

## **A STUDY OF FRUSTRATION AND ITS EFFECT ON ACADEMIC ACHIEVEMENT OF SENIOR SECONDARY STUDENTS OF ALIGARH DISTRICT**

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### **Abstract**

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***Keywords:***

Frustration;

Academic Achievement;

Senior Secondary

Students;

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The study has been intended to determine the relationship between Frustration and Academic Achievement of senior secondary students. For this purpose a sample of 873 (436 Male and 437 Female) senior secondary students, was randomly selected from the schools of Aligarh, U.P. Descriptive type of research design was employed for the present study. In order to obtain the requisite information needed for the study, Frustration Test and Academic Achievement Score of class XI were used by the investigator. So as to find out the relationship among the variables i.e., Frustration and academic achievement, the Product Moment Correlation, t test, ANOVA and simple regression analysis were used by the researcher as the statistical techniques. As a result, a significant negative correlation was found between frustration and academic achievement of senior secondary students.

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## **1. Introduction:**

Education is not merely an essential part in our life, it is the utmost treasurable thing we can do with our lives. It is the most effective device that we can use to change the world. Educationists, thinkers, politician, teachers, and parents have their diverse outlook on the concept of education. They have their own concept according to the circumstances they have been facing. Because of its abstract entity and its concept is dynamic. It is a continuous and lifelong process of evolution and each phase of life it had altered connotation conferring to the situation. Education deals with each human being in an ever-growing society. Thus, its concept can never be static. It must be continuous to grow and evolve. Day by day, the aim and objectives of education changes due to the rapid advancement of technology. The world is becoming more and more competitive. Quality of performance has become the key factor for personal progress. Parents' desire for their children to climb the ladder of success as high as possible. That type of aspiration for a high level of achievement put a lot of pressure on students, teachers, and school and in general, the educational system itself. The point to be noted that the entire system of education not only turn around the academic achievement of the students, various other outcomes, are also expected from the system.

## **Frustration:**

In everyday life, frustration is a common word used by everyone. In every sphere, it is confined to the serious problems. From birth to death human beings go through various conflict situation that drives towards a stressful state. From the negligible annoyance of losing aught or continuous failure towards the desired goal is pay subscription here. In general terms, frustration ensues when a motivated organism striving<sup>5</sup> to achieve the desired goal, is blocked or hindered in its progress toward that goal. In other words, then progress toward a motivated behavior is blocked by an overwhelming obstacle, before achieving its goal, and underlying tension unresolved, it upshots in frustration.

According to 'A Dictionary of the Social Science' frustration denotes the obstruction of thwarting of a felt need and/or the feelings that result from such obstruction. Morgan(1961) defines frustration as follows: "When the striving behaviour of a motivated organism is blocked by obstacles, we say the organism is frustrated". Freud (1920) says "frustration occurred

whenever pleasure seeking or pain avoiding behaviour was blocked”. Sears (1946) has defined frustration as “that condition which exists when goal response suffers interference”. In the word of Murphy(1947) frustration is “the blockage of motivated action”. Resenweig defined “Frustration occurs whenever the organism meets a more or less insurmountable obstacle or obstruction in its route to the satisfaction of any vital need”. Thus, all the above definitions clarify one point, that frustration is the mental state caused by the motivated behaviour being blocked by some insurmountable obstacle. The motivated behaviour is always preceded by an urge to fulfill a need. The need obstructed can be any need, be it the attainment of a specific goal or object, the expression of an emotion or habit, the desire to think of oneself or others in certain ways. The need can be wholly obstructed or only partial and the obstruction or barrier can be external or internal, material or social, personal or impersonal.

### **Academic achievements:**

There are so many terms that represent academic achievement i.e. academic attainment, achievement motive, academic aspiration etc. According to The Dictionary of Education (Good, 1945) academic achievement is “ the knowledge attained or skills developed in social subjects, usually designated by test scores or by marks assigned by teachers or by both”. In the present study, academic achievement means the performance of a learner after a course of instruction, and measures it in terms of marks or grades obtained in a given area of knowledge as the level of knowledge or skills acquired after undergoing a programme of instruction, may also be assessed with the help of standardized achievement tests available in the market. In this study XI class obtained marks considered as the academic achievement.

