

**TO STUDY THE FRUSTRATION AMONG CLASS XI  
STUDENTS IN RELATION TO THEIR FAMILY  
CLIMATE**

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**ABSTRACT**

Students live in the shell of a family climate during their school days, They act accordingly and react simultaneously to frustration. It rejects that the family strongly related to frustration. Researchers have decided to carry out a research on class XI, students to analyze their frustration in relation to their family. Research has been carried out on 100 students, using frustration test by Dr. N.S. Chauhan and Dr. Govind Tiwari and Family climate scale by Dr. Beena Shah. Two way – ANOVA is used to analyze the data.

On the basis of the results, their interpretation and discussion it was found that there exist significant effect of family climate of class XI grade in relation to sex, frustration and aggression dimation of fractration. There exist no significant effect of family climate in relation to regression, fixation, resignation, dimation of frustration.

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**INTRODUCTION -**

The process of blocking or of needs causes frustration human beings. Frustration has important implications for personality development. It is an integral part of our development from birth to death. Psychological word conflicts is related for this meaning. An individual has several motives to achieve. So continuous conflicting situation may lead to mental disturbance.

This dissertation was based on class XI student's though are frustrated among their family climate. According to this we shall take some help through related studies. Which are some Indian educanists and some are western educanists. Mr. Dubey and Joshis (1985), Mr-Tiwari, G. P. Sharma K. N. (1971), Gyanani and Rani Agrawal (2001), Lata Gairola (2003) some western philosopher. Like Millar (1941), Lindsay (1950), Rosen z weigh (1952), Anderson and Dill (1955), and frank Tom and Misuru Taki (2007), and net survey has been the main sources for making in depth study of the frustration.

In the background of human behaviour, a type of internal feeling works which motivates a person for activity in a certain direction. Actually, by this motive power a man always tries to achieve the desire goal. But it is also true that an individual always cannot achieve the desired goal because several barriers of environment come in his way towards the goal. In addition to these there are several other motives to be satisfied which the individual cannot do due to one or the other reasons. This unsatisfied motives lead to conflict or frustrations in an individual. These frustrated situations of various types, occurring at the same time in front of an individual ultimately leads to abnormality which is psychologically termed as 'stress'.

**FRUSTRATION -** The concept of 'Frustration' is an important phenomena particularly in studying the abnormal persons. The frustration process produces behavior that is purely an end in itself and not a means to an end. The behavior thus elicited is not an expression of a preference since it is not influenced by what it accomplishes. In this sense the behavior is compulsive in nature, and the type of behavior that is selected in frustration is a matter of its availability at the time as well as a number of other factors not yet clearly understood. This type of behavior is most readily altered by a reduction in a state of frustration (Maier, NRF; 1949). Frustration occurs when ones strivings are thwarted either by obstacles that block progress towards a desired goal or by absence of an appropriate goal. A wide range of obstacles both environmental and internal can lead to frustration.

Frustration in an important phenomena particularly in studying the abnormal persons. The frustration process produces behavior that is purely an end in itself and not a means to an end. Frustration can be considered a problem response behavior and can have a number of effects, depending on the mental health of the individual.

Frustration behavior lacks goal orientation and appears more or less senseless. Intensity of feeling is there. It is the end of need deprivation frustration is of compulsive nature. Many of the behavior problem are basically different modes of frustration mechanism.

**DELIMITATION-** Like all other researchers, this study has been carried out under strict limitations imposed by time and resources. The following are the limitations of the instruments:-

- The study limited to the school's located in Bhilai town.
- Students are randomly selected from co - educational school.
- It is not within the resources of an investigation to include large sample for study. Therefore, the sample includes 100 subjects.
- The study was conducted only on the class 11th students of Bhilai.
- For this study the standardized test has been used.

**OBJECTIVES -**

- To study the effect of family climate among XI grade students in their frustration.
- To study the no effect of sex on frustration.
- To study the effect of family climate on regression, dimension of frustration.
- To study the effect of sex on regression, dimension of frustration
- To study the effect of family climate on fixation, dimension of frustration.
- To study the effect of sex on fixation, dimension of frustration
- To study the effect of family climate on resignation, dimension of frustration.
- To study the effect of sex on resignation, dimension of frustration
- To study the effect of family climate on aggression, dimension of frustration.
- To study the effect of sex on aggression, dimension of frustration.

**HYPOTHESIS -**

**H<sub>1</sub>** :There will be no effect of family climate among XI grade students in their frustration.

**H<sub>2</sub>** : There will be no effect of sex on frustration.

**H<sub>3</sub>** :There will be no effect of family climate on regression dimension of frustration.

**H<sub>4</sub>** .There will be no effect of sex on regression, dimension of frustration

**H<sub>5</sub>** .There will be no effect of family climate on fixation, dimension of frustration.

**H<sub>6</sub>** : There will be no effect of sex on fixation, dimension of frustration

**H<sub>7</sub>** : There will be no effect of family climate on resignation dimension of frustration.

**H<sub>8</sub>** : There will be no effect of sex on resignation, dimension of frustration

**H<sub>9</sub>** : There will be no effect of family climate on aggression dimension of frustration.

**H<sub>10</sub>** : There will be no effect of sex on aggression, dimension of frustration

**SAMPLING -** In the present study the different high school of private were selected randomly and from that the student were selected randomly . By this method the population has an equal and independent chance of being selected in the sample.

