



A Study Of Frustration Level Among Secondary School Students In Relation To School Environment With Respect To Demographic Variables

Dr. AMAR DEEP KAUR

Assistant Professor

Golden college of Education, Gurdaspur

Introduction

Today is an era of advanced knowledge and competition and everyone wants to excel in their life and carrier. Both parents and educators want their kids and students to succeed academically. But everybody is so engaged in their work that no one has spare time to talk. If we talk about today's scenario, everybody is living isolated life due to nuclear family's structure. Where all the family members are busy with extreme work and they have no spare time to listen and discuss the problems of their children and even spend free moments with them. Because of this, children begin to feel frustrated. Frustration level is also much higher in students who have stepped into a new face of choosing their streams and adjustment at school. School is a place where teachers, under a pre-planned curriculum and examination system, provide specific dose of knowledge and experiences to the children under a fixed timetable. The word "school" has been defined by different thinkers, educationalists and sociologists in different ways. When the students come to the school, then the teachers have the burden of completing their syllabus, due to which they are not able to interact and listen the problems of students. As students do not get proper school environment for discussing their problems related to studies like attention or processing difficulties which prevented a learner from understanding a lesson, or that the instructions for a particular assignment not clear to them etc, due to limited school timings, in some cases, motor skill difficulties, such as problems with handwriting, prevent a child from demonstrating their knowledge etc, and these all pressures in mind of child make him frustrated and a frustrated student is a dangerous to himself and for the institution as well as an injured leopard looking to attack whose ever it finds. If we discuss, frustrating situations come about everyday everywhere throughout the life, in school, employment, friendships, marriage and even in relationships with others.

Frustration is a usual component of life and everyone in society met with frustration less or more. A person experiences frustration when they are irritated or impatient because they are unable to accomplish their goals. Tolerance and effective coping with aggression and frustration are essential. Frustration has significantly increased in the modern era. Human stress and frustration have increased due to burden and a more mechanical way of living. It may be the emotions that accompanies an experience of being dissatisfied in accomplishing the goals, an action of hampering someone's plans or attempts or an emotion of aggregation at being wedged or disappointed.

FRUSTRATION

The Latin word "Frustrationem," which means "deception" or "disappointment," is where the word frustration originates. When behavior aimed at the goal is blocked, it is referred to as frustration. Motivational processes don't always go as planned. Events that occur keep us from achieving the objective that motivates or draws us. Emotional feelings and behavior frequently follow when motives are thwarted or blocked. People experience sadness, fear, anxiety, guilt, and anger when they are unable to accomplish their major goals. A fundamental idea in both academic and clinical psychology is frustration. In actuality, everyone experiences frustration to some degree throughout their lives. Frustration is a common occurrence and should never be interpreted as a sign of bad luck. Life is made up of a number of needs and actions meant to satisfy them. Frustration is a common emotional response to opposition. Related to anger and disappointment, it arises from the perceived resistance to the fulfilment of individual will. The greater the obstruction, and the greater the will, the more the frustration is likely to be.

CHARACTERISTICS OF FRUSTRATION

A person who is frustrated may exhibit a variety of strange behaviors. There is no sign of frustration. However, it is possible to see how someone who is frustrated behaves. The characteristics of frustration are as follows:-

1. In frustration failures dominate the attempts.
2. The individual feels a major block in the satisfaction of basic needs.
3. The cause of frustration lies both in the individual and his environment.
4. The level of frustration rises with the importance of the objective and the force of the blockade.
5. In this state one experience a major obstacle in the satisfaction of one's basic needs and goal.

TYPES OF FRUSTRATION

Following are the types of frustration.

