

Frustration Among The Secondary School Students In Relation To Their Emotional Maturity: A Study

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Abstract

Human is always ambitious by nature. They have many desires and they want to achieve or gain all the desires, but sometimes they did not attain as the basis of their needs and desires. In this way they become frustrated. Some situation is found among boys and girls of college. They suffer from frustration due to failure. Sometime they may achieve success after a no. of failures. While sometimes they become helpless. So, they feel their life under frustration. Secondary School students are adolescents who are on the verge of adulthood and their impressionable minds feels sundry new experiences which help in their attaining a certain degree of emotional maturity and ability to cope with the feeling of anxiety. In this fast changing times the present problem with us will help in understanding the emotional maturity and anxiety in secondary school students. This work is an effort to study those reasons, circumstances which make a student frustrated and emotional immature.

• **Key Words:** Frustration, Emotional Maturity

Introduction

Emotion is a feeling or affect that involves a mixture of physiological arousal and overt behaviour. Emotions are great motivating forces throughout the span of human life, affecting aspiration, action and thoughts of an individual. As emotions do play a central role in the life of an individual, one expected to have higher emotional maturity in order to lead an effective life. It is also true that our behaviour is constantly influenced by the emotional maturity that we possess. Emotional Maturity is the refined and developed ability to understand and use one's emotions in a personally controlled ways. Emotional maturity can be understood in the terms of ability of self-control which in turn is a result of thinking and learning. Emotional maturity is not only an effective determinant of personality pattern but it also helps to control the development of a person. An emotionally mature person is able to demonstrate a well-balanced personality. A person is regarded as emotionally mature if he has in his possession all types of emotions, positive or negative and is able to express them at

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appropriate time in an appropriate degree.

One of the most common causes of losing self-control is frustration. It can be defined as “the interface with or blocking of, the attainment of some goal.” . We all encounter frustrations each day. The teacher who won’t listen to reason and the traffic jam that causes you to be late to a meeting or an exam are all frustrating in the sense that they keep you away from reaching a goal. It is an emotion-oriented phenomenon. Modern world is full of complexities, confusion and competitiveness where frustration among secondary school students in India is increasing day by day. An emotionally mature person never likes to do such behavior that can injure his self-respect.

Emotions are aroused by happenings or circumstances that enhance the gratification of a person’s need or the realization of high goal. It has been said that a person’s emotion reaction to a happening depends upon both the nature of the happening itself and upon his own inner state. The same thing or happening may create joy in one and grief in another, all depending on the inner state of the individual. A mature person experiences life experiences as learning experiences and, when they are positive, he enjoys and revels in life. When they are negative, he accepts personal responsibility and is confident and can learn from them to improve his life. When things do not go well, he looks for an opportunity to succeed. The immature person curses the rain while a mature person sells umbrellas. When things do not go as anticipated, the immature person stamps his feet, holds his breath and bemoans his fate. When frustrated, an immature person looks for someone to blame. The mature person looks for solution.

Operational Definitions of Terms Used

Frustration

Frustration is the feeling of being blocked in satisfying a need or attaining a goal that individual perceives as significant. Frustration has been defined as the psychological state which results from the blocking of a goal-directed activity (Kisker, 1964).

Emotional Maturity

Emotional maturity must take account of the full scope of the individual’s capacity and powers, and of his ability to use and enjoy them. In its broadest sense emotional maturity means the degree to which the person has developed his capacity to enjoy things, to relate himself to others, to love and to laugh; his capacity for whole hearted sorrow when an occasion for grief arises and his capacity to show fear when there is occasion to be frightened, without feeling a need to use a false mask of

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courage. Emotional maturity includes the ability to deal constructively with reality.

Objectives of the Study

The present study is carried out with the following objectives:-

1. To study the frustration among male and female secondary school students.
2. To study the emotional maturity among male and female secondary school students.
3. To study the correlation between frustration and emotional maturity of secondary school students.
4. To study the correlation between frustration and emotional maturity of male secondary school students.
5. To study the correlation between frustration and emotional maturity of female secondary school students.

Hypothesis

1. There is no significant difference in the frustration among male and female secondary school students.
2. There is no significant difference in the emotional maturity among male and female secondary school students.
3. There is no significant correlation between frustration and emotional maturity of secondary school students.
4. There is no significant correlation between frustration and emotional maturity of male secondary school students.
5. There is no significant correlation between frustration and emotional maturity of female secondary school students.

