



Implementation of Frustration Scale for students of Secondary School

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1. Introduction

In this modern age, each student has certain desires and needs. Each desire and need leads the behavior towards certain goal or target. If all the needs can be fulfilled immediately, human life can have become easier. However, meeting desire or need is delayed, so frustration is born and one becomes despair. When the demand of students is not satisfied or they get failure or the entertainment is banned considering boy-girl differences, frustration is born. This creates adverse effect on the minds of students. To find a right path in this challenging time, so many researches were held on ambitions and needs of students and classroom behavior of teachers. However, no research is found on the subject of frustration of students. The investigator believes that frustrated situation is more found among students studying in secondary schools. Therefore, the present study is conducted to get necessary information in context to frustration found among secondary school students. It is also considered that the study will be useful to future researchers.

2. Statement of problem

The title of the present study is worded as below.

Implementation of Frustration Scale for students of Secondary School

3. Operational definitions of terms

3.1 Frustration

Social prohibitions, hurdles or shackles come on the path of social life of human beings. Man has certain desires and needs. Each desire and need leads the behavior towards certain goal or target. When student's ardent desire is not fulfilled, the feelings of frustration and dissatisfaction are born within him.

3.1.1 Theoretical definition

"Frustration is a state of interruption or barriers of behavior inspired by any need, thirst or targets. Sometimes, it is a mental status or habitual behavior occurred by interruption or barrier is called frustration."

"When our need is not satisfied within the expected time limit, we experience the feeling of frustration."

3.1.2 Operational definition

In the present study, frustration means scores obtained by students on the Frustration Scale constructed including different components in the study.

4. Objectives of the study

Certain objectives were determined in the present study, which are mentioned as below.

1. To construct and standardize Frustration Scale for students of secondary school.
2. To study frustration of students of secondary school.
3. To study frustration of students of secondary schools in context to Gender.
4. To study frustration of students of secondary schools in context to area.

5. Variables under the study

Following variables were determined in the present study.

Table 1: Level wise classification of variables

No.	Type of variable	Variable	Level	Levels
1	Independent variable	Gender	2	Boys / Girls
2	Independent variable	Area	2	Rural / Urban
3	Dependent variable	Scores on the Frustration Scale		

6. Hypotheses of the study

Following hypotheses were formulated in the present study.

Ho₁ : There will be no significant difference between mean scores of boys and girls on Frustration Scale.

Ho₂ : There will be no significant difference between mean scores of students of rural area and urban area on Frustration Scale.

7. Importance of the study

Following points indicate the importance of the present study.

1. The Frustration Scale constructed in the present study to measure frustration of students of secondary schools will be useful to future researchers, who want to study in this field.
2. The present Frustration Scale will be useful to teachers to know frustration of students and to think over steps to be taken to remove it.
3. The present study will be useful to know the issues, in which students have to feel frustration and remove them.
4. The references used in the present study will be helpful to future researchers to understand concept of frustration.
5. Teachers will know frustration of students by using the Frustration Scale and take proper steps to reduce it.

8. Delimitations of the study

The present study was made limited as below.

1. A self-constructed Frustration Scale was used to measure frustration of students. The limitations of tool construction like time and energy had become obviously limitations of the present study.
2. The present study was limited for Gujarati medium secondary schools of Mehsana District in the North Gujarat area.
3. The present study was limited for students of std. 9 and std. 10 studying in academic year 2018-19.

9. Population

In the present study all the students studying in Gujarati medium Higher secondary schools of Mehsana District in the year of 2018-19 from North Gujarat area is the population.

10. Sample

In the present research the researcher has selected 100 students by stratified random sampling technique.

11. Research Methodology

In present research researcher has used survey method to collect the data.

12. Tools of the study

In present research researcher has used self-made frustration scale.

13. Data Collection

In present research the researcher has taken prior permission from principal and then went to school. With the help of the teachers the researcher has distributed frustration scale to the students. The necessary instruction were provided to the students. After completion of filling the researcher has collected the scale .

14. Analysis of the data

The researcher has analysis the data with the help of statistical techniques like mean, standard deviation and t value.

15. Testing of Hypothesis

Table 2: Analysis of Frustration among Boys and girls of Secondary School

Group	Number	Mean	S.D.	T value	remarks
Boys	58	42.48	8.85	0.91	Not significant
Girls	42	43.46	8.58		

From the table it is evident that the t value is = 0.91 is less than at level $0.05 = 1.96$ which indicates that the difference is not significant at 0.05 level of significance. Thus, the hypothesis that “There will be no significant difference between mean scores of boys and girls on Frustration Scale” will not be rejected at 0.05 level. It means that there is no significant difference in the frustration among the Secondary School boys and girls of Mehsana.

Table 3: Analysis of the Frustration among secondary school students belonging to Urban and Rural area

Group	Number	Mean	S.D.	T value	remarks
Urban	39	44.52	9.78	3.36	significant
Rural	61	41.32	7.18		

From the table it is evident that value is 3.36 is more than 1.96 at 0.05 level and 2.58 at 0.01 level which indicates that the difference is significant at 0.05 level and 0.01 level of significance. Thus the hypothesis that “There will be no significant difference between mean scores of students of rural area and urban area on Frustration Scale” will be rejected at 0.05 level and 0.01 level. It means that there is significant difference in the Frustration among Secondary Schools students of Urban and Rural area.

16. Findings

The findings of present research is as follows.

1. The frustration of boys and girls are equal.
2. There is significant difference between frustration of Urban and Rural area. The frustration of students of urban area are more than rural area.

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