correlated to each other; obstacle dominance and academic achievement were inversely correlated to each other; the relationship between ego defense and academic achievement was highly significant and strong. The low frustrated students had a better score in academics than that of the high frustrated students (Sumedha, 2006).

## JUSTIFICATION OF THE STUDY

Adolescence is the period of psychological and social transition between childhood and adulthood. As a transitional stage of human development it represents the period of time during which a juvenile matures into adulthood. "Adolescence" is a cultural and social phenomenon and therefore its end points are not easily tied to physical milestones. Adolescent is the stage where extreme emotions are expressed (or experienced) with the intensity of adulthood. But devoid of adult perspective, it is a time of vulnerability implying potential pain. Adolescents struggle with their anxieties, conflicts and confusions. Each individual has different desires, wishes, ambitions, and aims in life and their successful accomplishment always leads to happiness. Whereas obstruction, barrier, restriction or interference leads to frustration. We strive to gratify our wants and desires.  Frustration is a human emotion that occurs in situation where one is blocked from reaching a personal goal. The more important goal, the greater the intensity of frustration. Frustration may lead to downfall and deviation because it wastes precious thinking ability and attention, which otherwise would have been used elsewhere in constructive and/or creative work. Individuals differ in their ability to tolerate frustration and that for any person there may be adjustment areas of relatively high or low frustration. The problem of frustration among adolescents is becoming increasingly alarming.

A teacher is called upon not only to understand the students, but also to help them modify their behavior. A teacher should understand and appreciate the needs of adolescents because every person is urged upon to act by these needs and desires. He is never completely at rest with himself, as his life is a continuous struggle for food warmth, achievement, affection, recognition and economic emotional security. The need of the individual and the requirements of the society are never identical. But the flexible person is able to resolve the two demands into an acceptable synthesis. In every School, we can see female students who differ greatly in their tolerance of frustration and conflicts and in the type of adjustment without under stress and strain. A school students who adjust well can be regarded as a young person who experiences relatively little tension in his daily activities contrariwise, a school students who habitually adjusts poorly tends to experience tension to a marked degree. In the main goal of my thesis is to estimate the frustration of adolescence and their effect on their academic achievement. The findings also call for further inquiry into affective family, home, school, social relations so as to cause least frustration in the adolescence

*Assistant Professor, Ganga Institute of Education, Kablana, Jhajjar
**Associate Professor, T.R. College of Education, Sonepat

**OBJECTIVE**

**To study the relationship between Frustration and Academic Achievement of Adolescents of Govt. and Non-Govt. Senior Secondary Schools**

**HYPOTHESES**

On the basis on objective of the study the following null hypotheses have been formulated-

$H_{01}$    There is no significant relationship between Frustration and Academic Achievement of adolescent Boys of Govt. & Non-Govt. Senior Secondary Schools.

$H_{02}$    There is no significant relationship between Frustration and Academic Achievement of adolescent Girls of Govt. & Non-Govt. Senior Secondary Schools.

$H_{03}$    There is no significant relationship between Frustration and Academic Achievement of adolescent boys of Govt. Senior Secondary Schools.

**Ho4** There is no significant relationship between Frustration and Academic Achievement of adolescent Girls of Govt. Senior Secondary Schools.

**Ho5**    There is no significant relationship between Frustration and Academic Achievement of adolescent Boys of Non-Govt. Senior Secondary Schools.

$H_{06}$      There is no significant relationship between Frustration and Academic Achievement of adolescent Girls of Non- Govt. Senior Secondary Schools.

# RESEARCH DESIGN

In the present study, descriptive survey method was used.

# SAMPLE

A sample of 200 students of eleventh standard from four Senior Secondary Schools (Two Govt.+Two Non-Govt.) of Rohtak city was selected on random basis.

**TOOLS USED**

Following tools were used for data collection-

1. Reaction to Frustration Scale developed by Dr. B.M. Dixit and Dr. D.N. Srivastava.
2. The marks obtained in $10^{th}$ standard were taken as indicator of academic achievement of students.

*Assistant Professor, Ganga Institute of Education, Kablana, Jhajjar
**Associate Professor, T.R. College of Education, Sonepat

## STATISTICAL TECHNIQUES USED

In order to find out the relationship among variables, Frustration and Academic Achievement , the Product Moment Correlation technique was used.