Research Method

Keeping in view the nature and main purpose of the study ,survey method was considered to be the most appropriate for undertaking this study.

Sample of the Study

In the present investigation random sampling technique was used for the selection of the sample. The sample comprised of 100 students of ninth class.(50 boys + 50 girls)

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Tools Used

The following standardized tools were used for the collection of data:

1. Emotional Maturity Scale by Dr. Yashvir Singh and Dr. Mahesh Bhargava
2. Frustration Test: Reactions to Frustration scale (RFS)-B.M. Dixit and D.N. Srivastava.

Results and interpretation

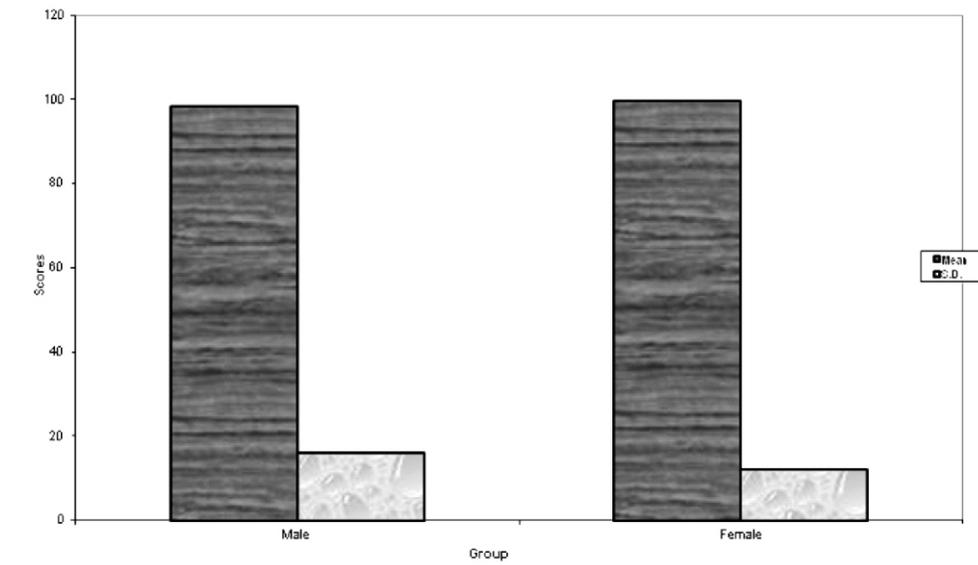
TABLE 1
Comparison of frustration among male and female students

	N	M	S.D.	t –Value	LEVEL OF SIGNIFICANCE
Male	50	98.40	15.87	0.93	N.S.
Female	50	99.52	12.12		

Table 1 shows that male and female students are average in their frustration level. T-value is 0.93 which is not significant at 0.05 and 0.01 level of significance.

Therefore, the null hypothesis, “There is no significant difference between frustration of male and female students” is accepted.

Comparison of Frustration Among Male and Female Students



Graph – 1

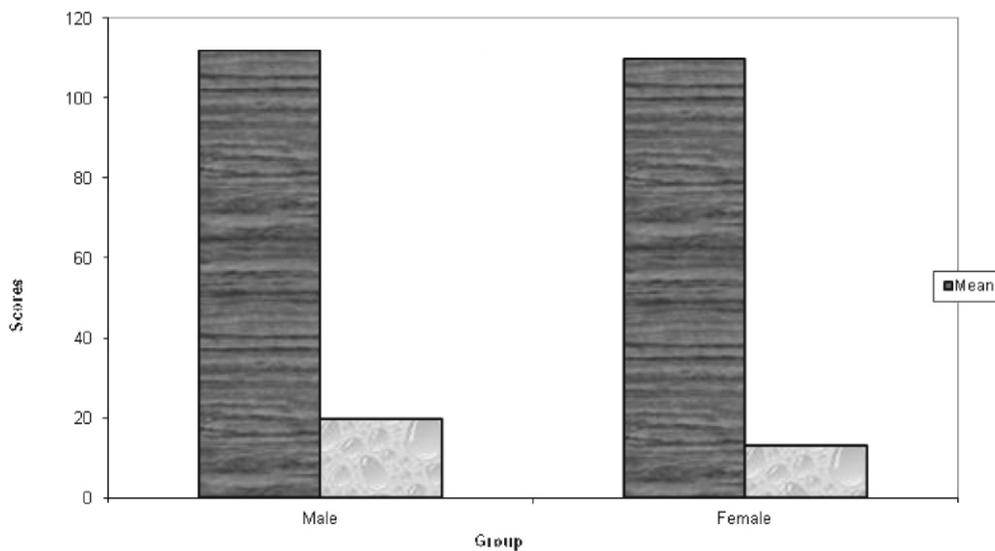
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TABLE 2
Comparison of Emotional Maturity between Male and Female Students