According to **W. Feller**. random sampling is that method of drawing a portion of population or universe so that all possible sample of fixed size have the same probability of being selected. Random sampling is free personal biases sampling.

In this way 100 students were selected for the study

**SELECTION OF TOOLS -** The tools used for the present study are "Frustration test" constructed and standards by **Dr.N.S. Chauhan** and **Dr. Govind Tiwari** in the (1972)Family climate scale developed by **Dr. Been Shah** in (1971).The test in easily available the test can be easily administered on the students of 11th class . This test is standardized test

**Result -**The results of the present study drawn on the basis of two-way-ANOVA are as follows:-

**H<sub>1</sub> :** "There will be no effect of family climate among 11th grade students in their frustration

**"Table – 4.1 (b) Analysis of Variance**

Source	df	SS	MS	F	S. Content
Frustration	2 - 1 = 1	51.10	51.10	13.84	Sig.
Sex	2 – 1 = 1	25.91	25.91	7.02	Sig.
Interaction	1 x 1 = 1	854.68	854.68	231.62	Sig.
Within	100 – 4 = 96	353.54	42.27	-	
TOTAL	99	1285.23	935.38		

It is clear from the table 4.1 (b)  $F = 13.84$  wich means  $p < 0.05$  [df = 1,96] which is greater than the table value 3.94 So, there is significant effect of family climate among 11th grade students is their frustration thus this hypothesis is rejected.

**H<sub>2</sub> :** "There will be no effect of sex on frustration"

**Table – 4.1 (b) Analysis of Variance**

Source	df	SS	MS	F	S. Content
Frustration	2 - 1 = 1	51.10	51.10	13.84	Sig.
Sex	2 – 1 = 1	25.91	25.91	7.02	Sig.
Interaction	1 x 1 = 1	854.68	854.68	231.62	Sig.
Within	100 – 4 = 96	353.54	42.27	-	

TOTAL	99	1285.23	935.38		
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It is clear from the table 4.1 (b)  $F = 7.02$  which means  $p < 0.05$  [ $df = 1,96$ ] which is greater than the table value 3.94. So, there is significant effect of sex on frustration. Thus this hypothesis is rejected.

**H<sub>3</sub>** : "There will be no effect of family climate on regression dimension of frustration."

**Table – 4.2 (b) Analysis of Variance**

Source	df	SS	MS	F	S. Content
Frustration	$2 - 1 = 1$	0.036	0.036	0.097	Non - Sig.
Sex	$2 - 1 = 1$	0.73	0.73	1.9	Non - Sig.
Interaction	$1 \times 1 = 1$	0.186	0.186	0.5	Non - Sig.
SSW	$100 - 4 = 96$	35.12	.37	-	
TOTAL	99	36.072	1.322		

It is clear from the table 4.2 (b)  $F = 0.097$  which means  $p > 0.05$  [ $df = 1, 96$ ] which is less than the table value 3.94 so there will be no significant effect of family climate on regression. Thus this hypothesis is accepted.

**H<sub>4</sub>** : "There will be no effect of sex on sex on regression" dimension of frustration.

**Table – 4.2 (b) Analysis of Variance**

Source	df	SS	MS	F	S. Content
Frustration	$2 - 1 = 1$	0.036	0.036	0.097	Non - Sig.
Sex	$2 - 1 = 1$	0.73	0.73	1.9	Non - Sig.
Interaction	$1 \times 1 = 1$	0.186	0.186	0.5	Non - Sig.
SSW	$100 - 4 = 96$	35.12	.37	-	
TOTAL	99	36.072	1.322		

It is clear from the table (b),  $F = 1.9$  which means.  $p > (0.05 / df = 1,96)$  which is less than the table value 3.94. So there will be no significant effect of family climate on regression thus this hypothesis is accepted.

**H<sub>5</sub>** : "There will be no effect of family climate on fixation, dimension of frustration".

Table – 4.3 (b) Analysis of Variance

Source	df	SS	MS	F	S. Content
Frustration	2 - 1 = 1	0.085	0.085	.18	Non - Sig.
Sex	2 - 1 = 1	1.12	1.12	2.488	Non - Sig.
Interaction	1 x 1 = 1	0.235	0.235	.52	Non - Sig.
SSW	100 - 4 = 96	43.51	.45	-	
TOTAL	99	44.95	1.89		

It is clear from the table 4.3 (b)  $F = .18$ , which means  $p > 0.05$  [ $df = 1,96$ ] which is less than the table value 3.94 so there will be no significant effect of family climate on frustration. Thus this hypothesis is accepted.