1. **PERSONAL FRUSTRATION:** Personal life matter for every individuals', our loved ones care, support is the biggest driving force, hence personal life matters a lot, therefore, understanding personal frustration is also very important, The point from where personal frustration starts is expectations, we expect a lot from others, we want others to be perfect, but to be very frank perfection will definitely create frustration, hence don't over-expect from someone, because that over-expectations will definitely create frustration in us and in our relationships.
2. **CONFLICTING FRUSTRATION:** Conflicts can happen between anyone like between workers, employees, owners, between travellers, between strangers etc. These conflicts create frustration among people. Nowadays people live under so much pressure, that their work or personal life pressure becomes the reason for their conflicting frustration, people travel with negative and frustrated mood and just a feeling is enough to increases their frustration.
3. **PRESSURE FRUSTRATION:** Mental pressure, negative pressure and more workload develop the reason for pressure frustration, for example, pressure frustration can happen from both the sides, such as giving a lot of homework to students or assignment to students can be the pressure frustration from teacher or professor side, but wasting too much time on other students side, hence understanding pressure frustration is very important.
4. **ENVIRONMENTAL FRUSTRATION:** Environment plays a very important role for frustration, if we live in a positive and joyful environment then staying positive becomes easy but however if we work or stay in the negative environment where people always lie or fight for small reasons, or always say negative about life, or always believe in luck more than getting frustrated becomes very easy, hence environment matters a lot, a healthy and hygiene environment gives you positive vibes , whereas a negative environment can be the reason for your environment frustration.

FACTORS OF FRUSTRATION

As frustration is a stage or condition in which failure dominates the attempts. In this stage one feels a major obstacle in the satisfaction of one's basic needs or in the sentiment of one's valued goal. The cause of the goal and strength of the 'blockade increases the degree of frustration.' The cause of frustration lies both in the individual himself and his environment. There are two factors of frustration.

A. External Factor.

B. Internal Factor.

A. EXTERNAL FACTORS: - External factor are also called Environmental factors. These are the situations or conditions which are present in one's own environment. They affect the individual from outside. The main external factors are as follow:-

1. **PHYSICAL FACTOR:** - Natural calamities, obstacles or events in environment also try to block the path of an individual in the attainment of some important goal or the satisfaction of one's basic needs and desires. In this way, they become the potential source for frustrating motivated individuals. For example, particular society and community may impose bar on the marriages of school mistress and this may cause frustration to a young school mistress and love with a handsome boy and decides to marry him. Similarly a young man of bright career may feel frustrated when he is denied admission to a course simply because he does not fulfil the condition of a bonafide.
2. **SOCIAL FACTOR:** - Social factor also include the part played by other persons in blocking the doors of the motivated individuals. A child may feel frustrated when he is denied to go to a movie with his friend or to a dance or picnic. Similarly an employee may feel frustrated when he is thrown away instead of getting his demands of increases in salary fulfilled.
3. **ECONOMIC FACTOR:** - Economic and financial factors contribute much in frustrating many of individual particularly in the developing countries like India. There is news that a particular Youngman has invited his death because of frustration suffered by a long series of unemployment or a mother has killed him along with her children by jumping into a well due to the utter frustration caused by the continuous denial of the basic needs- food. Similarly men of revolts against the social or political set- up witness the results of frustration suffered due to severe economic deprivation.

B. INTERNAL FACTOR:- Internal factors are the factors which 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 as follows:-

1. **PHYSICAL ABNORMALITY OR DEFECTS:** - Too small or big stature, very heavy or lean and thin body, an ugly face or complexion, some glandular or bodily defects (such as being one eyed, blind, lame, deaf or dumb may constitute a source of thwarting and thereby cause frustration. Deficiency in one's intelligence or backwardness in a particular subject may also frustrate an individual who is motivated to learn a particular course or choose a particular vocation.