### **2. Justification of the Study:**

Frustration is a natural phenomenon of human life. A human being continuously involved in society and human life is such that frustration is very often felt due to social restriction, hindrance, and bindings. Mostly the frustration whether big or small come into everyone's life. It is obvious that small frustration can be easily endured than a bigger one. However individual differences are found in the ability to endure than the frustration. Some people get disappointed due to small difficulties but others face them with patience and cleverness. The situation of frustration is found more in the students of higher secondary schools. Nowadays the world is

becoming more competitive and Parents' desire for their children to climb the ladder of performance in the field of education or vocation is of ultimate importance. That type of aspirations for a high level of achievement put a lot of pressure on students, teachers, and school in particular and the educational system itself in general. On the other hand, getting a good job considered as the most significant achievements rather than the preference of the child. That type of attitude of society leads to the child towards frustration. Frustration is not good for a human being. It has many negative impacts on human health, social life, professional, vocational and educational life of the students. Because of all these reasons, the investigator wants to conduct this study to acquire information concerning frustration among senior secondary school students in relation to their academic achievement.

### **3. Objectives of the Study:**

1. To study the relationship between Frustration and Academic Achievement among senior secondary students with respect to their academic streams i.e. Arts, Commerce, and Science.
2. To compare the Frustration of male and female senior secondary students.
3. To compare the Frustration of Government and Private senior secondary students.
4. To compare the Frustration of senior secondary students with respect to their academic streams i.e. Arts, Commerce, and Science.
5. To compare the Academic Achievement of male and female senior secondary students.
6. To compare the Academic Achievement of Government and Private senior secondary students.
7. To compare the Academic Achievement of senior secondary students with respect to their academic streams i.e. Arts, Commerce, and Science.

### **4. Hypotheses of the Study:**

**Ho1.** There is no significant relationship between Frustration and Academic Achievement among senior secondary students with respect to their academic streams i.e. Arts, Commerce, and Science.

**Ho2.** There is no significant difference in Frustration among male and female senior secondary students.

**Ho3.** There is no significant difference in Frustration among Government and Private senior secondary students.

**Ho4.** There is no significant difference in Frustration among senior secondary students with respect to their academic streams i.e. Arts, Commerce, and Science.

**Ho5.** There is no significant difference in Academic Achievement of male and female senior secondary students.

**Ho6.** There is no significant difference in Academic Achievement of Government and Private senior secondary students.

**Ho7.** There is no significant difference in Academic Achievement among senior secondary students with respect to their academic streams i.e. Arts, Commerce, and Science.

## **5. Methodology:**

### **Research Design:**

Descriptive type of research design was used for the present study.

### **Sample:**

A sample of 873 (436 male and 437 female) students of the twelfth standard from senior secondary school (Govt. and Private) of Aligarh district of U.P. was selected by using simple random sampling technique.

### **Tool Used in the Study:**

In order to obtain the requisite information needed for the study, the following research tools were employed:

- (i) Frustration Test (Niarashya Maapa) developed and standardized by Dr. N.S. Chauhan and Dr. Govind Tiwari.
- (ii) Academic Achievement Score.

### **Statistical Techniques used:**

In order to find out the relationship among variables i.e., Frustration and Academic Achievement, the Product Moment Correlation, t-test, ANOVA and Multiple regression analysis techniques were applied by the investigator.