## ANALYSIS AND INTERPRETATION

### Table-1

**Coefficient of Correlation between Frustration and Academic Achievement of Adolescent Boys of Govt.& Non-Govt. Senior Secondary Schools**

| Variable | N | r | Level of significance |
|---|---|---|---|
| 1. Frustration<br>2. Academic Achievement | 100 | -0.72 | 0.01 |

Table 1 reveals that calculated 'r' value is -0.72 which is greater than table value. Therefore calculated 'r' value is significant at 0.01 level of significance. Hence the null hypothesis $H_{o1}$ "**There is no significant relationship between Frustration and Academic Achievement of Adolescent boys of Govt. & Non-. Govt. Senior Secondary Schools**" is not accepted. Therefore significant negative relationship was found between Frustration and Academic Achievement of adolescent boys of senior secondary schools. It indicates that more the Frustration among Adolescent boys less will be their Academic Achievement.

### Table -2

**Coefficient of Correlation between Frustration and Academic Achievement of Adolescent Girls of Govt. & Non-Govt. Senior Secondary Schools**

| Variable | N | r | Level of significance |
|---|---|---|---|
| 1. Frustration<br>2. Academic Achievement | 100 | -0.66 | 0.01 |

Table -2 reveals that calculated 'r' value is -0.66 which is greater than table value. Therefore calculated 'r' value is significant at 0.01 level of significance. Hence the null hypothesis $H_{o2}$ "**There is no significant relationship between Frustration and Academic Achievement of Adolescent girls of Govt. & Non-. Govt. Senior Secondary Schools**" is not accepted. Therefore significant negative relationship was found between Frustration and Academic

*Assistant Professor, Ganga Institute of Education, Kablana, Jhajjar
**Associate Professor, T.R. College of Education, Sonepat

Achievement of adolescent boys of senior secondary schools. It indicates that more the Frustration among Adolescent girls less will be their Academic Achievement.

## Table -3

**Coefficient of Correlation between Frustration and Academic Achievement of Adolescent boys of Govt. Senior Secondary Schools**

| Variables | N | r | Level of significance |
|---|---|---|---|
| 1. Frustration<br>2. Academic Achievement | 50 | -0.794 | 0.01 |

Table- 3 reveals that calculated 'r' value is -0.794 which is greater than table value. Therefore calculated 'r' value is significant at 0.01 level of significance. Hence the null hypothesis Ho3 "**There is no significant relationship between Frustration and Academic Achievement of Adolescent boys of Govt. Senior Secondary Schools"** is not accepted. Therefore significant negative relationship was found between Frustration and Academic Achievement of adolescent boys of senior secondary schools. It indicates that more the Frustration among Adolescent boys less will be their Academic Achievement.

## Table -4

**Coefficient of Correlation between Frustration and Academic Achievement of Adolescent Girls of Govt. Senior Secondary Schools**

| Variables | N | r | Level of significance |
|---|---|---|---|
| 1. Frustration<br>2. Academic Achievement | 50 | -0.878 | 0.01 |

Table- 4 reveals that calculated 'r' value is -0.878 which is greater than table value. Therefore calculated 'r' value is significant at 0.01 level of significance. Hence the null hypothesis Ho4 "**There is no significant relationship between Frustration and Academic Achievement of Adolescent girls of Govt. Senior Secondary Schools"** is not accepted. Therefore significant negative relationship was found between Frustration and Academic Achievement of adolescent boys of senior secondary schools. It indicates that more the Frustration among Adolescent girls less will be their Academic Achievement.

*Assistant Professor, Ganga Institute of Education, Kablana, Jhajjar
**Associate Professor, T.R. College of Education, Sonepat

## Table -5

**Coefficient of Correlation between Frustration and Academic Achievement of Adolescent Boys of Non-Govt. Senior Secondary Schools**

| Variables | N | r | Level of significance |
|---|---|---|---|
| 1. Frustration<br>2. Academic Achievement | 50 | -0.853 | 0.01 |

Table- 5 reveals that calculated 'r' values is -0.853 which is greater than table value. Therefore calculated 'r' value is significant at 0.01 level of significance. Hence the null hypothesis $H_{o5}$ "**There is no significant relationship between Frustration and Academic Achievement of Adolescent boys of Non-Govt. Senior Secondary Schools"** is not accepted. Therefore significant negative relationship was found between Frustration and Academic Achievement of adolescent boys of senior secondary schools. It indicates that more the Frustration among Adolescent boys less will be their Academic Achievement.