2. **CONFLICTING DESIRES OR AIMS:** - Frustration is also caused by the mutually conflicting desires or aims. Suppose a man wishes to marry a girl to whom he is in love but also wishes to avoid it as it interference with his ambition to go to U.K for higher studies. Now he has to make choice of one at the cost of the other may become a cause of frustration to him. A similar frustration may be felt by young women who aspires to become a mother but avoids it due to the fear of losing her job or spoiling her career.
3. **THE INDIVIDUAL'S MORALITY AND HIGH IDEALS:** - A person may become frustrated by his or her high ideals, moral principles and code of ethics. He is constantly torn between his id and super-ego. His frustration arises when his ego is unable to keep the two in balance. He processes the unwarranted sense of guilt or an odd fear of punishment as a result of the weight of his conscience's moral standards. For instance, he might want to be friends with a girl, but his moral principles forbid it. Similarly one may be denied to smoke, to wear broad based trousers to see a sex movie, only because of his code of ethics or high ideals. He may experience emotional tension as a result of the living arrangements and potential conflicts, which could lead to frustration.
4. **LEVEL OF ASPIRATION TOO HIGH:** - One may fix one's aspiration to a very high level in spite of one's in capabilities or human limitations. For example a young man may aspire to become the captain of the Indian cricket team in the next year in spite of the fact that he does not even know how to play cricket. Such aspirations are bound to lead to frustration.
5. **LACK OF SINCERITY AND PERSEVERANCE IN EFFORTS:** One's own inability to make consistent, persistent efforts with all of one's courage, enthusiasm, willpower, and command can lead to frustration. It is possible to read a book without genuinely wanting to comprehend it. After a while, he picks up another book and uses it in the same manner. After reading too much, he laments that he cannot understand anything, which breeds a sense of inadequacy that eventually turns into frustration.

SCHOOL ENVIRONMENT

One of the most significant, active, direct, and official educational institutions is the school. The word "school" is derived from the Latin word "schola," which means "leisure," or the Greek word "skhole.". The history of ancient civilization of India, Greece, China, and Egypt reveals that material prosperity increased as a result of which the people belonging to the upper class found leisure time. They developed special institutions to educate themselves, and spent their leisure time profitably. The institutions that developed out of surplus economy are known as "School".

School environment refers to the set of relationship that occurs among members of a school community that are determined by structural, personal and functional factors of the educational institution, which provide distinctiveness to schools. An ideal school environment embraces the idea that all students can learn. An ideal school environment works to build safe learning spaces for students. Knowledgeable teachers who are concerned about their students' learning and who modify their lessons to suit their needs are drawn to the best

school environments. Facilities, classrooms, school-based health services, and disciplinary procedures and policies all serve to define a school environment. It prepares the ground for the outside influences on students. As it help students to feel comfortable and safe while they are in it. It will also provide the resources that students are need such as technology, classroom, and materials, so they can be successful in their education.

ELEMENTS OF SCHOOL ENVIRONMENT

Following are the elements of school environment

- 1. PHYSICAL ENVIRONMENT:** -Physical environment of a school is encompassed of its physical surrounding and facilities in which a learner finds one while in school. In the absence of the minimum essential standard for running a school, we commonly find that the physical surroundings and facilities differ from school to school. You might already be familiar with some of the following instance of school varying in their physical environment.
- 2. PSYCHOLOGICAL ENVIRONMENT:** A school's philosophy and practices give it a psychological environment, just as its buildings, spaces, and amenities give it a physical environment. The stimuli that affect students' psyche while they are in school are referred to as the psychological environment of the school. For instance, a student's attitude toward the principal and teachers could serve as a motivator for them to do or not do particular activities in class.
- 3. SOCIAL ENVIRONMENT:** In addition to the physical and psychological environments, every school offers its students a social environment. A student in a school is not alone, as you are aware. He or she is surrounded by other students as well as teachers and other powerful adults. A school's social environment is made up of its social surroundings. For a large portion of the day, a student spends time in school interacting with both teachers and peers. All of a learner's interactions and relationships with others take place in a social setting.
- 4. CULTURAL ENVIRONMENT:** - Another component is the cultural environment, as inhabitants in different regions pursue different traditions, customs, ritual etc. and thus differences in culture. Why do the Chinese dislike milk products? Why do the Hindus perform rituals to invoke the rain god? Why do some nations trace descent through the father, others through the mother, and still other through both parents? Not because different people have different instincts, not because they were destined by god or fate to different habits, not because the weather is different in different countries or regions, but because they had been brought up that way.
- 5. POLITICAL ENVIRONMENT:** - The political environment and the school environment are interdependent. It both influences and is influenced by the political environment. The poor parents do not care about educating their children which is astonishingly widespread in official circles, where it provides a convenient rationalization for India's low schooling levels. In rural India in particular, sending a child to school on a regular basis requires a great deal of effort and sacrifice on the part of

the child and his or her parents. All people in society do not belong to the same social class. Every community consist of the dominant and subordinate social classes. The Indian caste system has created social classes and a stratification of society, where one caste group tries to dominate over the hand.

