

# A Study of Frustration among the Students in Relation to Their Socio-Economic Status



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## Abstract

Now a days the smooth regulation of any institute campus seems to be disturbed due to a few frustrated students who are not well oriented towards up to mark approaches and activities in their lives. They probably do not want to remain in the main stream of the process, therefore, they are a bit side-tracked to a peaceful and pleasant track which is very much required and essential for smooth regulation of all the activities assigned to them. Family background as well as socio-economic status of students may be fruitful criteria for students development. If the background of the student from where they are coming is not upto mark then their energy is channelized into wrong direction. It is also due to their comparatively higher frustration level. In this situation unpleasant behaviour develops among the students.

Frustration among the students may be developed due to higher aspirations of themselves, parents and society as well. In due course of time such-type of students are conditioned to those major factors which in turn develops frustration among the students which is not a satisfactory symptom for adjusting in any place of life.

**Keywords:** Frustration, Socio-Economic Status.

## Introduction

Frustration is dissatisfaction or disadvantaged biosphere of an individual. In frustration theory it is assumed that frustration behaviours differ from goal oriented behaviours in term of the way in which they are related to the stimulus & behaviour sequences. Frustration is an important psychological construct which is universally cosmopolitan variable among the mankind. This specially plays a vital role among the secondary & higher secondary students, who always struggle with critical and chaotic situation for their survival and to stand on the academic firmament along with their counterparts who are well oriented and versatile in every field of human life. Frustration may cause fruitless anger. It has been defined as a psychological state which results from the blocking of a goal directed activity (Kisker-1964) thwarting of need desire (conleman, 1974) Frustration behaviour has been categorised in four modes, namely-regression finalism resignation and aggression. It is an emotionality oriented phenomenon (Sargant, 1960). Frustration behaviour has its own system and dynamics, spears out the language of the unconscious. Sometimes it is said that frustration is the condition of being thwarted in the satisfaction of a motives.

Socio-economic status is also a crucial factor which is responsible for the multidimensional development of the students personality. It is assumed that the students who are related with the higher socio-economic status are having low frustration level and vice-versa, but in the emerging trends of Indian situations it cannot be a generalised accepted fact. For this purpose since above two variables are very much crucial, therefore, it was felt to find out what relation exists between these two variables so that a few suggestions or guidelines may be given to the students for developing a harmonious development in their lives.

## Objectives of the Study

1. To find out relationship between frustration and socio-economic status of the students.
2. To see if there existed any significance of difference between the frustration of the students belonging to different socio-economic status.
3. To see if there existed any significance of difference between frustration of boys & girls.

- To see if there existed any significance of difference between frustration of students belonging to different caste groups.

**Hypotheses: (Null form)**

- There is not any relationship between frustration and socio-economic status of the students.
- There is not any significance of difference between frustration of the students belonging to different socio-economic status.
- There is not any significance of difference between frustration of boys & girls.
- There is not any significance of differences between frustration of students belonging to different caste groups.

**Selection of Sample**

The samples were selected on the basis of random sampling technique. Sample is a part and parcel of the population which always represents it with respect to attribute under study, From eastern UP two districts Sultanpur & Barabanki were selected for sample site from where from 8 schools 400 samples were taken. Out of these 400 samples, 200 boys & 200 girls were asked to give their responses. Sample were selected in such a way, so that different types of groups and different socio-economic status may be categorised in proper ways.

**Selection of Tool**

Since study was related with frustration and S.E.S., therefore, two variables are involved in this investigation. Hence, two scales, i.e., a scale of frustration and a scale of socio-economic status were used.

A frustration scale constructed and standardized by N.S. Chauhan, Professor and Head, Deptt., of Psychology Meerut University, Meerut & Dr. Govind Tiwari eminent scholar, Agra University, Agra, was selected to measure the level of frustration among the students.

Socio-economic status of the students was measured with the help of "Socio-Economic Index" prepared by R.P. Varma and P.C. Saxena of Banaras Hindu University, Varanasi.

**Analysis & Interpretation of Data**

The data were analysed statistically and scientifically it was interpreted. To find out relationship between frustration and socio-economic status of the students scatterdiagram method was adopted to compute the value of co-efficient of correlation. For reporting significance of difference between frustration of students belonging to different levels of socio-economic status, cast groups and among boys & girls, t-tests were calculated and on the basis of calculated t-value and table t-value inferences were drawn.

**Relationship between Frustration & Socio-Economic Status of the Students**

For this purpose co-efficient of correlation was computed between frustration and socio-economic status scores of the students. When the high degree of one trait is associated with a low degree of another trait, the correlation called as negative correlation. Calculated correlation is shown in the following table No. 1.