## 6. Analysis and Interpretation:

**Table-1**

Product moment coefficient of correlation between frustration and Academic Achievements of senior secondary students (N=873)

Variables	df	Calculated r	P- value
Frustration	871	-.129**	.000
Academic Achievements			

*\*\*Significant at the 0.01 level of confidence (2-Tailed)*

Table-1 reveals that the coefficient of correlation between frustration and Academic Achievements of the senior secondary is  $-.129$  ( $P= 0.000$ ) with significant at 0.01 level of confidence which indicates a negative significant relationship. Thus the investigator used simple regression analysis to know the effect of frustration on the academic achievement of senior secondary students. The Table-2 represents the value of simple regression analysis:

**Table-2**

Simple Regression analysis between frustration and Academic Achievements of senior secondary senior secondary students (N=873)

Model	Unstandardized Coefficient		Standardized Coefficient	t	Sig
	B	Std. Error			
1. Constant	329.351	7.505	-.129**	43.887	.000
Frustration	-.245	.064		-3.852	.000
<b>R = .129</b>		<b>R<sup>2</sup> = .017</b>			

*\*\*Significant at the 0.01 level of confidence.*

Table-2 discloses that the  $R^2$  value is 0.017 which indicates that the frustration has contributed 1.7 percent of the variance on Academic Achievements of senior secondary students. In addition,

the negative Beta value  $-.129$  which is significant at 0.01 level of confidence and it indicates that frustration has a negative effect on Academic Achievement of senior secondary school students. Thus, the null hypothesis, “**There is no relationship between Frustration and Academic Achievements of senior secondary students**” is rejected.

**Table-3**

**Product moment coefficient of correlation between frustration and Academic Achievements of senior secondary arts stream students (N=290)**

Variables	df	Calculated r	P- value
Frustration	288	-.070 <sup>NS</sup>	.232
Academic Achievements			

**NS: Not Significant at any level of confidence (2- Tailed).**

Table-3 shows that the coefficient of correlation between frustration and Academic Achievement of the senior secondary art students is  $-.070$  which is not significant at any level of confidence that means there is no relationship between frustration and academic achievement of senior secondary arts stream students. Thus, the null hypothesis, “**There is no relationship between Frustration and Academic Achievements of senior secondary arts stream students**” is accepted.

**Table-4**

**Product moment coefficient of correlation between frustration and Academic Achievements of commerce stream senior secondary students (N=288)**

Variables	df	Calculated r	P- value
Frustration	286	-.166**	.005
Academic Achievements			

**\*\* Significant at 0.01 level of confidence (2- Tailed).**

Table-4, exposes that the coefficient of correlation between frustration and Academic Achievements of senior secondary commerce stream students is  $-.166$  ( $p=.005$ ) which is

significant at 0.01 level of confidence and shows negative correlation value that means there is a negative significant relationship between frustration and academic achievement of senior secondary commerce stream students. Thus the scholar used simple regression analysis to know the effect of frustration on academic achievements of senior secondary commerce stream students. The Table-5 represents the value of simple regression analysis.

**Table-5**

**Simple Regression analysis between frustration and Academic Achievements of senior secondary commerce stream students (N=288)**

Model	Unstandardized Coefficient		Standardized Coefficient	T	Sig.
	B	Std. Error	Beta		
1. Constant	354.922	17.624	-.166**	20.139	.000
Frustration	-.416	.146		-2.847	.005
<b>R = .166</b>		<b>R<sup>2</sup> = .028</b>			

\*\* Significant at 0.01 level of confidence (2- Tailed).

Table-5, reveals that the R<sup>2</sup> value is 0.028 which demonstrates that the frustration has contributed 2.8 percent of variance on Academic Achievements of senior secondary commerce stream students. Likewise, the negative Beta value -.166 which is significant at 0.01 level of confidence and it indicates that frustration has a negative effect on Academic Achievement of senior secondary commerce stream students. Hence, the null hypothesis, “**There is no relationship between Frustration and Academic Achievements of senior secondary commerce stream students**” is rejected.

**Table-6**

**Product moment coefficient of correlation between frustration and Academic Achievements of science streams senior secondary students (N=295)**

Variables	df	Calculated r	P- value
Frustration	293	-.126*	.030
Academic Achievements			

\* Significant at 0.05 level of confidence (2- Tailed).



Table-6 shows that the coefficient of correlation between frustration and Academic Achievements of senior secondary science stream students is  $-.126$  ( $p=.030$ ) which is significant at 0.05 level of confidence and shows the negative correlational value that means there is a negative significant relationship between frustration and academic achievement of senior secondary science stream students. Thus the investigator used simple regression analysis to know the effect of frustration on academic achievements of senior secondary science stream students. The Table-7 represents the value of simple regression analysis.