N	M	S.D.	t –Value	LEVEL OF SIGNIFICANCE	N
Male	111.86	19.77	4.75	0.46	N. S.
Female	109.6	13.20			

The Mean of Emotional Maturity of male and female students are 111.86 and 109.6 respectively which can be classified as ‘extremely emotionally immature. The Table 2 reveals the significance of difference between Emotional Maturity of male and female. The ‘t’ value is 0.46 which is not significant at 0.05 and 0.01 level of significance. The Null Hypothesis is accepted. It may be interpreted that there is no significant difference between Emotional Maturity of male and female students. Therefore, the null hypothesis, “There is no significant difference between emotional maturity of male and female students” is accepted.

Comparison of Emotional Maturity Between Male and Female Students



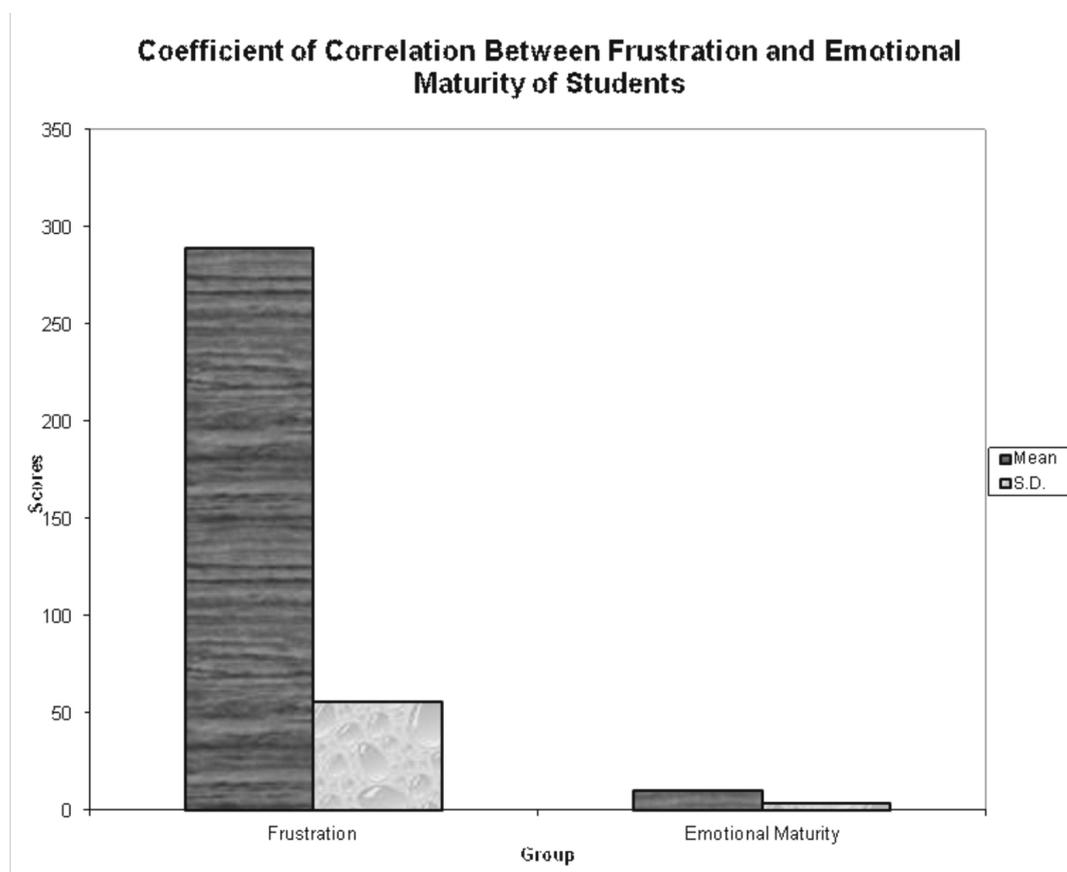
Graph – 2

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TABLE 3
Table showing the coefficient of correlation between frustration and emotional maturity of students

