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A STUDY OF FRUSTRATION AND ACADEMIC ACHIEVEMENT AMONG RURAL AND URBAN SENIOR SECONDARY SCHOOL STUDENTS

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ABSTRACT

The Study aims to study the relationship between Frustration and Academic Achievement of adolescent of Rural and Urban Senior Secondary Schools. For this purpose a sample of 200 Senior Secondary School Students, randomly selected two Senior secondary schools from Rural area and two Senior secondary schools from Urban area of Faridkot district of Punjab State. The results of the study revealed that there is significant negative relationship was found between Frustration and Academic Achievement of adolescent of Rural and Urban Senior Secondary Schools. Significant negative relationship was found between Frustration and Academic Achievement of Adolescent Girls of Rural and Urban Senior Secondary Schools. Significant negative relationship was found between Frustration and Academic Achievement of Adolescent Boys of Rural Senior Secondary Schools. The results of the study also revealed that there is Significant negative relationship was found between Frustration and Academic Achievement of Adolescent Girls of Rural Senior Secondary Schools. Significant negative relationship was found between Frustration and Academic Achievement of Adolescent Boys of Urban Senior Secondary Schools. Significant negative relationship was found between Frustration and Academic Achievement of Adolescent Girls of Urban Senior Secondary Schools.

Keywords: Frustration, Academic Achievement, Rural and Urban, Senior Secondary Schools Students.

INTRODUCTION

The educators are worried about the growing indiscipline in the society and in the educational institutions which has caused deterioration in education. Some of the educationists are of the view that this indiscipline is indication of Frustration in various forms among students. 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

We encounters more or less frustrations in our everyday's life like a person misses his/her bus or train, a late appearance for an meeting, delay in making important report/ work. Now a days each and every one having much greater frustrations in their life whether they are of any age group or of any sex. A frustration takes any form it may be a boy who aspires to be a football player loses a leg, 'or a girl who wants to tie the knot with her infancy sweetheart is jilted' for others', or 'may be a learner faces failure in the entrances examinations and is refused to take admissions or may be an emotional chaos which intervenes the bright profession'. Frustration is the situation or condition of various desires or tendencies being unfulfilled. For example, if a student desires to stand first in his class, but is foiled in his/her goal time and again, he/she is frustrated. Obviously, frustration is the product of obstacles in the course of the one's objective and ambition. Whenever an individual is motivated towards a particular goal whose achievement is interfered with and hindered by the presence of some object or situation, the individual is said to be frustrated.

ACADEMIC ACHIEVEMENT

The marks obtained in 11th standard were taken as indicator of academic achievement of students. Academic Achievement refers to educational attainment or scholastic achievement in the education. It refers to success level and expertise which attained in several definite areas related to the scholastic work. The human race is 'becoming more cooperative and excellence of presentation becomes the key factor for the progress of individual's, in which attainment is vital variable. Amongst many tasks of development, intellectual and skills of academic are important during the middle childhood years for the motivation to master them. Attainment in scholastic is the index for the future of child in this 'highly competitive' world' and is merely a 'drop in the gigantic ocean of education'. Sometimes even average students excel in their achievement.

OBJECTIVES OF THE STUDY

1. To Study the relationship between Frustration and Academic Achievement of adolescent Boys of Rural and Urban Senior Secondary Schools.
2. To Study the relationship between Frustration and Academic Achievement of adolescent Girls of Rural and Urban Senior Secondary Schools.
3. To Study the relationship between Frustration and Academic Achievement of adolescent boys of Rural Senior Secondary Schools.
4. To Study the relationship between Frustration and Academic Achievement of adolescent Girls of Rural Senior Secondary Schools.
5. To Study the relationship between Frustration and Academic Achievement of adolescent Boys of Urban Senior Secondary Schools.

6. To Study the relationship between Frustration and Academic Achievement of adolescent Girls of Urban Senior Secondary Schools.