**Table-7**

**Simple Regression analysis between frustration and Academic Achievements of senior secondary senior secondary science stream students (N=295)**

Model	Unstandardized Coefficient		Standardized Coefficient	t	Sig
	B	Std. Error	Beta		
1. Constant	327.006	10.314	-.126*	31.704	.000
Frustration	-.200	.092		-2.181	.030
<b>R = .126</b>		<b>R Square = .016</b>			

**\*\* Significant at 0.05 level of confidence (2- Tailed).**

Table-7 shows that the  $R^2$  value is 0.016 which indicates that the frustration has led 1.6 percent of the variance on Academic Achievements of senior secondary science stream students. Furthermore, the negative Beta value  $-.126$  which is significant at 0.01 level of confidence and it specifies that frustration has a negative effect on Academic Achievement of senior secondary science stream students. Thus, the null hypothesis, **“There is no relationship between Frustration and Academic Achievements of science stream senior secondary students”** is rejected.

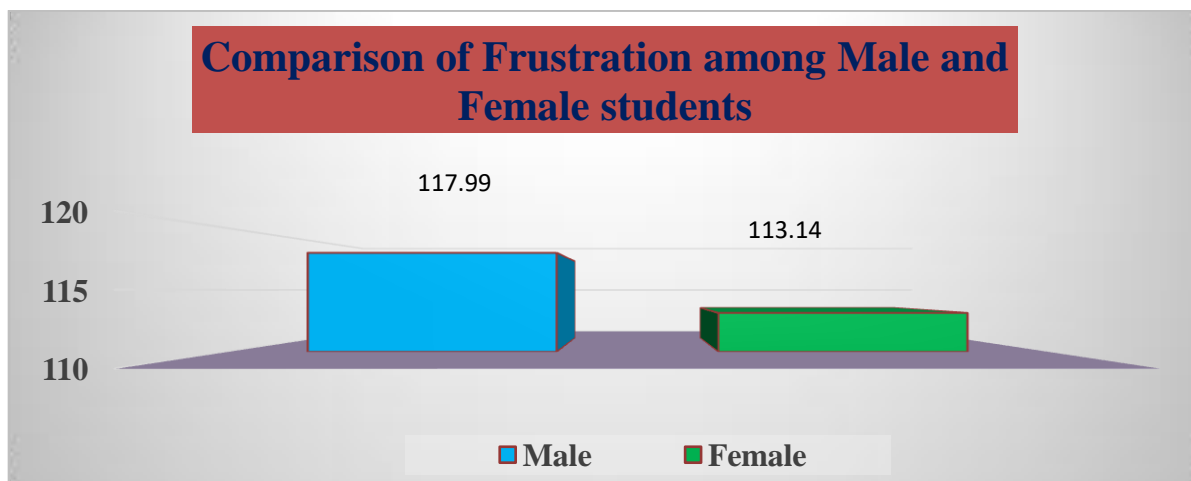
**Table-8**

Scores, SDs, and t-values of male and female students on the variable of frustration (N=873)

Variable	Male students		Female students		df	t-value
	Mean	SD	Mean	SD		
<b>Frustration</b>	<b>117.99</b>	<b>21.77</b>	<b>113.14</b>	<b>23.44</b>	<b>870</b>	<b>3.162**</b>

**\*\* Significant at 0.01 level of confidence (2-Tailed)**

Table-8 indicates that there exists a significant difference between male and female students on the variable of frustration. The obtained t-value (3.162) is found significant at 0.01 level of confidence. As shown in figure- 2 the mean value of male students (117.99) is higher than the mean value of female students (113.14) on the variable of frustration. So it can be said that the students of the male group are more frustrated than the students of the female group. Thus, the null hypothesis i.e. **“There will be no significant difference in Frustration for male and female senior secondary students”** is rejected.