REVIEW OF THE RELATED LITERATURE

Gulzar shazia et al. (2012) conducted a research on the topic frustration among secondary school students. The specimen of the study comprised of 120 people, men 78 and ladies 42 from various colleges of Lahore city. According to research on college students' irritation duration, most of them only deal with their annoyance for a month or a brief period of time.

Wilde (2012) revealed the connection between frustration tolerance and scholarly accomplishment in school. The purpose of this sample, which included 105 college students, was to investigate the relationship between academic success and frustration tolerance. Passionate bigotry was determined to be the second best indication of review point normal. Students with lower scores on the frustration discomfort scale were found to have typical general school review points.

Shafaq Saeed (2013) investigated the ability of physically disabled people to tolerate wretchedness, tension, frustration, and confidence. For this reason, a sample of 45 men and 15 physically disabled women, ages 18 to 25, from different Lahore city recovery centers was collected. The results showed that people with physical disabilities had low frustration tolerance rather than low confidence. The results also showed a significant negative relationship between confidence and anxiousness, as well as a negative

Flippello et. al (2014) Explored the relationships between frustration intolerance and emotional behavioural problems. The sample comprised of 250 clinical students. The discoveries bolstered a multidimensional model of frustration narrow mindedness and the connection between particular frustrate on bigotry convictions and enthusiastic behavioural issues.

Urmil Sethi (2015) investigated on the topic entitled Spiritual Intelligence, Frustration and Tolerance among Students. A random sampling technique was used to collect data from a sample of 200 students. The findings indicated a strong relationship between students' spiritual intelligence and their capacity to tolerate irritation. It was found that there exists no noteworthiness distinction in other worldly knowledge and frustration tolerance in connection to sexual orientation.

Mahdieh Adroom et al. (2016) Examined that the relationships between frustration tolerance and tendency to drug abuse students from Payame nor University Zahedan. In this study, 170 students were randomly chosen for inspecting. The outcomes demonstrate that the frustration tolerance and the size of the medication has a tendency to be certain and huge. The outcomes displayed that the failure tolerance and the scale of the drug tend to positive and significant.

Tripathy (2019) Conducted a research on the academic achievement of average and low aggressive secondary school students was revealed to be considerable. Situations or events that put a barrier in the way of achieving a goal are referred to as frustrating. To put it another way, frustration is the feeling of disappointment brought on by the difficulties. We face numerous challenges and impediments throughout our lives that stand between us and our objectives. People become frustrated when their needs are blocked or thwarted.

Narang Susheela (2019) Conducted a study on frustration level among undergraduate prospective teachers in relation to certain demographic variables and concluded that the level of frustration of female undergraduate teachers is greater than male representative significant level of difference in relation to frustration but on the basis of locality, level of frustration among teacher trainees was found insignificant.

Tapia - Fonuem et al. (2020) Showed various dimensions of school environment like classroom, school yard, libraries and student's relationship, teaching methods, evaluation system, teaching strategies, value, social co-existence and sustainability had a significant impact on Frustration and School Environment among Secondary School students. Specifically physical, social and academic dimension of school environment was found as a significant predictor of well-being among students.

Lone (2021) Conducted a study on Influence of School Environment on Academic Performance of Students: A systematic review. The results of the study revealed a significant correlation between school environment, school engagement and academic achievement. Furthermore School environment significantly influence academic achievement directly and indirectly. School environment determines academic success of students.

SIGNIFICANCE OF THE STUDY

The adolescent undergoes a continuous process of adjustment. Their behaviour cannot develop in vacuum. Their interest and behaviour are result to their potentialities and existing environment condition by which they are stimulated. Harmonious development of individual's personality, depends upon the process of education, as education system helps the individual to move towards knowledge and wisdom, in the absence of positive or conducive environment in educational institution frustration get develop among students, who get less opportunities or who are not satisfied in growing up process. It is necessary to create healthy environment in school so that a positive attitude can developed among secondary school students and they feel comfortable in school environment. So, the present study is so framed to check the rising level of frustration among secondary school students, due to the problems that they face in everyday life in schools and will help to understand and eradicate the causes of frustration.

