Reactions To Frustration Level Of High School Students As Related To Their Academic Achievement

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Abstract: ***Background:*** Frustration arises when ones motivation to achieve a desired goal is blocked. The reactions to frustrations also known as defense mechanisms in which they try to defend individuals from the psychological effect of a blocked goal. It has a direct influence on the children at adolescent period especially for those studying for academic achievement. ***Aims:*** The current study aimed at exploring the relationship between reactions to frustration level and academic achievement of high school students in Kalahandi district. ***Research Design:*** To meet the objectives, ex-post facto design used or the data was analyzed and proper statistical techniques used. ***Population:*** For the present research work High school students of various part of Kalahandi District, Odisha constitute the population. ***Sample & Sampling:*** A sample of 200 students was selected for the present research. The sample was selected to match the study and help in achieving the purpose of the study. Researcher has used accidental sampling technique. ***Research Tools:*** Reactions to Frustration Scale Constructed and validated by Dixit, B. M. & Srivastava, D. N. (2005) & Academic Achievement IX standard students' Percentage of marks at Second Term. ***Statistical Techniques:*** Data emerging from the mentioned studies have been statistically analyzed for comparing mean scores and computing the magnitude of the reactions to frustration level of high school students as related to their academic achievement, respectively. ***Results:*** The obtain t-values and the calculated 't' values of the hypothesis 1 is greater than critical values which is considered to be extremely statistically significant at 0.01 level confidence, whereas, hypothesis 2, 3 & 4 are greater than critical values which is considered to be statistically significant at 0.05 level of confidence. ***Conclusions:*** The study has more benefits to high school students because they can understand and measure the level of reactions to frustration. The study revealed that academic achievement has an influence of students' on the level of reaction to frustration.

Introduction:

Man is ambitious by nature. He has so many aspirations and desires to be fulfilled. He plans and strives hard for their realization but it is possible that despite his best planning and efforts, he may not get the desired success. At times he may find himself in the state of utter confusion and bewilderment. All the paths for going head seem to be blocked. Such state of affairs, along with the repeated failure in the attempts, puts one into a state or condition that can be termed as frustration. It has a directly or indirectly affected to their academic achievement as well as the confidence level. As suggested by **Tripathy (2017)** conducted a study on the effect of academic achievement on inferiority-insecurity feeling and found that that the variable has academic achievement affected to inferiority and insecurity feeling. **Tripathy (2017)** examined the relationship between the self-confidence and academic achievement. This research attempt to determine that academic achievement can effect on the level of self-confidence in adolescent. It is recognized by the result of this field study that the level of self-confidence variables has affected by the academic achievement.

Frustration is an important fact because of its close relation for the understanding of normal and abnormal behavior, its confidence in human life, its role in human adjustment and its growing importance in the modern times.

"Frustration occurs whenever the organism meets a more or less insurmountable Obstacle in its rout e to the satisfaction of any vital need." **Rosenzwig (1944)** these definitions cover the frustration when the path to the goal of the active need is blocked. The primary frustration involves the pure existence of an active need and the secondary frustration consists of the obstructions in the path to the goal of active need. Frustration is one's condition expressed in specific feelings and behaviors, it is caused by invincible objective goals occurring while achieving a goal or solving a problem. Frustration is in fact the affective experience of failure, perceived in a more dramatic

and intense way. **Tripathy (2018)** analyzed the data and the results point to the importance of adjustment problems related to home, health, emotional, social, school etc. The problem of low achievers requires immediate solutions and society needs a well-adjusted and mentally healthy citizens.

Today, one of the most challenging problems facing academic administrators is the exact prediction of students of different levels of psychological, sociological and cognitive variables. This problem has attracted the attention of many academics, psychologists, psychiatrists, planners and administrators, and it is increasing day by day because our society is moving forward in industrial and technological way, and the pattern of education is becoming more complex. **Tripathy (2017)** found that the average and low aggressive secondary school students were found to be significant in their academic achievement.