**Figure-1**

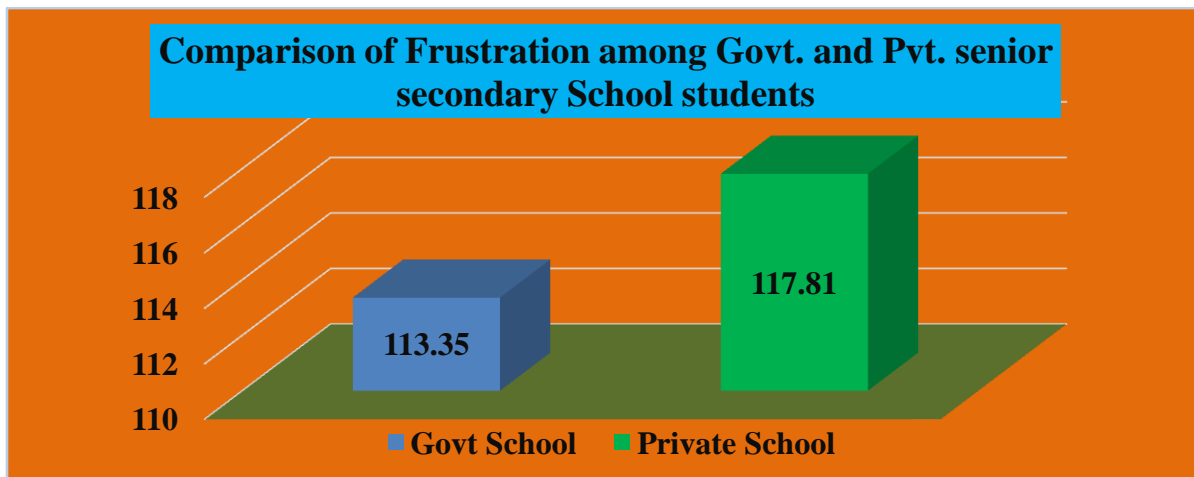
**Table-9**

Showing the mean scores, SDs, and t-values of Government and Private Students on the variable of frustration (N=873)

Frustration	Government School		Private School		df	t-value
	Mean	SD	Mean	SD		
Frustration	113.35	23.91	117.81	21.24	871	- 2.908**

\*\* Significant at 0.01 level of confidence (2- Tailed).

Table-9 reveals that there exists a negative significant difference between Government and Private senior secondary school students on the variable of frustration. The obtained t-value (-2.908) is found significant at 0.01 level of confidence. As shown in figure-3 the mean value of Government school students (113.35) is lower than the mean value of private school students (117.81) on the variable of frustration. So it can be said that the students of private school students more frustrated than the students of government school students. Consequently, the null hypothesis “There will be no significant difference in Frustration of Government and Private senior secondary students.” is rejected.