OBJECTIVES OF THE STUDY

1. To study the relationship between frustration and school environment
2. To study the difference in frustration among secondary school students with respect to gender.
3. To study the difference in frustration among secondary school students with respect to type of school.
4. To study the difference in frustration among secondary school students with respect to locality.

HYPOTHESES OF THE STUDY

1. There exists no relationship between frustration and school environment.
2. There exists no difference in frustration among secondary school students with respect to gender.
3. There exists no difference in frustration among secondary school students with respect to type of school.
4. There exists no difference in frustration among secondary school students with respect to locality.

RESEARCH METHODOLOGY

Descriptive survey research method was used by the researcher.

SAMPLE

By keeping in mind, the nature of the problem, stratified random sampling technique was used to select the sample of 200 secondary school students from government and private schools of district Gurdaspur.

TOOLS USED

1. Frustration scale by Dr. N.S. Chauhan and Dr. Govind Tiwari.
2. School Environment questionnaire was prepared by the Investigator.

STATISTICAL TECHNIQUES USED

Following statistical techniques were used for the analysis of the data.

1. Pearson coefficient of Co-relation was used to find the relationship between the variables.
2. Mean, Standard Deviation and t- test was applied to find the differences between variables.

ANALYSIS AND INTERPRETATION**Table 1 Showing the co-efficient of correlation between Frustration level and School Environment**

Sr.No	Variables	N	R	Level of significance
1	Frustration level and School Environment	200	-0.707	Not Significant

The table 1 shows the value of co-efficient of correlation between Frustration and School Environment. The value of co-efficient of correlation is -0.907. This value shows a negative correlation between Frustration and School Environment. It displays that if the school environment is good then there will be no frustration among secondary school students. Therefore Hypothesis 1 is accepted.

Table 2 showing the Mean, SD and t-value of Frustration level among secondary school students with respect to gender

Sr.No	Gender	N	Mean	S.D.	t-value	Level of significance
1	Boys	100	11.96	1.14	1.41	Not significant at 0.05 level.
2	Girls	100	11.71	1.34		

The table 2 shows the mean values of boys (100) and girls (100) secondary school students on Frustration level. The calculated t-value is less than the table value i.e. 1.96. it is showing that there is no significant difference in frustration level of both boys and girls studying in secondary schools.

Table 3 showing the Mean, SD and t-value of Frustration Level among secondary school students with respect to type of school

Sr. No.	Type of school	N	Mean	S.D.	t-value	Level of Significance
1	Government	100	12.06	1.19	4.81	significant
2	Private	100	13.30	1.36		

Table 3 shows the mean score of secondary school students of Government (100) and Private schools (100) on Frustration level. The calculated t-value is 4.81 is greater than 2.58 at both the levels 0.01 and 0.05 level of significance. It is showing a significant difference in frustration level of secondary school students of government and private schools. The mean value of private school students 13.30 is more than the mean

value of government school students 12.06. it showed that students studying in private school have more frustration in comparison to government school students.

Table 4 showing the Mean, SD and t-value of Frustration Level among secondary school students with respect to locality

Sr.No	Group	N	Mean	S.D	t-value	Level of significance
1	Rural	100	13.96	1.09	3.66	Significant
2	Urban	100	14.70	1.76		

The table 4 shows the mean scores of Rural (100) and Urban (100) area students studying in secondary schools. The t-value 3.66 which is more than the significant value at 0.05 level i.e. 1.96 and at 0.01 level i.e. 2.56. so. There is a significant difference in Frustration level of secondary school students belonging to rural and urban areas. The mean score of urban area students 14.70 is greater than the mean score of rural area students 13.96. It displays that the students belonging to urban area have more frustration than the students of rural area.

MAIN FINDINGS

The main findings are given below:

1. There was a significant and negative correlation between Frustration and School Environment.
2. There was no significant difference in frustration level of both boys and girls studying in secondary schools.
3. There was a significant difference in frustration level of secondary school students of government and private schools.
4. There is a significant difference in Frustration level of secondary school students belonging to rural and urban areas.