Variables	M	S.D.	R	LEVEL OF SIGNIFICANCE
Male	50	98.40	15.87	Significant
Female	50	99.52	12.12	

It can be clearly seen from the Table 3 that the value of coefficient of correlation 0.3584 for the frustration and emotional maturity of students is significant at 0.05 level of significance. Therefore, the null hypothesis is rejected. The value of coefficient of correlation indicates that there is very low positive correlation between the two variables.



Graph - 3

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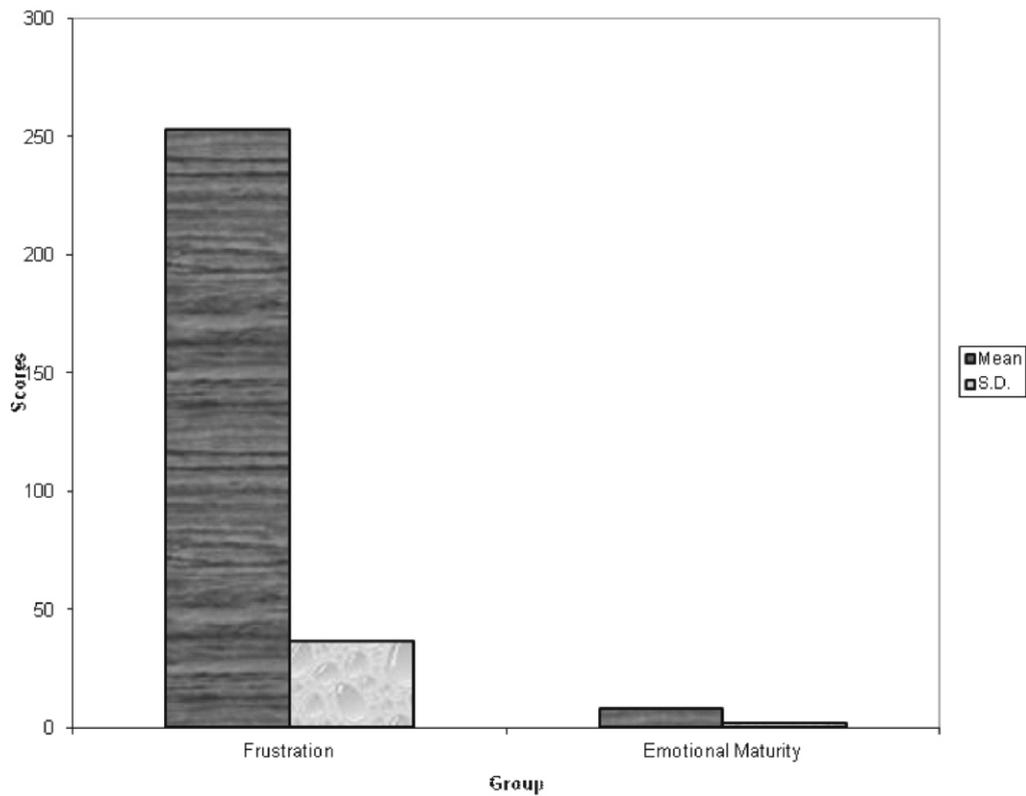
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TABLE 4
Table showing the coefficient of correlation between frustration and emotional maturity of male students

Variables	M	S.D.	R	LEVEL OF SIGNIFICANCE
Frustration	253.19	36.16	0.0704	Significant
Emotional Maturity	7.81	1.94		

It is noticeable from the Table 4 that the value of coefficient of correlation 0.0704 for the frustration and emotional maturity of male secondary students is significant at 0.05 level of significance. Thus, the null hypothesis is rejected in the case of male students.

