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## A comparative study on frustration among 10<sup>th</sup> class Students

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### Abstract

Adolescence is the most important period of human life but at the same time it is the most critical period of an individual's development. It is the period of development between childhood and adulthood. Chronologically, this is a span of life from 12 to 19. Identity/role confusion is the main issue of this period. Children become more independent and begin to look to the future in terms of studies, family and relationships, tend to face problems related to peer pressure, competition and adjustment problems at school and home. Frustration is a common emotional response to opposition, related to anger, annoyance and disappointment. Frustration is the feeling of being blogged or thwarted in satisfying a need or attaining a goal that individual perceives as significant. Frustration may be internal or external. The present study measures the component of frustration among 10<sup>th</sup> standard girls and boys. The study will be conducted on 150 students (50 girls and 50 boys) of 10<sup>th</sup> standard. For analyzing or interpretation purpose mean, median, standard deviation and T-test will be used.

**Keywords:** Frustration, adolescence, culture

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### Introduction

The term adolescence comes from the Latin word “adolescere” which means to grow. Maturity not only involves physical but also mental growth. The notion of adolescence is defined by biology and culture and is best understood in a socio-historical context (Arnett, 2000) <sup>[6]</sup>. Biologically, adolescence is the age when puberty begins. Chronologically, this is a span of life from 12 to 19 years. Adolescence as a development period is filled with many challenges. Early development theorists have defined “the period of adolescence as one of identity versus role confusion, in which adolescents must determine who they are, combining their self-understanding and social rules into a coherent identity.” As adolescence is a period of utter stress and strain. Adolescents 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 a danger to himself and the institution as an injured leopard looking to attack whosoever it finds. This frustration can be largely regulated by introducing various specific curricular or Co-curricular activities for Adolescence in the school which can help in providing them an opportunity to give vent to their hidden negative energy and use it positively. Modern era is the age of science, technology and commercial advancement and along with it comes the complex structure of society giving rise to the cutthroat competition, erosion of values, nuclear family system, crave for sure success in every sphere of life etc. Adolescents are facing problems like peer pressure, competition, adjustment at home and society in general, making them frustrated. Adolescents need love and affection from their family, but when they do not get the affection from them, they feel discarded.

### Problems of adolescents

- Ignorance of elders.
- Misinformed.
- Wrongful messages depicted through media.
- Overweight and Underweight.
- Facial deformities.
- Skin color problem.
- Misconception about sexual feeling and sex related issues.
- Attraction towards opposite sex.
- Exceptional vulnerability to suicide and depression.
- Unemployment and Insecurity.
- Unrealistic social perception about violence, love, sex as influenced by media.
- Fear about the future and concern about career.
- Eating disorder.
- Emotional and physical changes.
- Substance use and abuse.

- Frustration is a common emotional response to opposition, related to anger, annoyance and disappointment. Frustration arises from the perceived resistance to the fulfillment of an individual will or goal and is likely to increase when a will or goal is denied or blocked. There are two types of frustration, Internal and External. Internal frustration may arise from challenges in fulfilling personal goals, desire, instinctual drives and needs, or dealing with perceived deficiencies such as lack of confidence or fear of social situation. External frustration involves conditions outside an individual control, such as physical roadblock, a difficult task, or the perception of wasting time.

### Signs of frustration

Frustration can show up in several different ways. While this expression can vary from one person to the next, some of the common signs for frustration include:

- Anger or Losing Your Temper.
- Avoiding the people who are frustrated with.
- Experiencing changes in your eating habits.
- Feeling annoyed and irritated.
- Getting overwhelmed and giving up on a task.
- Having trouble sleeping or experiencing other changes in your sleeping patterns?
- Using alcohol, nicotine or other substances to cope.

### Causes of frustration

Frustration tends to happen when your goals or expectations don't pan out. You might be engaging in an action or effort that does not work as expected or produce the results that you wanted.

### Common causes of frustration include:

- Daily hassles.
- Interpersonal conflicts.
- Toxic relationship.
- Stressful current world events.
- Career related problem.
- Competition.
- Social and cultural obstacles.

### Components of frustration

**Regression:** Regression means going backward or returning to the past. It is another form of escape from problems. Regression is the end response to frustration. An adult in a frustrating situation may cry like a child sometimes in emotional situations.

**Fixation:** It may be defined as cherishing for deep and lashing hurts, persistence of childhood fears of physical handicap, health, negligence etc. It has been taken as defense against by stopping the process of development.

**Resignation:** It is an emotionally tinged attitude shown by active response to a situation. In resigned behavior, we obtained extreme elimination of needs, no plans, no definite relation to future, withdrawal from social contact, frequent and serious consideration of committing suicide, Lack of interest in surrounding, either no hope at all or hopes which are not taken seriously. Resignation, this state of helpless anxiety, is almost intolerable.

