



DOES THE STATUS OF ACHIEVEMENT MEDIATE THE FRUSTRATION OF STUDENTS? AN EMPIRICAL SKETCH

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Introduction

All individuals at one time or another in greater or lesser amount have to face frustration in their life. Inability to tolerate frustration leads to mental breakdown, mal adjustment and problems in inter- personal relationship. As a result, specially the adolescents who are called the future of the nation unable to cope themselves properly in the society, their all-round development is hindered.

Frustration thus despites the condition of the mind. It directly affects all the aspects of personality of an individual. More frustrated person is found less interested in life, and he less attempts to become a good citizen of the country and less efficiently he completes the tasks at his hand. Persons around him appear hostile to him.

Frustration is generally understood as the condition of being thwarted in the satisfaction of a motive or as any interference with a goal response or with the instrumental acts leading to it.

Maslow (1941), distinguishes between threat and deprivation and feels that “frustration as a single concept is less useful than the two concepts which cross it (i) deprivation and (ii) threat to the personality. Sargent (1948), held that the reaction to frustration is “emotional “ which may be ‘specific’ or ‘generated’ depending on the precipitating factors. The emotional factor work on the basis of judgment of what Sergeant calls ‘defining the situation’.

Similarly, Himmelweit (1950) has stated the following reactions: aggression, regression, apathy and resignation, increased effort and repression.

Moreover, Frustration cannot be measured in absolute terms, expression or reactions to it may lead to an inference regarding its nature and intensity. Hence, there can be several reactions to frustrating situations, defined by many psychologists in terms of mechanisms. Mechanism or the means used by the individuals, to “defend the integrity of the ego”

Adolescents are the future of a nation. If they become frustrated then whole nation will remain static. They play an important role in the shaping of nation and keeping integration. If they are not able to make suitable adjustment, their personality development is hindered. Bad economic conditions always give birth to anti-social elements. Poverty compels the individual to become the victim of propaganda, if some agents of external powers show him the picture of his bright future, he may import secret information to him. He leads the nation towards the destruction. But society or nation does not expect such things from an adolescent. It expects, adolescents should become good and worthy citizen of the country and should protect the nation from the danger and, should help in the all-round development of the country. These goals cannot be achieved, if we are not able to conquer the frustration. So it becomes imperative to study these phenomena among the adolescent students. Hence researcher took frustration and its various components as a focus of the present study. Moreover, the researcher after coming across many studies, it is found that rate of frustration varies according to the achievement of students and no such in depth studies have been carried out in India.

Objectives

The objective of the present study is,
To study the frustration of high and low achievers.

Hypothesis

The formulated hypothesis is,
No significance of difference will exist in different modes of frustration among high and low achievers.

Design and Method

The method of the study is survey and the researcher focuses on comparison among students in terms of their achievement. The sample constituted of only 300 of +1(Plus one) students of Senior Secondary Schools consisting 150 from Govt. schools (75 males and 75 females) and 150 from public schools (75 males and 75 females). Sample has been selected using simple random technique. While selecting samples extra care was taken that the selection of each individual subject in no way influencing or affecting the selection of another subject. Therefore, selection of each individual subject was independent.



Only four schools (one Govt. boys, one Govt. girls and two public co-education) were in-sorted into the sample from the urban area. The total number of senior secondary schools were 31 and the total number of students both in +1(Plus one) and +2(Plus two) 3999 (3080 boys and 919 girls) in the district. But accurate number of the public schools and the students were not available in the office of the district education officer. The ratio of boys and girls on the sample of present study was equal i.e. 150:150.

The reason for selecting plus-one only was that it assume that Frustration was more apparent in the plus-one students because, it is the period of stress and strain or hetro-sexual period of adolescent stage.

Investigator used the following tools for the study.

1. Frustration scale of Dr. N. S. Chauhan and Dr. Govint Tiwary (1984).
2. A data blank developed by the researcher.
3. Achievement of students has been taken from the scores of 10th examination.

Descriptive statistics like mean and standard deviation, and independent sample t-test are used to analyze the data.

Results

Table 1, Mean and standard deviation of high and low achievers on different mode of frustration

Achievement groups	N	Mode of frustration	Mean	SD
High Achievers	98	Total frustration	130.87	20.30
		Regression	36.35	7.08
		Fixation	33.20	6.56
		Resignation	27.89	7.35
		Aggression	33.43	6.97
Low Achievers	114	Total frustration	132.06	17.54
		Regression	35.24	5.92
		Fixation	32.19	6.22
		Resignation	31.77	6.48
		Aggression	32.86	6.38

It is seen from the table that high achievers have a mean score of total frustration 130.87 and standard deviation is 20.30. When comes to regression mean and standard deviation are 36.35 and 7.08. They have a mean fixation score of 33.20 and standard deviation 6.56. In resignation mode of frustration the mean and standard deviation are 27.89 and 7.35 respectively. Similarly in aggression modes of frustration that score are 33.43 and 6.97 respectively for mean and standard deviation.

The mean of total frustration of low achievers is 132.06 and standard deviation is 17.54. Mean and standard deviation of regression modes of frustration are 35.24 and 5.92 respectively. In fixation mode of frustration mean and standard scores are 32.19 and 6.22 respectively. Mean scores of regression and aggression are 31.77 and 32.86; similarly the standard deviation scores are 6.48 and 6.38 respectively.

Table 2, Result of t-test between high and low achievers on different modes of frustration

Mode of frustration	Df	t-value	Level of significance
Total frustration	210	0.46	P>0.05
Regression	210	1.24	P>0.05
Fixation	210	1.15	P>0.05
Resignation	210	4.09	P<0.01
Aggression	210	0.62	P>0.05



Table 2 gives a picture on comparison between high and low achievers on various mode of frustration. For total score the calculated t-value is 0.46 and is not significant at 0.05 levels. In the case of regression, fixation and aggression mode of frustration the t-values are proven not significant at 0.05 level; t-values are 1.24, 1.15 and 0.62 respectively. The t-values calculated while comparing the mean scores of resignation is 4.09 and is highly significant.

It is thus interpreted that there is no significant difference between high and low achievers in total frustration, regression, fixation and aggression, but there exists a clear difference between two groups in their resignation.

Low achievers are found with more resignation than the high achievers and are found more frustrated than the high achievers. Previous research studies in relation to the present study are Gupta, 1977; Jaiswal, 1980; Jasuga, 1983 Maier, 1940; Shan, 1960 and Wohlwill, 1976. Therefore resigned studies are found rude in answering to elders, irritated, feeling unfairness, more reactive and revenge minded and quarrel with some individuals. In the present study low achievement has become main sources of frustration among students. It is because low achievement restricts improving self-esteem of individual. It suppresses their interaction style and employment opportunities. Low achievers are not found smart unlike high achievers. They possess relatively a poor self-image in society and school unlike their counterparts.

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