**H<sub>6</sub>** : "There will be no effect of sex on fixation dimension of frustration".

Table – 4.3 (b) Analysis of Variance

Source	df	SS	MS	F	S. Content
Frustration	2 - 1 = 1	0.085	0.085	.18	Non - Sig.
Sex	2 - 1 = 1	1.12	1.12	2.488	Non - Sig.
Interaction	1 x 1 = 1	0.235	0.235	.52	Non - Sig.
SSW	100 - 4 = 96	43.51	.45	-	
TOTAL	99	44.95	1.89		

It is clear from the table 4.3 (b)  $F = 2.4$ , which means  $p > 0.05$  [ $df = 1,96$ ] which is less than the table value 3.94. So there will be no significant effect of sex on frustration. Thus this hypothesis is accepted.

**H<sub>7</sub>** : "There will be no effect of family climate on resignation dimension of frustration".

Table – 4.4 (b) Analysis of Variance

Source	df	SS	MS	F	S. Content
Frustration	2 - 1 = 1	2.89	2.89	1.85	Non - Sig.
Sex	2 - 1 = 1	3.997	3.997	2.56	Non - Sig.
Interaction	1 x 1 = 1	1.178	1.178	0.755	Non - Sig.
SSW	100 - 4 = 96	149.9	1.56	-	
TOTAL	99	157.965	9.625		

It is clear from the table 4.4(b).  $F = 1.85$ , which means  $p > 0.05$  [ $df = 1,96$ ] which is less than the table value 3.94. So there will be no significant effect of family climate on resignation. Thus this hypothesis is accepted.

**H<sub>8</sub>** : "There will be no effect of sex on resignation dimension of frustration".

**Table – 4.4 (b) Analysis of Variance**

Source	df	SS	MS	F	S. Content
Frustration	$2 - 1 = 1$	2.89	2.89	1.85	Non - Sig.
Sex	$2 - 1 = 1$	3.997	3.997	2.56	Non - Sig.
Interaction	$1 \times 1 = 1$	1.178	1.178	0.755	Non - Sig.
SSW	$100 - 4 = 96$	149.9	1.56	-	
TOTAL	99	157.965	9.625		

It is clear from the table 4.4 (b)  $F = 2.56$ , which means  $p > 0.05$  [ $df = 1,96$ ] which is less than the table value 3.94. So there will be no significant effect of sex on resignation.

**H<sub>9</sub>** : "There will be no effect of family climate on Aggression, dimension of frustration."

**Table – 4.5 (b) Analysis of Variance**

Source	df	SS	MS	F	S. Content
Frustration	$2 - 1 = 1$	28.62	28.62	2.47	Non - Sig.
Sex	$2 - 1 = 1$	47.76	47.76	4.1	Sig.
Interaction	$1 \times 1 = 1$	29.5	29.5	2.52	Non - Sig.
SSW	$100 - 4 = 96$	1110.71	11.56	-	
TOTAL	99	1216.29	116.88		

It is clear from the table 4.5 (b)  $F = 2.47$ , which means  $p > 0.05$  [ $df = 1,96$ ] which is less than the table value 3.94. So there will be no significant effect of family climate on Aggression. Thus this hypothesis is accepted.

**H<sub>10</sub>** : "There will be no effect of sex on Aggression dimension of frustration."

**Table – 4.5 (b) Analysis of Variance**

Source	df	SS	MS	F	S. Content
Frustration	$2 - 1 = 1$	28.62	28.62	2.47	Non - Sig.
Sex	$2 - 1 = 1$	47.76	47.76	4.1	Sig.
Interaction	$1 \times 1 = 1$	29.5	29.5	2.52	Non - Sig.
SSW	$100 - 4 = 96$	1110.71	11.56	-	
TOTAL	99	1216.29	116.88		

It is clear from the table 4.5 (b)  $F = 4.1$ , which means.  $p < 0.05$  [ $df = 1,96$ ] which is greater than the table value 3.94. So there is significant effect of sex on Aggression. Thus this hypothesis is rejected.

#### **EDUCATIONAL IMPLICATION -**

- In this study can provide us an under feeling of the students frustration at different evaluation environment.
- In this study by taking different dimension of frustration. We can look an overview of the frustration of students in their environment. The family climate which influence the students behavior very deeply.
- The social economical and religious resources are the factors which influence the family ultimately it will reflect on the student's behavior this study can search the students behavior as frustration.
- This study helps the teacher to understand the causes of frustration among the students.
- They are able to explain the subject is better way when they are familiar to the student's behavior.
- A better understanding of students behavior will improve the teaching performance of the teacher.
- It is quite possible to remove the frustration from the child by determination of an Indic dual objective on the basis of his capabilities. By removing the personality effect and emphasizing more attempts.
- The aim of this study to check the effect of frustration of child in their family climate.

#### **SUGGESTION FOR FURTHER STUDIES -**

After completion of the study it was found that many important aspects of the study. These limitation are to be kept in mind and steps for betterment should be taken by further researchers, it any similar type of study is to be conducted in future are -

- To study the effect of frustration among children of working and non-working mother.
- To study the effect of frustration among students of rural and urban area.
- To study the effect of frustration among students of government and private schools.
- To study the effect of frustration among students of high socio-economic and low socio-economic.
- To study the effect of frustration among students of English medium and Hindi medium schools.
- To study the effect of frustration among students of General, OBC and SC/ST caste.
- To study the effect of frustration in relation to gender of teacher.

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