Coefficient of Correlation Between Frustration and Emotional Maturity of male Students



Graph - 4

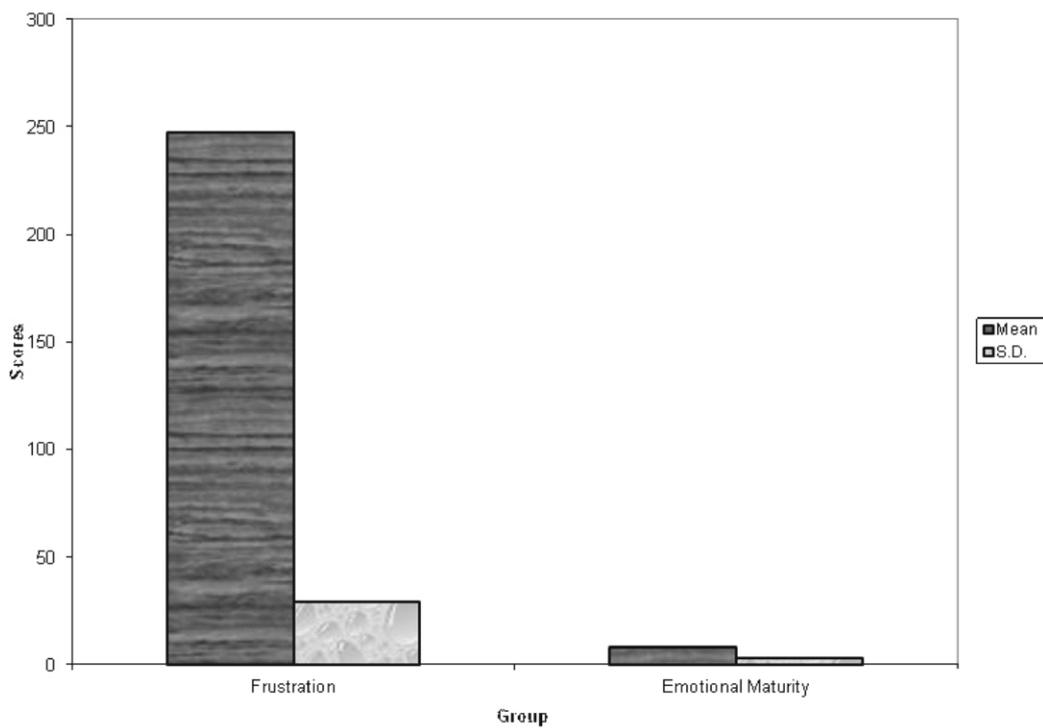
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TABLE 4.5
Table showing the coefficient of correlation between frustration and emotional maturity of female students

Variables	M	S.D.	R	LEVEL OF SIGNIFICANCE
Frustration	247.27	29.46	0.1884	Significant
Emotional Maturity	8.17	3.15		

It is observable from the Table 4.5 that the value of coefficient of correlation between the between frustration and emotional maturity of female students is 0.1884, which is not significant 0.05 level of significance. Hence the null hypothesis is rejected.

Coefficient of Correlation Between Frustration and Emotional Maturity of Female Students



Graph - 5

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Main Findings of the Study

1. There is no significant difference between frustration of male and female students.
2. There is no significant difference between Emotional Maturity of male and female students.
3. There is very low positive correlation between frustration and emotional maturity of secondary school students.
4. There is very low positive correlation between frustration and emotional maturity of male secondary school students.
5. There is very low positive correlation between frustration and emotional maturity of female secondary school students.

Conclusion

1. Male and female students have equal frustration level.
2. Emotional maturity of male and female students was found to be same.
3. Frustration and emotional maturity of students were found to be correlated.
4. In case of male students a little positive correlation was found between the two variables under study.
5. A very low positive correlation between frustration and emotional maturity of female secondary school students

Educational Implications of the Study

The most outstanding characteristics of any research are that it contributes something new to the development of the area concern. Individual differences in frustration are of great practical importance in learning. Knowing frustration and Emotional maturity level is also vital for educational guidance and counseling. By the use of this study, a teacher can guide student for better achievement in learning. This study is also helpful for the teacher in teaching effectively.

Suggestions for Further Studies

On the basis of present study a number could be suggested for further investigation.

1. A study of social maturity and frustration among school going children.
2. A comparative study of anxiety and emotional maturity among children of working and non- working mothers.
3. A psychological study of social, emotional and educational problems of male and female adolescents.
4. A study of the adjustment, anxiety, self concept and frustration of orphan and normal students.
5. A study of frustration of elementary school children in relation to their mother's marital adjustment and child reading practices

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