**Figure-2**

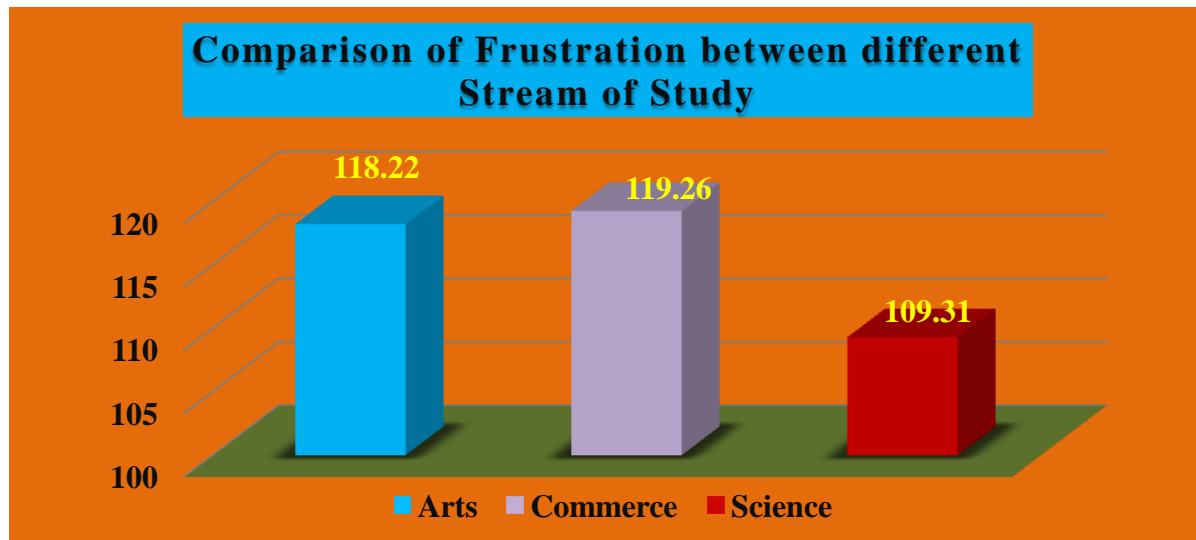
**Table-10**

Showing the mean scores, SDs and F-values arts, science and commerce students on the variable of frustration (873)

Variable	Arts students		commerce students		Science students		df	F-value
	Mean	SD	Mean	SD	Mean	SD		
Frustration	118.22	19.99	119.26	18.94	109.31	27.01	870	17.57**

\*\* Significant at 0.01 level of confidence (2-Tailed)

The above ANOVA table-10 reveals that the frustration of three streams is also declared a significant difference at 0.01 level of confidence. Their mean value is 118.22, 119.26 and 109.31 for arts, science, and commerce stream students respectively with its F-value= 17.57 that discloses a significant difference result. Where it also clear that commerce students are more frustrated than science and arts stream students. Therefore, the null hypothesis “**There is no significant difference in Frustration among senior secondary students with respect to their academic streams i.e. Arts, Commerce and Science.**” is rejected.

**Figure-3**

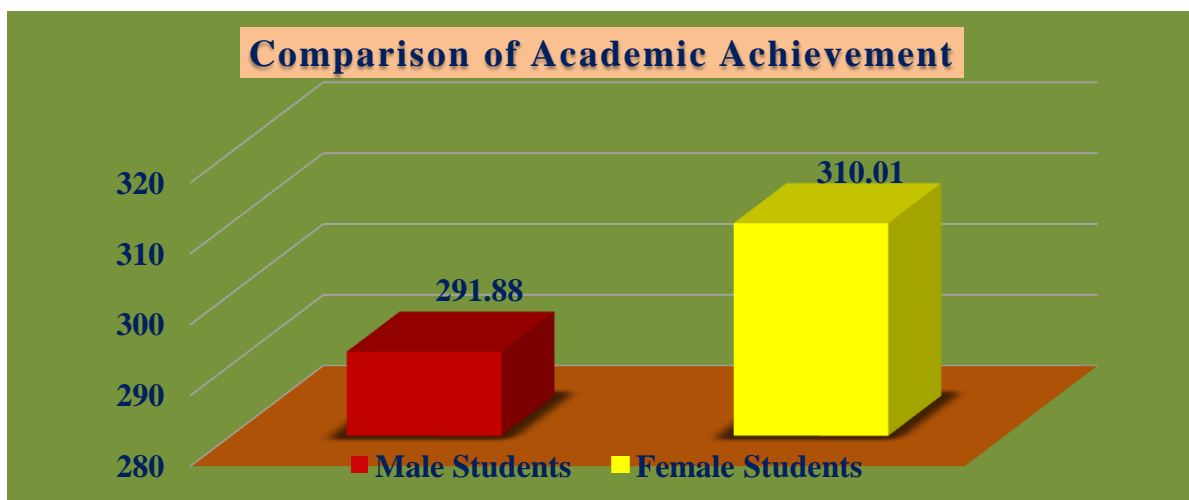
**Table-11**

Showing the mean scores, SDs, and t-values of male and female students on the variable of Academic Achievement (N=873)

Academic Achievements	Male students		Female students		df	t-value
	Mean	SD	Mean	SD		
	291.88	46.05	310.01	37.97	870	-6.344**

\*\* Significant at 0.01 level of confidence (2-Tailed)

The above table-11 shows that there exists a significant difference in mean scores between senior secondary male and female student's .i.e. 291.88 and 310.01 respectively on Academic Achievement. The calculated t-value is -6.344 which is significant at 0.01 level of confidence and disclose a negative value that means the female students score higher than the male students. Thus, the female students' performance in academic is better than the male student. Consequently, the null hypothesis i.e. "There is no significant difference in Academic Achievement of male and female senior secondary students." is rejected.

