

FRUSTRATION AMONG ADOLESCENTS IN RELATION TO THEIR ACADEMIC ACHIEVEMENT

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ABSTRACT

Present study is based on frustration among adolescents in relation to their academic achievement. A sample of 100 students based on random sampling method was selected from Ludhian District. The subjects were administered FAS tool for frustration and for academic achievement, their award sheets were collected. The t-test and correlation was applied for the study of the significant difference and relationship in the mean scores of gender and locality. The result indicated that there is significant difference in frustration among adolescents' and there exists significant negative relationship in mean scores between frustration and academic achievement of adolescents. It is concluded that once they learn to develop the right approach towards their problem, frustration level automatically will decrease resulting in a balanced and socially productive personality.

Keywords: Frustration, Adolescents, Academic Achievement

INTRODUCTION

As adolescence is a period of utter stress and strain, adolescents in this period find themselves in many complex situations and their inability to choose the best option, out of many, is a great problem which leads to frustration in one way or the other. A frustrated student is as dangerous to himself and the institution as an injured leopard looking to attack whosoever it finds. This frustration, to a great extent can be regulated by introducing various specific curricular and co-curricular provisions for adolescents in the schools which can help in providing them an opportunity to give vent to their hidden negative energy and use it positively. Frustration is the feeling that makes somebody feels annoyed or impatient because they cannot do or achieve what they want (Oxford Advanced Learner's Dictionary, 2000). Academic achievement is knowledge attained and skills developed in school subjects usually designated by test scores or by marks assigned by teacher or by both. It encourages the students to work hard and learn more. It may be defined as school subjects in whom they have received the instruction. Academic achievement refers to instructional system of formal education with school, college or university (Hawes and Hawes ,1982).

RELATIONSHIP BETWEEN ACADEMIC ACHIEVEMENT AND FRUSTRATION

Modern age is the age of competitions where only the fast paced individuals with mental as well as physical stability win the race. The society existing today is very complex in nature. Therefore adolescents face a number of problems in their lives as adjustment, identity crisis, developmental problems, stress and strains and frustration. Youth of today possess very high potentials, education and knowledge and will to excel but are emotionally frustrated if they are unable to fulfill their needs. So, adolescents in present scenario are highly explosive, emotionally and are distracted towards the negative atmosphere. Therefore an attempt is made so that frustrated youth could be made psychologically strong to make their way through the crowded lanes of competition with ease and satisfaction and to get the best out of them.

FACTORS OF FRUSTRATION

Factors that lead to non-fulfillment of desires are the causes of frustration.

Causes of frustration may be studied under:

1. External Environment Factors

External factors are conditions, which are the environment. They influence the individual from outside. Some of the important external factors of frustration are as under:-

Physical Factors: Many of needs remain unfulfilled due to the physical obstacles. For example rain, flood, famine, fire, earthquake may destroy normal condition and lead to non-fulfillment of needs and desires. This non-fulfillment leads to frustration. In feminine areas people are compelled to go without food their hunger needs are frustrating.

Social Factors: Our society is based on certain norms and rules and members of society have to work according to those norms and rules. These norms and rules may lead to non-fulfillment of desires and cause frustration. A person may be anxious to marry a particular beautiful girl. But because of social situation he may not be able to be appreciated, loved and respected. If this desire for love and respect is not met, the result is frustrating.

Economic Factors: Poverty is the cause of many frustrations. Some people are not able to fulfill these physical needs due to poverty. They are not able to get proper food and sufficient clothing. They also remain frustrated. Unemployment, lack of security in employment, inadequate wages and harsh treatment by employers and lack of opportunities cause frustration.

2. **Internal / Personal Factors:** Sometimes internal or personal causes are responsible for frustration, personal causes frustrate the individual from within internal person himself is the cause of frustration.

Some of the important causes of frustration are as under:-

Physical Defect or Abnormality: Frustration may be caused due to physical defect such as blindness, deafness, lameness etc. An ugly face, dark complexion, very heavy or thin body, very small or big stature may be source of frustration.

Mental Deficiency: frustration may be caused to mental deficiency. Deficiency in one's intelligence or studies may frustrate an individual. A person may be anxious to get first division in B.Ed. examination, but because of mental deficiency he may not get it. This would cause dissatisfaction and frustration.

Conflicting Desires: Frustration may be caused due to conflicting desires of the person. For example, a young boy wishes to marry a particular girl of his choice, but also wishes to avoid it as it interferes to obtain a Ph.D. degree, which requires four years study in a university.

Moral Values: Sometimes moral values also cause frustration. A person wants to steal an attractive living, but his moral values stop him from doing so. Similarly cheating in examinations versus not cheating places the persons in a similar dilemma. In such a situation he can fulfill only one need and this leads to conflict and frustration.

High Level of Aspiration: Sometimes very high level of aspiration causes frustration. For example, a school student who hardly gets pass marks in various examinations aspires to become lectures. Such aspirations are found to lead to frustration.

Gupta (2000) studied relationship between locus of control, anxiety, personality traits, level of aspiration and academic achievement of secondary school students with the objective to assess the magnitude and direction of relationship of locus of control, anxiety, personality traits, level of aspiration with academic achievement and found that locus of control, anxiety, level of aspiration was correlated negatively with academic achievement. **Ramachandran (2000)** found that there was a low positive correlation between academic achievement and frustration. **Yeole(2001)** concluded that poor academic achievement causes psychological, emotional and behavioral disorders. **Jain (2001)** found that there was a significant difference in academic achievement and frustration level.