HYPOTHESES OF THE STUDY

1. There is no significant relationship between Frustration and Academic Achievement of adolescent Boys of Rural and Urban Senior Secondary Schools.
2. There is no significant relationship between Frustration and Academic Achievement of adolescent Girls of Rural and Urban Senior Secondary Schools.
3. There is no significant relationship between Frustration and Academic Achievement of adolescent boys of Rural Senior Secondary Schools.
4. There is no significant relationship between Frustration and Academic Achievement of adolescent Girls of Rural Senior Secondary Schools.
5. There is no significant relationship between Frustration and Academic Achievement of adolescent Boys of Urban Senior Secondary Schools.
6. There is no significant relationship between Frustration and Academic Achievement of adolescent Girls of Urban Senior Secondary Schools.

RESEARCH METHOD

Keeping in view the nature and main purpose of the study, survey method was considered to be the most appropriate for undertaking this study.

SAMPLE OF THE STUDY

Sample of 200 students of 12th standard from four Senior Secondary Schools (two from Rural area and two from Urban area) of Faridkot District of Punjab state was selected randomly.

RESEARCH TOOLS USED IN THE STUDY

1. Reaction to Frustration Scale by Dr. B.M. Dixit and Dr. D.N. Srivastava.
2. The marks obtained in 11th standard were taken as indicator of academic achievement of students.

STATISTICAL TECHNIQUES USED IN THE STUDY

- Mean
- Standard deviation
- Pearson's product moment correlation

ANALYSIS AND INTERPRETATION OF DATA**Null hypothesis: 1**

There is no significant relationship between Frustration and Academic Achievement of adolescent Boys of Rural and Urban Senior Secondary Schools.

Table-1

Coefficient of Correlation between Frustration and Academic Achievement of Adolescent Boys of Rural and Urban Senior Secondary Schools

Variable	N	r	Level of significance
Frustration	200	-0.74	Significant*
Academic Achievement			

*Significant at 0.01 level.

Table-1 reveals that calculated r value is -0.74 which is greater than the table value. Therefore, calculated r value is significant at 0.01 level of significance. Hence the null hypothesis, “There is no significant relationship between Frustration and Academic Achievement of Adolescent boys of Rural and Urban Senior Secondary Schools” is not accepted. Therefore significant negative relationship was found between Frustration and Academic Achievement of adolescent boys of Rural and Urban senior secondary schools. It indicates that more the Frustration among Adolescent boys less will be their Academic Achievement.

Null hypothesis: 2

There is no significant relationship between Frustration and Academic Achievement of adolescent Girls of Rural and Urban Senior Secondary Schools.

Table -2

Coefficient of Correlation between Frustration and Academic Achievement of Adolescent Girls of Rural and Urban Senior Secondary Schools

Variable	N	r	Level of significance
Frustration	200	-0.69	Significant*
Academic Achievement			

*Significant at 0.01 level.

Table-2 reveals that calculated r value is -0.69 which is greater than table value. Therefore calculated r value is significant at 0.01 level of significance. Hence the null hypothesis, “There is no significant relationship between Frustration and Academic Achievement of Adolescent girls of Rural and Urban Senior Secondary Schools” is not

accepted. Therefore significant negative relationship was found between Frustration and Academic Achievement of adolescent girls of Rural and Urban senior secondary schools. It indicates that more the Frustration among Adolescent girls less will be their Academic Achievement.

Null hypothesis: 3

There is no significant relationship between Frustration and Academic Achievement of adolescent boys of Rural Senior Secondary Schools.

Table-3

Coefficient of Correlation between Frustration and Academic Achievement of Adolescent boys of Rural Senior Secondary Schools

Variable	N	r	Level of significance
Frustration	200	-0.874	Significant*
Academic Achievement			

*Significant at 0.01 level.

Table-3 reveals that calculated r value is -0.874 which is greater than table value. Therefore calculated r value is significant at 0.01 level of significance. Hence the null hypothesis “There is no significant relationship between Frustration and Academic Achievement of Adolescent boys of Rural Senior Secondary Schools” is not accepted. Therefore significant negative relationship was found between Frustration and Academic Achievement of adolescent boys of Rural senior secondary schools. It indicates that more the Frustration among Adolescent boys less will be their Academic Achievement.

