Frustration among Higher Secondary School Students
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2014

Scholars World
A Division of
Astral International Pvt. Ltd.
New Delhi – 110 002
Frustration is a common emotional response to opposition. Related to anger and disappointment, it arises from the perceived resistance to the fulfillment of individual will. The greater the obstruction, and the greater the will, the more the frustration is likely to be. At times all human beings find himself in a state of confusion with all the paths ahead blocked. With repeated failure he reaches a state or condition of tension and the individual is said to be frustrated. To relieve the state of frustration the individual tend to show adjustments which may be simple or extremely complicated.

Frustration may result from a variety of causes. The causes differ from person to person and from time to time for the same person. Some times the most familiar environment like home and school can create frustration in individuals. Frustration is especially experienced during adolescence. The onset of puberty brings along with its several definite physical and psychological changes. It is a commonly seen fact that the frustrated individuals form a gang, usually with member of same sex and their main interest is to compensate to peer rejection through anti social behavior.

An understanding of the concept of frustration, factors and effects can help the teachers and parents to guide the students to avoid the frustrating situations in some cases and prepare to meet them with a positive attitude.
The present study is based on the data collected from six different schools in Chennai city by administering the selected tool. The report consists of 5 chapters. The first chapter deals with the details regarding the concept of frustration, its causes and its importance in adolescents. Second chapter consists of summary of related literature pertaining to frustration. The methodology implemented for the study is summarized in chapter three. The chapter four explains the analysis and interpretation of the data collected. The major findings, discussion of results, implication of the study and suggestions for further investigation are highlighted in chapter five.

The present study is the outcome of the consistent help, guidance, and encouragement rendered by many people. I express my sincere gratitude to my guide Ms. Jnanadeepam, Lecturer in Education, St. Christophers College, Chennai whose constant guidance and help made much of the work possible. I am thankful to all my teachers and friends for their immense support and valuable comments.

I am also indebted to the Principals, teachers and students of higher secondary schools in Chennai city in cooperating with the collection of data. I am extremely grateful to my family members for their support and encouragement in completing the work.

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INTRODUCTION

1.1 Prelude

Man is ambitious by nature. He has aspirations and desires to be fulfilled. He plans and strives hard for its realization, but it may be possible that despite his best planning and effort he may not get the desired success. He is never able to satisfy all his desires and needs however well he is motivated. At times he finds himself in a state of confusion with all the paths ahead blocked. External and Internal factors act on the individual at times making his goal unattainable whatever be the nature of his goal and motivation. With repeated failure he reaches a state or condition of tension and the individual is said to be frustrated, defined thus by eminent writers as

“Frustration means emotional tension resulting from the blocking of desire or need”

— Carter V. Good

“Frustration is the feeling of being blocked or thwarted in satisfying a need or attaining a goal that the individual perceives as significant”

— Walter B. Kolesnik
“Frustration regers to failure to satisfy basic need because of either conditions in the individual or external obstacles”

— Barnay Katz and G.F. Lehner

The above quoted definitions reveals that (1) frustration is that stage or condition in which failure dominates the attempts. (2) in a state of frustration one feels a major obstacle in the satisfaction of ones basic needs or in the attainment of ones cherished goal.(3) The significance of the goal and the strength of the blockade increases the degree of frustration. (4) The causes of frustration lies both in the individual himself and his environment.

Some amount of frustration is desirable for the individual as it makes him to mobilize and direct his energy towards his goal and strive for it. It provides a challenge for the individual in his striving to reach the goal and prevents him from becoming disinterested and indifferent towards his goal. But when the frustration exceeds a certain limit, which is different for different individuals, and lasts for a long period, it leads to serious consequences.

Frustration creates a state of tension and anxiety which is unpleasant for the individual. Hence the individual seeks to relieve tension by making appropriate changes in himself or in his environment. The responses made to frustration by the individual to relieve the accompanying tension are called adjustment. Adjusted or adaptive responses made by the individual may be simple or extremely complicated. The adjustments that are made by the individual are dependent upon a number of factors like previous experiences, the source of frustration, the strength of motivation and the ability of the individual to cope with the situation.

Frustration is present at all stages of development. It occurs especially at periods when new developmental tasks appear. The individual develops new abilities or power to which he is not yet adjusted and new experiences occur for which the are no ready made or habitual responses. As the child grows learns to cope with certain frustrating situations thus develop frustration tolerance.

In a frustrating situation the individual is stricken with a sense of insecurity and uncertainty. In behavioral terms, frustration can be thought of as the non occurrence of an expected or desired reinforce, Frustration