EDUCATIONAL IMPLICATIONS

In this ambitious world every human have their own goals and when their goals are not achieved then that feelings and emotions start frustrating them. Everyone has some goals related to their work life, everyone has certain aims, everyone has certain expectations from their loved ones, every individual in this world desires successful person and professional lives, but when these expectations and goals do not give the positive outcome, then its starts frustration. As frustration is a mental condition of a person. Usually, a person may face many problems, accidents and obstacles in regular life. For those hindrances, one can be easily frustrated in their path of life. Specific techniques for dealing with frustration include helping students

understand their problems and why it are occurring, giving clear directions, rewarding progress and promoting self-efficacy. It's beneficial to understand what causes frustration in the first place, because this can help you identify common issues to avoid and because it can help you identify the optimal anti frustration techniques to use. This study will be useful for parents, teachers, school administrations and policy makers.

CONCLUSION

Today's Frustration is a common emotional problem and it plays a complex role in every human's life. It has negative impact like aggression, anxiety, self-doubt, negative thinking, personal struggles and academic performance of the students etc. This study was conducted to reveal the relationship between frustration level and school environment. The findings of the research showed a significant negative relationship between the frustration level and school environment. The t-test was applied to check the difference in frustration level among secondary school students with reference to gender, type of school and locality. The consequences of the study revealed no significant difference in the frustration level of the boys and girls, significant difference in frustration level of secondary school students with respect to type of school and locality. Frustration level among secondary school students can be finished with cooperation and mutual understanding by parents and teachers. Teachers can use new methods of teaching, co-curricular activities, social activities and sports to finish the frustration of students. Government can provide new and mixed curriculum which could be useful to reduce the frustration of the students.

LIMITATIONS

This study was delimited to the secondary school students of district Gurdaspur, state Punjab affiliated to Punjab school education Board only.

REFERENCES

- Adroom, M., Gorgij, H. C., Okati, M., Mohana, S., & Sharafi, Z. (2016). Study the relationship between frustration tolerance and tendency to drug abuse among students from Payame . *The social Sciences*, 11(14), 3627-3630.
- Filippello, P., Harrington, N., Buzzai, C., Sorrenti, L., & Costa, S. (2014). The relationship between frustration intolerance, unhealthy emotions, and assertive behaviour in Italian students. *Journal of Rational-Emotive & Cognitive-Behavior Therapy*, 32, 257-278.
- Gulzar, S., Yahya, F., Nauman, M., Mir, Z., & Mujahid, S. H. (2012). Frustration among university students in Pakistan, *International research Journal of Social Sciences*, 1(4), 7-15.

Lone, R. A. (2021). Influence of School Environment on Academic Performance of Students: A Systematic Review. *International Journal of Multidisciplinary Educational Research*, 10, 6(1), 71-74.

Narang, S. (2019). Frustration Level among Undergraduate Prospective teachers in relation to certain Demographic variables. *Journal of Emerging Technologies and Innovative Research*, 6(1), 1204-1210.

Roebuck, G. M. (2020). School Environment, Academic Performance and Student Wellness: Investigating How Social and Built Components of a School Environment Can Optimize Academic Performance While Protecting and Enhancing Students Physical and Mental Well-being. Master's Dissertation. Vassar College, New York. <http://s3-ap-southeast-1.amazonaws.com>.

Saeed, S., & Dawood, S. (2013) Tolerance towards Frustration, Self Esteem, Anxiety and Depression in Physically Disabled Individuals, *Pakistan Journal of Social and Clinical Psychology*, 11(2), 43.

Sethi, U. (2015). Study of Relationship between Spiritual Intelligence and Frustration Tolerance among B. Ed. Students. *International Educational E-Journal*, iv(iv), 82-88.

Tapia-Fonllem, C., Fraijo-Sing, B., Corral-Verdugo, V., Garza-Terán, G., & Moreno-Barahona, M. (2020). School environments and elementary school children's well-being in northwestern Mexico. *Frontiers in Psychology*, 11(510), 1-8.

Tripathy, M. (2019). Reactions to Frustration Level of High School Students as Related to their Academic Achievement. *New York Science Journal*, 12(9), 28-32.

Wilde, J. (2012). The relationship between frustration intolerance and academic achievement in college, *International Journal of Higher Education*, 1(2), 1-8.