Null hypothesis: 4

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

Table-4

Coefficient of Correlation between Frustration and Academic Achievement of Adolescent Girls of Rural Senior Secondary Schools

Variable	N	r	Level of significance
Frustration	200	-0.889	Significant*
Academic Achievement			

*Significant at 0.01 level.

Table-4 reveals that calculated r value is -0.889 which is greater than table value. Therefore calculated r value is significant at 0.01 level of significance. Hence the null hypothesis, “There is no significant relationship between Frustration and Academic Achievement of Adolescent girls of Rural Senior Secondary Schools” is not accepted. Therefore significant negative relationship was found between Frustration and Academic Achievement of adolescent girls of Rural senior secondary schools. It indicates that more the Frustration among Adolescent girls less will be their Academic Achievement.

Null hypothesis: 5

There is no significant relationship between Frustration and Academic Achievement of adolescent Boys of Urban Senior Secondary Schools.

Table-5

Coefficient of Correlation between Frustration and Academic Achievement of Adolescent Boys of Urban Senior Secondary Schools

Variable	N	r	Level of significance
Frustration	200	-0.964	Significant*
Academic Achievement			

*Significant at 0.01 level.

Table- 5 reveals that calculated r value is -0.964 which is greater than table value. Therefore calculated r value is significant at 0.01 level of significance. Hence the null hypothesis, “There is no significant relationship between Frustration and Academic Achievement of Adolescent boys of Urban Senior Secondary Schools” is not accepted. Therefore significant negative relationship was found between Frustration and Academic Achievement of adolescent boys of Urban senior secondary schools. It indicates that more the Frustration among Adolescent boys less will be their Academic Achievement.

Null hypothesis: 6

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

Table -6

Coefficient of Correlation between Frustration and Academic Achievement of Adolescent Girls of Urban Senior Secondary Schools

Variable	N	r	Level of significance
Frustration	200	-0.76	Significant*
Academic Achievement			

*Significant at 0.01 level.

Table-6 reveals that calculated r value is -0.76 which is greater than table value. Therefore calculated r value is significant at 0.01 level of significance. Hence the null hypothesis, “There is no significant relationship between Frustration and Academic Achievement of Adolescent girls of Urban Senior Secondary Schools” is not accepted. Therefore significant negative relationship was found between Frustration and Academic Achievement of adolescent girls of Urban senior secondary schools. It indicates that more the Frustration among Adolescent girls less will be their Academic Achievement.

MAIN FINDINGS OF THE STUDY

1. Significant negative relationship was found between Frustration and Academic Achievement of Adolescent Boys of Rural and Urban Senior Secondary Schools.
2. Significant negative relationship was found between Frustration and Academic Achievement of Adolescent Girls of Rural and Urban Senior Secondary Schools.
3. Significant negative relationship was found between Frustration and Academic Achievement of Adolescent Boys of Rural Senior Secondary Schools.
4. Significant negative relationship was found between Frustration and Academic Achievement of Adolescent Girls of Rural Senior Secondary Schools.
5. Significant negative relationship was found between Frustration and Academic Achievement of Adolescent Boys of Urban Senior Secondary Schools.
6. Significant negative relationship was found between Frustration and Academic Achievement of Adolescent Girls of Urban Senior Secondary Schools.

CONCLUSION

Any educational research is worthwhile if the results produce fruitful educational implications. As so far the present investigation is concerned, it can be claimed that useful information obtained could be useful in enhancing the educational success of the students. From the above results, it is clear that there is negative relationship between frustration and academic achievement of Senior Secondary School students of Rural and Urban Senior Secondary Schools. The study had thrown adequate light upon the selected variables that is 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. A timely advice and psychological counselling for the students is essential in order to save them from maladjustments.

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