**Table No – 1  
Relationship between Frustration and S.E.S. of the students**

S.No.	Variables	N	r-value	r <sup>2</sup> -value
1.	Frustration	400	- 0.12	.014
2.	Socio-Economic Status	400		

Table 1 reveals that the calculated value of co-efficient of correlation is - 0.12 which shows that this correlation is negative and low which means a high degree of one trait is associated with a low degree of another trait. Thus it may be concluded that a student who is having high S.E.S. is supposed to belong with low frustration or in other words it may be said that a student who is having low S.E.S. is supposed to have high frustration level. This is

possible due to dearth of resources & opportunities in the life of students having low socio-economic status.

**Significance of difference between Frustration of Students belonging to different levels of S.E.S.**

The frustration scores of different levels of socio-economic status of students were classified to find out values of mean & S.D. and on the basis of the same t-values were calculated which is shown in the following table – 2.

**Table No – 2  
Test of Significance between Frustration of Students belonging to different S.E.S.**

S. No.	Sample	N.	M.	S.D.	t-value	Inference
1.	High SES Students	150	112.50	14.20	2.77	p<.01
2.	Average SES Students	150	117.50	18.30		
1.	High SES Students	150	112.50	14.20	3.94	p<.01
2.	Low SES Students	100	120.00	22.20		
1.	Average SES Students	150	117.50	18.30	0.90	p>.05
2.	Low SES Students	100	120.00	22.20		

A perusal of table No 2 it appears that there is significant difference between frustration of students belonging to higher socio-economic status and average S.E.S. since the calculated value is 2.77 which is higher than the table t-value (2.58) at .01 level. In the same way at .01 level there is significant difference between frustration of the students belonging with high S.E.S. and low S.E.S., whereas, significance of difference was not found even at .05

level between frustration of students belonging with average S.E.S. and low S.E.S.

**Significance of Difference between frustration of Boys & Girls**

Frustration scores of boys (N=200) and girls (N=200) were classified and thus frequency distributions of scores of two groups were prepared. Mean, S.D. & t-values were calculated which is shown in the following table No. 3.

Table No – 3

**Test of Significance between frustration of Boys & Girls.**

S. No.	Sample	N.	Mean.	S.D.	t-value	Inference
1.	Boys	200	118.30	18.0	2.73	p<.01
2.	Girls	200	123.50	21.0		

Table No. 3 speaks that the girls are having higher frustration (M=123.50) in comparison of frustration of boys (M=118.30) which is evident from their mean values frustration scores. Calculated t-value was obtained 2.73 which is significant at .01 level. Thus if may be said that boys are having low frustration level than the girls.

**Significance of Difference between frustration of students belonging to different caste groups**

Total selected samples were drawn with consideration of caste groups, namely general caste (N=140), OBC (N=150) & SC & ST (N=110). On the basis of their frustration scores, mean, S.D. & t-values were calculated which is shown in the following Table No. 4.

Table No – 4

**Test of Significance between frustration of students belonging to different caste groups**

S. No.	Sample	N.	Mean.	S.D.	t-value	Inference
1.	General Students	140	111.30	13.0	4.13	p<.01
2.	OBC Students	150	117.50	14.0		
1.	General Students	140	111.30	13.0	8.60	p<.01
2.	SC/ST Students	110	124.50	18.0		
1.	OBC Students	150	117.50	14.0	3.50	p<.01
2.	SC/ST Students	110	124.50	18.0		

Table No. 4.0 reveals that in all above three categories, namely frustration among General Vs OBC, General Vs SC/ST and OBC Vs SC & ST significant differences were found which is 4.13, 6.60 and 3.50 respectively. This significant difference was found at .01 level. Frustration scores show that mean value of SC/ST students is higher in comparison of OBC Students and mean value of OBC Students is higher than general students. This may be possible due to facilities and satisfaction among general group is higher than OBC & SC/ST groups. Needs & aspirations of general groups are achieved more easily; therefore, they are having low level of frustration with respect two rest to groups.

**Conclusion**

1. Relationship between frustration and socio-economic status of all the students (N=400) was found negative and very low, i.e.,  $r = - 0.12$ . It reveals that both variables are inversely proportionate to each other.
2. Frustration scores of average S.E.S., students was found higher than high S.E.S. students and a significant difference at 01 level was also found. The same conclusion remains between frustration of high & low S.E.S. students, whereas, between average & low S.E.S., there was not significant difference even at .05 level.
3. After comparing frustration level of boys & girls it was reported that boys are having low frustration and they significantly differ at .01 level with the girls.
4. Caste factor plays vital roles in the development of frustration which is evident that general caste

group has low frustration than OBC group & SC/ST students have higher frustration even than OBC group. Among Gen. student and OBC students significant difference at .01 level was reported and the same result was obtained between Gen. students and SC/ST students & OBC and SC/ST students.

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