Frustration refers to the situations or the event that creates obstacle in the way to goal. In other words the sense of disappointment that result from the obstacles is frustration. In our course of life we encounter many obstacles and barriers between our goals and ourselves. The process of blocking or thwarting of needs causes frustration in human beings. **Sears (1942)** defined frustration, as "the condition which exists when goal response suffer interference". **Maslow and Murphy (1954)** viewed frustration as, "The blocking of motivated action." On the other **Amsel (1958)** defined, "Frustration as a conceptualization of a hypothetical implicit reaction elicited by non – reward after a number of prior rewards." Frustration is the state of an organism resulting when the satisfaction of a motivated behavior is made difficult or impossible, when the way to goal is blocked **(Gilmier, 1970)**.

Frustration is the blocking or thwarting of one's needs and desires." Human being set some goals to fulfill their needs and to live a successful and happy life. But these needs cannot be always satisfied due to obstructions or scarcity of resources. This makes them frustrated and tense. Continuous frustration of our basic needs may lead to serious maladjustments or condition of mental ill health **Kuppuswamy (1969)**.

Causes Of Frustrations:

The cause of frustration may be divided into two major head:

A. External Factors: External factors are called Environmental factors. These are the situation or conditions which are present in one's own environment. They affect the individual from outside.

The main external factors are; Physical factors, Social factors, Economic factors.

B. Internal Factors: Internal factors are the factors that frustrate an individual from within. These are also called personal factors as the person himself is the cause of such frustration. The main factors in this category are; Physical abnormality or defects, Conflicting desires or aims, Individual's morality and high ideals, Level of aspiration too high, Lack of persistence and sincerity in efforts.

Reactions To Frustration:

Frustration results in various types of reactions according to its intensity and nature of the individual experiencing frustration. Some have frustration tolerance to the extent that they bear the consequences with a little injury to the self or the society; while others (or the former in the special situations) become too violent and aggressive. In this way the reactions to frustration may be classified in two major categories. 1. Simple Reactions, 2. Violent Reactions.

1.   Simple Reactions:

Increasing trials or improving efforts: During the period of frustration, some individuals undergo introspection and to overcome the obstacles they either increase their efforts or bring improvement in their behavior or procedure.

Adopt Compromising Means: Repeated failure in one direction may lead organisms to change the direction of their efforts.

Withdrawal: An individual learns to be away from the situations that cause him frustration.

Submissiveness: The individual surrenders himself and accepts his defeat before the frustration causing conditions.

2.   Violent Reaction:

External Aggression: It may be directed towards either the person or persons who caused the frustration or towards a substitute or substitutes.

Internal Aggression: It is an aggression that is turned inward towards the self, instead of releasing one's emotional tensions by attacking others, one resorts to attacking one's self. Instead of blaming others, the individual blames himself.

Statement Of The Problem:

Formally stated the problem stands as follows:

"Is there any impact of academic achievement on reactions to frustration level of high school students?"

Variables Description

In proposed study Academic Achievement is an independent variable whereas Reactions to Frustration dependent variable. The hierarchy of variables of the study as follows:

Vairables of the Study

Independent Variable
Academic Achievement

Dependent Variable
Reactions to Frustration Level
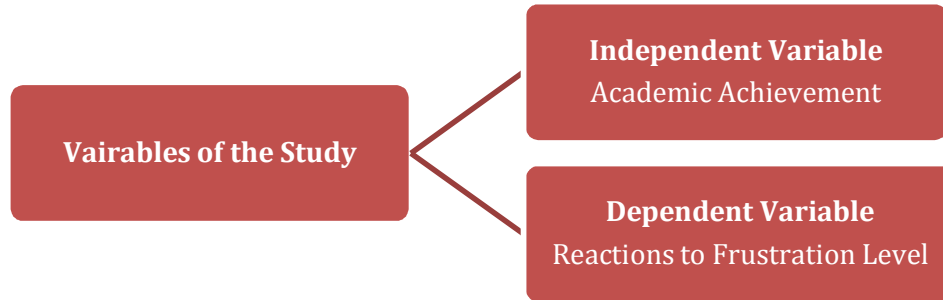
Objectives Of The Study:
The present study has the following objectives:-
1. To find out the effect of academic achievement on the level of reaction to frustration.
2. Find out the significant difference on the level of reaction to frustration among boys and girls.
3. To investigate the academic achievement difference with the level of reaction to frustration.