**Aggression.** Aggression is an act whose goal response is an injury to an Organism. It indicates hostility and is accompanied by emotional stage of anger or hate, children who are highly repressed are more aggressive. In your society, aggression will often take a much more subtle form than those of direct attack. Aggression may be displaced or projected away from the actual source of blocking.

Life is not a bad of roses. There are many obstacles which interfere with the need for gratification of an individual. The obstacle that blocked the progress towards a desired goal results in frustration. Fast changing social structure causes confusion and thus adds to the frustration level of individuals, especially over adolescence. The frustration level is much higher in 10th class students, who are going to step out into a new phase of choosing their streams, career, peer- pressure, adjustment in home and school environment, further aggravating their conditions. It is commonly said that child of today is a man of tomorrow and where the child is not well adjusted, he cannot become a successful man of tomorrow. In ancient times, the joint family system was prevailing. There were elders to guide and help the young ones to solve their problem at home. Moreover, the children used to adopt their parental or family occupation, but the world of work has widened, and numerous occupations are available for everyone. One must choose the occupation according to his abilities.

Joshi (2009) <sup>[5]</sup> in his study, A study of frustration among adolescents in relation to locus of control on the sample of 150 students found no significant difference between boys and girls for different modes of frustration. Newell (2010) <sup>[7]</sup> conducted a study on this sample of 200 students and found that overprotective children are emotionally immature and feel shy. They lack self-confidence and lean on adults for advice and the parents control so much that children, when they must face problems independently, feel frustrated.

Bagi and Kumar (2014) <sup>[14]</sup> conducted a study to find out the relationship between family environment and subjective well-being of adolescents. Results indicate that there was a significant positive correlation between cohesion and expansiveness, cohesion and conflict, acceptance and caring.

Staffort *et al*, 2016 <sup>[8]</sup>. examined parents' child relationship quality and positive mental well-being using medical research council, national, survey of health and development data. The study suggested that both mother, child and father relationship may have short and long-term consequences for positive mental well-being.

Ramachandran (2000) <sup>[9]</sup> found that there was a low positive correlation between academic achievement and frustration. Yeole (2001) <sup>[10]</sup> concluded that poor academic achievement causes psychological, emotional and behavioral disorders. Jain (2001) <sup>[11]</sup> found that there was a significant difference in academic achievement and frustration level.

Archana and Gupta (2015) <sup>[15]</sup> found a positive correlation between emotional intelligence and frustration tolerance of adolescents. The girls were found to have high emotional intelligence as well as frustration tolerance as compared to boys.

Chatterjee (2016.) <sup>[12]</sup> conducted a study to see the impact of gender and socioeconomic status on frustration and aggression of adolescents on a sample of 320 adolescents. The result was revealed that female was having higher level of aggression as compared to male.

Fattah (2017) <sup>[13]</sup> studied frustration tolerance, its relationship to personality traits among Sample of Najran University student "Productive study" on a sample of 135 student. The result indicates a significant negative correlation between frustration intolerance and introversion.

## Methods

This study was conducted on 150 students (75 boys and 75 girls) studying in the Government and Private School of the Rohtak. Frustration Test by Chauhan and Tiwari, (1972) <sup>[16]</sup> was used for recording of the data. The scale consists of 40 items, out of which each of four Modes of frustration I.e., regression, fixation, resignation and aggression. Each mode has 10 items with five alternate graded on 5-point scale on positive dimension and zero on negative dimension and correct responses were summed up for every mode. These raw scores were further subjected for statistical analysis I.e. Mean, median, standard deviation and t-test.

## Results and Discussion

**Table 1:** T-ratio of frustration and its components among boys and girls of 10<sup>th</sup> class

Frustration and its components		Mean	Standard deviation	t- ratio	Level of significance
Frustration	BOYS	118.63	19.98	0.12	N.S.
	GIRLS	118.20	22.16		
Regression	BOYS	33.26	6.52	1.10	N.S.
	GIRLS	34.43	6.40		
Fixation	BOYS	30.03	6.73	0.19	N.S.
	GIRLS	29.80	7.44		
Resignation	BOYS	25.41	8.25	0.54	N.S.
	GIRLS	26.17	8.90		
Aggression	BOYS	29.43	6.81	1.7	N.S.
	GIRLS	27.80	7.8		

The result table Present the t- ratio between boys and girls for frustration and its components I.e., regression, fixation resignation and aggression. t- ratio for frustration is 0.12 and this value is insignificant at 0.05 and insignificant at 0.01 level. t-value for regression is 1.10 and this value is insignificant at 0.05 and 0.01 level. t-ratio for fixation is. 0.19 and this value is also insignificant at 0.05 and 0.01 level. t-ratio for resignation is 0.54 and this value is insignificant at both the 0.05 and 0.01 level. T-ratio for aggression is 1.7 And this value is insignificant at 0.05 and 0.01 level so. There are no significant differences in frustration of boys and girls of 10<sup>th</sup> class student, Both the boys and girls exhibit equal frustration in same situation.

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