**Figure-4**

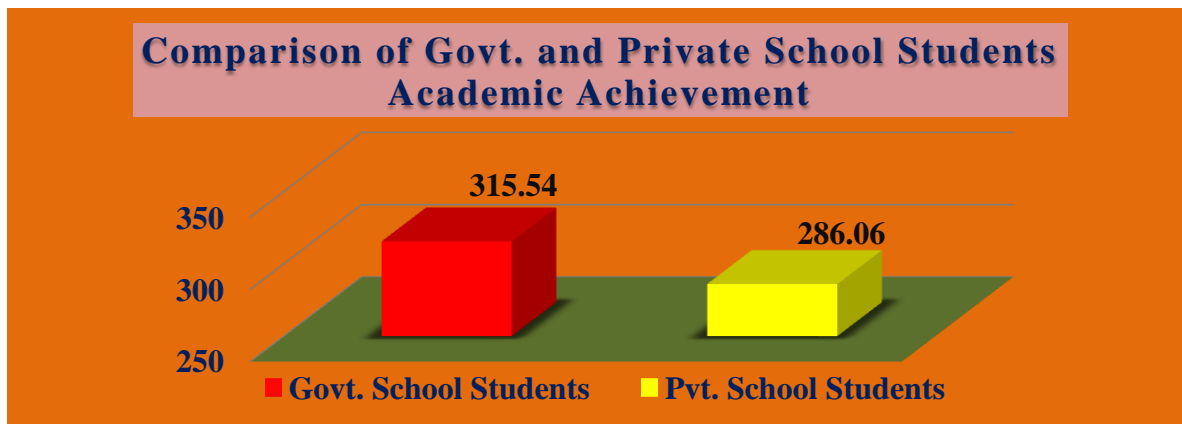
**Table-12**

Showing the mean scores, SDs, and t-values of Government and Private Students on the variable of Academic Achievement (N=873)

	Govt. School students		Pvt. School students		df	t-value
	Mean	SD	Mean	SD		
Academic Achievements	315.54	40.87	286.06	40.19	871	10.743**

\*\* Significant at 0.01 level of confidence (2- Tailed)

Table-12 presents that there lies a significant difference in mean scores between senior secondary Government and Private school students .i.e. 315.54 and 286.06 respectively on Academic Achievement. The calculated t-value is 10.743 which is significant at 0.01 level of confidence and that means the Government school students score higher than Private school students. Thus, Government school student's performance in academic is better than the Private school students. Therefore, the null hypothesis i.e. "There is no significant difference in Academic Achievement of Government and Private senior secondary students." is rejected.