Research Design:
To meet the objectives, ex-post facto design used or the data was analyzed and proper statistical techniques used.
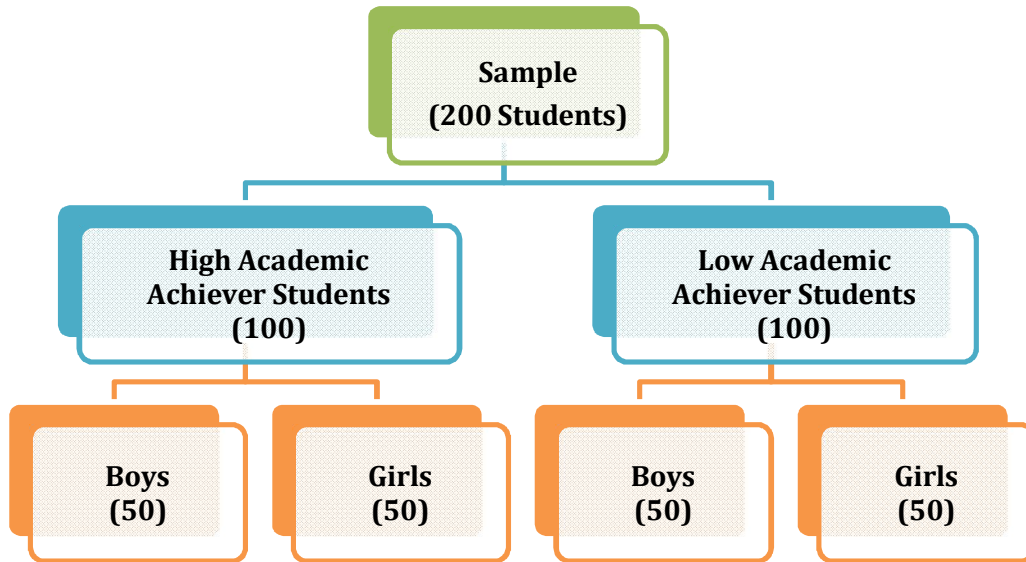
Population:
For the present research work High school students of various part of Kalahandi District, Odisha constitute the population.

Sample & Sampling:
A sample of 200 students was selected for the present research. The sample was selected to match the study and help in achieving the purpose of the study. Researcher has used accidental sampling technique.

Participants Flow Chart

**Sample
(200 Students)**

**High Academic
Achiever Students
(100)**

**Low Academic
Achiever Students
(100)**

**Boys
(50)**

**Girls
(50)**

**Boys
(50)**

**Girls
(50)**

Research Tools:
The following tools were selected and used in this study:
➢ Reactions to Frustration Scale Constructed and validated by Dixit, B. M. & Srivastava, D. N. (2005).
➢ Academic Achievement IX standard students' Percentage of marks at Second Term.

Statistical Techniques:
Data were analyzed using Graph Pad Quick

Calcs: t test calculator. The data were statistically analyzed by independent t-test to test the hypothesis.

Hypotheses Of The Study:
Investigator of the present study framed the following null hypotheses based on the previous studies.
1. There is no significant difference between high academic achiever students and low academic achiever students on the level of reaction to frustration.

2. There is no significant difference between high academic achiever boys and high academic achiever girls on the level of reaction to frustration.

3. There is no significant difference between high academic achiever boy and low academic achiever boys on the level of reaction to frustration.

4. There is no significant difference between high academic achiever girl and low academic achiever girls on the level of reaction to frustration.

Results:

Table 1: Mean Scores of high academic achiever students and low academic achiever students on the level of reaction to frustration

Group	N	Mean	SD	SE_D	C_R-value	Significant
H. A. A. Students	100	37.71	16.72	2.60	**2.21**	**at 0.01 level**
L. A. A. Students	100	43.45	19.90			

df = 198

Table 2: Mean Scores of high academic achiever boys and high academic achiever girls on the level of reaction to frustration

Group	N	Mean	SD	SE_D	C_R-value	Significant
H. A. A. Boys	50	31.41	18.23	3.29	**2.45**	**at 0.05 level**
H. A. A. Girls	50	23.34	14.46			

df = 98

Table 3: Mean Scores of high academic achiever boys and low achiever boys on the level of reaction to frustration