OBJECTIVES OF THE STUDY

1. To study and compare frustration among urban and rural adolescents
2. To study and compare academic achievement among urban and rural adolescents
3. To study and compare frustration among boys and girls adolescents
4. To study and compare academic achievement among boys and girls adolescents
5. To study the relationship between frustration and academic achievement among adolescents

HYPOTHESES OF THE STUDY

1. There will be no significant difference in mean scores of frustration among urban and rural adolescents
2. There will be no significant difference in mean scores of academic achievement of urban and rural adolescents
3. There will be no significant difference in mean scores of frustration among boys and girls adolescents
4. There will be no significant difference in mean scores of academic achievement of boys and girls adolescents
5. There will be no significant relationship between frustration and academic achievement among adolescents.

METHOD

Descriptive survey method was used for the study.

SAMPLE

A sample of 200 adolescents studying in the schools affiliated to P.S.E.B. of Ludhiana District was selected. Random sampling technique was used for the selection of schools and then students were selected at random from the schools.

TOOLS USED

1. Reaction to Frustration Scale (RFS) by Dixit and Srivastava.
2. Award sheets were collected to measure academic achievement by the investigator.

RESULTS AND CONCLUSIONS

Table 4.1 Showing Mean, SD, SE_D, T-Value of Frustration among Adolescents

Variable	Areas	N	Mean	S.D.	SE _D	t-value	Level of Significance
Frustration	Urban	100	90.32	11.57	1.08	1.27	Non-Significant
	Rural	100	88.95	14.31			

Table 4.1 reveals that there is no significant difference in frustration among urban and rural adolescents. Hence hypothesis 3 states that there will be no significant difference in mean scores of frustration among adolescents urban and rural adolescents' stands accepted. It shows that frustration has same in locality.

Table 4.2 Showing Mean, SD, SED Scores of Academic Achievement among Adolescents

Variable	Groups	N	Mean	S.D.	SED	t-value	Level of Significance
Academic Achievement	Urban	100	156.51	17.64	4.03	2.02	Significant at 0.05 Level
	Rural	100	128.44	15.20			

Table 4.2 reveals that there exists significant difference in academic achievement of urban and rural adolescents. Hence hypothesis 4 states that there will be no significant difference in mean scores of academic achievement of urban and rural adolescents stands rejected. It shows that urban students get more educational facilities than rural students.

Table 4.3 Showing Mean, SD, SED, T-Value of Frustration among Adolescents

Variable	Groups	N	Mean	S.D.	SED	t-value	Level of Significance
Frustration	Boys	100	92.32	11.56	1.08	3.70	Significant at 0.01 level
	Girls	100	88.92	13.30			

Table 4.3 reveals that there is significant difference in frustration among boys and girls. Hence hypothesis 1 states that there will be no significant difference in mean scores of frustration among boys and girls adolescents stands rejected. It shows that boys are more frustrated than girls.

Table 4.4 Showing Mean, SD, SED Scores of Academic Achievement among Adolescents

Variable	Groups	N	Mean	S.D.	SED	t-ratio	Level of Significance
Academic Achievement	Boys	100	128.44	26.07	2.72	2.91	Significant at 0.01 level
	Girls	100	135.51	25.44			

Table 4.4 reveals that there is significant difference in academic achievement among boys and girls adolescents. Hence hypothesis 2 states that there will be no significant difference in mean scores of academic achievement of boys and girls adolescents stands rejected. It shows that girls are more sincere in their study than boys.

Table 4.5 Showing Significant Relationship between Frustration and Academic Achievement of Adolescents

Variables	N	r
Frustration	200	-0.907
Academic Achievement	200	

Table 4.5 reveals that there exists significant negative relationship in mean scores of frustration and academic achievement of adolescents. Hence hypothesis 5 states that there will be no significant relationship between frustration and academic achievement among adolescents stands accepted. It shows that more the frustration among adolescent less will be their academic achievement.

FINDINGS AND DISCUSSION

1. There is significant difference in frustration among boys and girls. Hence hypothesis 1 states that there will be no significant difference in mean scores of frustration among boys and girls adolescents stands rejected. It shows that boys are more frustrated than girls. This finding support the finding by
2. There is significant difference in academic achievement among boys and girls adolescents. Hence hypothesis 2 states that there will be no significant difference in mean scores of academic achievement of boys and girls adolescents stands rejected. Its shows that girls are more sincere in their study than boys. This finding support the finding by
3. There is no significant difference in frustration among urban and rural adolescents. Hence hypothesis 3 states that there will be no significant difference in mean scores of frustration among adolescents urban and rural adolescents' stands accepted. It shows that frustration has same in locality. This finding support the finding by
4. There exists significant difference in academic achievement of urban and rural adolescents. Hence hypothesis 4 states that there will be no significant difference in mean scores of academic achievement of urban and rural adolescents stands rejected. It shows that urban students get more educational facilities than rural students. This finding contradict the finding by Ramachandran (2000) who found that there was a low positive correlation between academic achievement and frustration.

CONCLUSION

From the result it is clear that 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.

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