**Figure-5****Table-13**

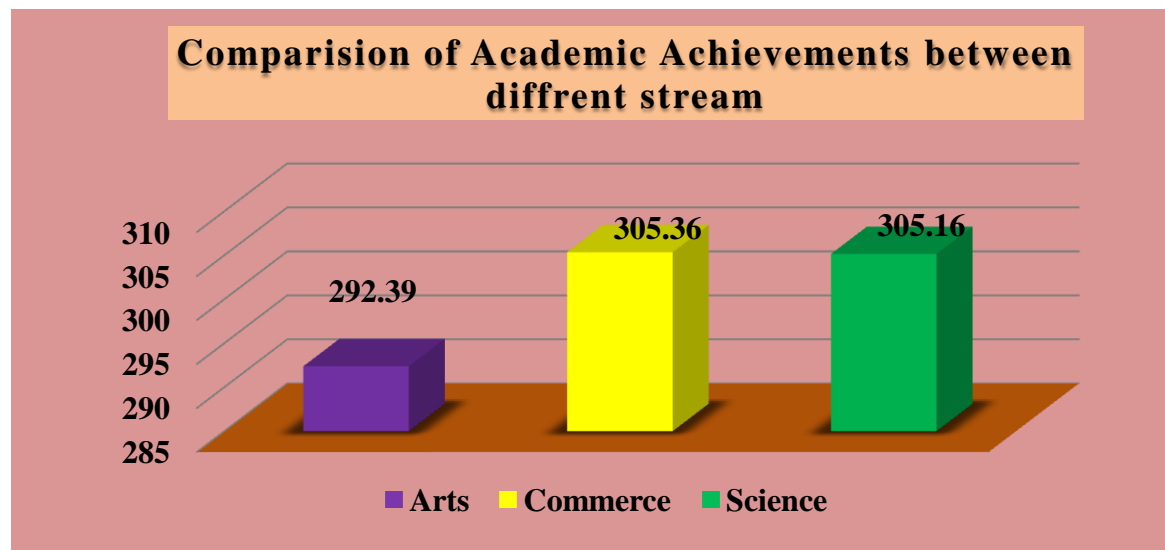
Showing the mean scores, SDs and F-values arts, science and commerce students on the variable of Academic Achievement(873)

Stream of Study	N	Mean	S.D.	df	F-value	Sig.
Arts	290	292.39	37.55	2	8.776**	.000
Commerce	288	305.36	47.42	870		
Science	295	305.16	42.70	872		

**\*\* Significant at 0.01 level of confidence (2- Tailed)**

The above ANOVA table-13 shows that the mean score, 292.39 for arts, 305.36 for commerce and 305.16 for science with their F-value 8.776 which is statistically significant at 0.01 level of confidence. That means there is a significant difference between arts, science and commerce students in Academic Achievements. The calculated results also clarify that the commerce students' performance in academic achievements is highest and lowest for arts stream students. Thus, the null hypothesis "There is no significant difference in Academic Achievement among senior secondary students with respect to their academic streams i.e. Arts, Commerce, and Science." is rejected.

**Figure-5**



## 7. Major Findings:

1. The frustration of senior secondary school students correlated significantly with academic achievement. However, its correlation with academic achievement is negative. This shows that high frustration level goes with low academic achievement. This finding supports the finding by the Jasuja (1983) who was found that frustration was significantly and negatively correlated with academic achievement.
2. When three streams (Arts, Commerce, and Science) were measured separately, some exciting results were revealed. In the case of arts stream correlation does not exist between frustration and academic achievement but in the case of commerce and science stream students, frustration correlated significantly with academic achievement. However, its correlation with academic achievement is negative. This shows that high frustration level goes with low academic achievement.
3. In general, a significant difference was found in frustration among male and female senior secondary student. It was revealed that the frustration level of the male is highest than the female senior secondary students.
4. A significant different also found in frustration among government and private senior secondary students. The finding discloses that the Private school students' frustration level is higher than Government senior secondary school students.
5. On the frustration variable, when three streams (Arts, Commerce, and Science) compared an interesting result was revealed. Commerce students show the highest frustration level followed by arts and science stream students in that order.
6. The study also explored that the academic achievement of female students at the senior secondary stage was better than male students. However, female students performed better than male students.
7. In the case of government and private school students, a significant difference also found on the variable of academic achievement. The study shows that the academic achievement of government school students at the senior secondary stage was better than private school students. That means government school students performed better than private school students.
8. Once, academic achievement of three streams (Arts, Commerce, and Science) compared independently an extraordinary result was discovered. It was found that the academic



achievement of Commerce students at the senior secondary stage was better followed by science and arts stream students in that order.

### **8. Conclusion:**

From the above outcomes, it is clear that there is a negative relationship between frustration and academic achievement of Senior Secondary School students. The study has focused critically on the selected variables-Frustration and Academic Achievement of the senior secondary students 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 senior secondary students so that they can improve their academic performance and achieve success in future. Frustrated students may be sent for some vocational, occupational training or some counselling services may be made available for them so that they can cope up with their frustration.

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