Group	N	Mean	SD	SE_D	C_R-value	Significant
H. A. A. Boys	50	31.41	18.23	3.79	**2.03**	**at 0.05 level**
L. A. A. Boys	50	39.14	19.69			

df = 98

Table 4: Mean Scores of high academic achiever girls and low achiever girls on the level of reaction to frustration

Group	N	Mean	SD	SE_D	C_R-value	Significant
H. A. A. Girls	50	23.34	14.46	3.02	**2.01**	**at 0.05 level**
L. A. A. Girls	50	29.41	15.68			

df = 98

Discussion And Interpretation:

Frustration complex or extremely low self-esteem is a concept we are all familiar with. Chances are we or someone you know suffers from this complex. The term "reaction to frustration" refers to a group of representations and affects that reflect an individual's self-evaluation in relation to others.

Researcher exerted on 200 samples for data collection. According to the demand of topic, researcher acquired 100 (50 boys and 50 girls) high academic achiever student and 100 (50 boys and 50 girls) low academic achiever student. In this research work researcher formulated only 4 null hypotheses.

On the basis of the result table 1 and graph, the mean scores of the high academic achiever students and low academic achiever students are 37.71 and 43.45 respectively on reaction to frustration. The SD's of the high academic achiever students and low academic achiever students are 16.72 and 19.90 respectively. The obtained C_R-value is 2.21, since the obtained C_R-value is more than the table value at 0.05 level of confidence and less than the table value at

0.01 level of confidence for df = 198. So, there is significance difference on the level of reaction to frustration among high academic achiever students and low academic achiever students. Since the hypothesis 1 is rejected. So, we can say that high academic achiever students have less reaction to frustration than low academic achiever students.

On the basis of the result table 2 and graph, the mean scores of the high academic achiever boys and high academic achiever girls are 31.41 and 23.34 respectively on reaction to frustration. The SD's of the high academic achiever boys and high academic achiever girls are 18.23 and 14.46 respectively. The obtained C_R-value is 2.45, since the obtained C_R-value is more than the table value at 0.05 level of confidence and less than the table value at 0.01 level of confidence for df = 98. So, there is significance difference on the level of reaction to frustration among high academic achiever boys and high academic achiever girls. Since the hypothesis 2 is rejected. So, we can say that high academic achiever boys have

more reaction to frustration than high academic achiever girls.

On the basis of the result table 3 and graph, the mean scores of the high academic achiever boys and low academic achiever boys are 31.41 and 39.14 respectively on reaction to frustration. The SD's of the high academic achiever boys and low academic achiever boys are 18.23 and 19.69 respectively. The obtained C_R-value is 2.03, since the obtained C_R-value is more than the table value at 0.05 level of confidence and less than the table value at 0.01 level of confidence for df = 98. So, there is significance difference on the level of reaction to frustration among high academic achiever boys and low academic achiever boys. Since the hypothesis 3 is rejected. So, we can say that high academic achiever boys have less reaction to frustration than low academic achiever boys.

On the basis of the result table 4 and graph, the mean scores of the high academic achiever girls and low academic achiever girls are 23.34 and 29.41 respectively on reaction to frustration. The SD's of the high academic achiever and low academic achiever girls are 14.46 and 15.68 respectively. The obtained t-value is 2.01, since the obtained C_R-value is more than the table value at 0.05 level of confidence and less than the table value at 0.01 level of confidence for df = 98. So, there is significance difference on the level of reaction to frustration among high academic achiever girls and low academic achiever girls. Since the hypothesis 4 is rejected. So, we can say that high academic achiever girls have less reaction to frustration than low academic achiever girls.

Conclusion:

Adolescents are facing more difficulties in their life so they need a better mental and hence physical health and they need to understand how to react to the frustrations and cope with frustration. The present study conducted on academic achievement of high school students attempt to measure their reactions to frustration. Now a day, the degree of frustration is also high so the study findings can reveal which students are facing more problems. The study has more benefits to high school students because they can understand and measure the level of reactions to frustration. The study revealed that academic achievement has an influence of students' on the level of reaction to frustration.

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