## Table -6

**Coefficient of Correlation between Frustration and Academic Achievement of Adolescent Girls of Non-Govt. Senior Secondary Schools**

| Variable | N | r | Level of significance |
|---|---|---|---|
| 1. Frustration<br>2. Academic Achievement | **50** | **-0.64** | **0.01** |

Table -6 reveals that calculated 'r' value is -0.64 which is greater than table value. Therefore calculated 'r' value is significant at 0.01 level of significance. Hence the null hypothesis $H_{o6}$ "**There is no significant relationship between Frustration and Academic Achievement of Adolescent girls of Non-Govt. Senior Secondary Schools"** is not accepted. Therefore significant negative relationship was found between Frustration and Academic Achievement of adolescent boys of senior secondary schools. It indicates that more the Frustration among Adolescent boys less will be their Academic Achievement.

*Assistant Professor, Ganga Institute of Education, Kablana, Jhajjar
**Associate Professor, T.R. College of Education, Sonepat

## MAJOR FINDINGS AND DISCUSSION

1. Significant negative relationship was found between Frustration and Academic Achievement of Adolescent Boys of Govt. and Non-Govt. Senior Secondary Schools. This finding supports the finding by Jasuja (1983) who found that found that frustration and academic achievement was significantly and negatively related.

2. Significant negative relationship was found between Frustration and Academic Achievement of Adolescent Girls of Govt. and Non-Govt. Senior Secondary Schools. This finding supports the finding by Arti Pasricha (2014) who found that female students having low academic achievement are more frustrated in comparison to those who have high academic achievement.

3. Significant negative relationship was found between Frustration and Academic Achievement of Adolescent Boys of Govt. Senior Secondary Schools. This finding supports the finding by Arti Pasricha (2014) who found that male students having low academic achievement are more frustrated in comparison to those who have high academic achievement.

4. Significant negative relationship was found between Frustration and Academic Achievement of Adolescent Girls of Govt. Senior Secondary Schools.

5. Significant negative relationship was found between Frustration and Academic Achievement of Adolescent Boys of Non-Govt. Senior Secondary Schools.

6. Significant negative relationship was found between Frustration and Academic Achievement of Adolescent Girls of Non-Govt. Senior Secondary Schools.

From the results, it is clear that there is negative relationship between frustration and academic achievement of Adolescents of Govt. and Non-Govt. Senior Secondary Schools. The study had thrown adequate light upon the selected variables-Frustration and Academic Achievement of the adolescents by establishing their relationship with their relative importance in the field of education.

The teachers, parents, psychologists, sociologists, philosophers, planners, educationists and guidance workers should provide due attention to frustrated students so that they can improve their academic performance and get success in future. We have to make separate arrangements for teaching sensitive students and those students who easily get frustrated. Frustrated students may be sent for some vocational and occupational training for their future success.

*Assistant Professor, Ganga Institute of Education, Kablana, Jhajjar
**Associate Professor, T.R. College of Education, Sonepat

# REFERENCES

- Aggarwal,Y.P. (1988).*Statistical method: Concept, Application and Computation*. Green Park Extension, New Delhi, Sterling Publishers Private Limited.
- Allport, G.W.(1937).*Personality and Psychological Interpretation*. London, Constable and Co. Ltd.
- Pasricha, Arti (2014). A Comparative Study of Frustration Among Adolescent Boys and Girls in Relation to Their Certain Cognitive Attributes. *IRJMSH, 5*(2).
- Bajwa, A., Kang, T. and Garg, R. (2012). Frustration Tolerance among Adolescents. *Indian Psychological Review,78*( 2).
- Jody C, Dill and Cralg A, Anderson. (1995). Effects of Frustration Justification on Hostile Aggression. *Aggressive Behaviour, 21*(3),119-132.
- Best, J. W. (1970). *Research in Education*. New Delhi, Prentice Hall of India Private Limited.
- Frost, R., Marten, P., Lahart, C., & Rosenblate. R. (1990). The Dimensions of Perfectionism. *Personality and Individual Differences*, *14*, 449-468.
- Goyal, Chhaya(1988). "Effect of drive, frustration and adjustment on learning and speed of performance with special reference to interaction", Unpublished Ph.D. Thesis Psy. Agra University.
- Harrington, N. (2007). Frustration Intolerance as a Multidimensional Concept. *Journal of Rational-Emotive & Cognitive-Behavior Therapy*, 25(3), 191-211. http://dx.doi.org/10.1007/s10942-006-0051-0
- Kerlinger,F. N. (1973). *Foundations of behavioral research*. New Delhi. Holt, Rinehart and Winston Inc.
- Mouw, J. T., & Khanna, R. K. (1993). Prediction of academic success: A review of the literature and some recommendations. *College Student Journal*, *27*, 328–336.

*Assistant Professor, Ganga Institute of Education, Kablana, Jhajjar
**Associate Professor, T.R. College of Education, Sonepat