



STUDY THE LEVEL OF FRUSTRATION AMONG RURAL STUDENTS IN RELATION TO OCCUPATIONAL ASPIRATIONS

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Abstract

The present study has been designed to investigate a study of Level of Frustration in relation to occupational Aspirations. The sample comprised of 300 students (150 boys and 150 girls) of 11th class students of rural area. Frustration test by N.S. Chauhan and G.P. Tiwari (1972) And Occupational Aspiration scale by Dr. A.K. Srivastava (1981) were employed. The findings reported that Boys with high occupational aspiration have got high frustration than the girls with high occupational aspiration. Boys with low occupational aspiration have more frustration than the girls with low occupational aspiration and it indicates that high level occupation and low level occupation groups do not differ on the mean frustration scores. The Mean and Standard deviation Two Way Analysis of Variance is employed to analyze and interpret the data.

Keywords: *Occupation, Aspiration, Frustration.*



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Introduction

Modern life is a complex life. Due to scientific and technological advancement of society man is facing many problems, tensions and worries. Frustration and anxiety are the result of modern life. The technical and industrial advancement has given rise to many problems. In modern society unemployment, economic insecurity and corruption are the complex problems. Our adolescents too have been affected by these problems. Adolescence is the age which is counted as the age of “stress and strain”, “storm and strife”. This is the period of utmost importance to an individual. This is a time about dreaming about the future when the

adolescents aspire to reach the moon and confidently expect to do so. It is the period which refers to the development and adjustment during the transition period between childhood and adulthood. In this period interest in adult life and vocation develops.

In adolescent age every adolescent has many aspirations. One of them is related to occupation, they are likely to take in near future. They are very conscious about their future occupation during this period they have many occupational aspirations and get start struggle for their own choice and occupation. They face many psychological problems. Regular failures make them frustrated and anxious. Occupational prestige as one component of SES, encompasses both income and educational attainment. Occupational status reflects the educational attainment required to obtain the job and income levels that vary with different jobs and within ranks of occupations. Additionally, it shows achievement in skills required for the job. Occupational status measures social position by describing job characteristics, decision making ability and control, and psychological demands on the job. Occupations are ranked by the Census (among other organizations) and opinion polls from the general population are surveyed. Some of the most prestigious occupations are physicians and surgeons, lawyers, chemical and biomedical engineers, and communications analysts. **Shartell**(1992), mentioned that occupation is generally taken for an economic activity while vocation gives personal satisfaction along with means of livelihood ; profession on the other hand is a unique, definite, specialized, essential and intellectual occupation. **Inyuld** (2002), is of the view that occupation is a commercial activity engaged in as a means of livelihood.

In everyday usage ambition and aspiration are synonyms and are used interchangeably. The standard dictionary defined aspiration as an eagerness for honors, superiority, power or attainment. It suggests a personal uplifting. Aspiration means the goal, the end set by one for oneself in a task which has intense personal significance for one's own self. The word 'Aspire' refers to the ambition or desire; a want which has yet not been fulfilled and a man still works for it. Hence aspiration means the level of performance that a person or group desires or helps to reach in a specific activity. It is a known fact that we are living in an age which is known for a high levels of aspirations. **Singh** (1972), defined aspiration as the strength of an individual's motivation to achieve progressively higher or conversely lower goals based on experiences of success and failure, his own or of other who constitute his reference models. **The New Webster's International Dictionary(1981)**, defines aspiration as a strong desire for realisation of ambitions, ideas or accomplishment. **Franzoi, (2000)** studied that, the most immediate cause of behavior is not attitudes but behavioral intentions which are conscious decisions to carry out specific actions. This theory argues that attitudes influence behaviour by their influence on intentions. Apart from a person's attitudes toward behaviour, behavioural intentions are

determined by subjective norms and perceived control. **Villaurel, McGrath(2005)**, found that better teaching practices and innovative program, implementation and evaluation enhance the level of aspiration.

Occupational aspiration refers to the desire of a person to choose particular occupation which he would like to pursue as a means of his livelihood .Occupation aspiration refers to the occupation the students aspire to take up after completion of their studies. It is career related goal or choice expressed by an individual. Occupational aspirations are the thoughts, feelings, fantasies and goals that the people have about their job or occupation that effect their motivation and decision making in respect participation in their occupation. Occupation aspiration can be defined as the goal of an individual which he sets for himself in connection with his/her future occupational choice. **Kalra** (2002), in her study found that home environment exerts a positive influence on the occupational interest and academic achievement. **Subramaniam** (2002), revealed in his study that vocational and academic stream students do not differ significantly in their present vocational aspiration. **Rojewski**, (2005), defined occupational aspiration as an individual's expressed career related goals or choices.

The term "Frustration" has two different connotations. In one sense it refers to the blocking of motive satisfaction. When the progress towards a desired goal is delayed then it leads to frustration. In other sense it is used to describe the unpleasant emotional state that result from blocked goal seeking. Sometimes barriers to goal satisfaction lie within the individual's own deficiencies and limitations. Frustration is revealed through many ways i.e. regression, fixation and aggression..**Sharrer and Ryan** (2002), When describing frustrated situations, boys were most likely to say that they felt mad, worried or nervous, while girls would cry or feel sad, as well as feel mad and worried.**Kaur** (2009), concluded in her study that there is significant possible relationship between intelligence and frustration of adolescents. High level intelligence adolescents get frustrated easily and low level adolescents do not get easily frustrated. Boys and girls do not differ in their frustration scores.

Oblejctives Of The Study

1. To study the levels of frustration among rural students to in relation their occupational aspirations.
2. To examine the difference in the levels of frustration among rural boys and girls in relation to their occupational aspirations.

Sample

It is decided to collect information from 300 students of Gurdaspur District only. Out of which 150 boys and 150 girls construct the sample.

Measures

- 1) Frustration Test by N.S.Chauhan and G.P.Tiwari (1972)
- 2) Occupational Aspiration Scale by Dr. A.K. Srivastava

Procedure

After the selection of the sample all the scales viz-a-viz, Frustration Scale and Occupational Aspiration Scale have been administered to the selected sample of 150 boys and 150 girls.

Result and Discussion

The means of sub groups of ANOVA for 2×2 factorial design on the frustration scores have been calculated and presented in the Table 1.1 below:

Table – 1.1 Means And Standard Deviations Of Sub Groups Of Anova For 2×2 Design For Frustration Scores

	High Occupational Aspiration	Low Occupational Aspiration	Total
Boys	M ₁ = 53.33 S.D = 13.81 N = 45	M ₂ = 53.75 S.D = 11.91 N = 45	M _B = 53.54 N = 90
Girls	M ₃ = 49.48 S.D = 9.69 N = 45	M ₄ = 48.26 S.D = 11.36 N = 45	M _G = 48.87 N = 90
Total	M _{HA} = 51.50 N = 90	M _{LA} = 51.00 N = 90	

In order to analyze the variance, the obtained scores are subjected to ANOVA. The results have been presented in the Table 1.2 :

Table – 1.2 Summary Of Anova For 2×2 Factorial Design On The Scores Of Frustration

Sources of Variance	Df	SS	MSS	F-ratio
Occupational Aspiration (A)	1	7.2	7.2	0.17
Gender (B)	1	979.99	979.99	24.48**
Interaction (A×B)	1	30.42	30.42	0.75
Within SS	172	6886.37	40.03	
Total	175			

****Significant at 0.01 level of confidence**

Main Effects

Occupational Aspiration (A)

It may be observed from the Table 1.2 that F-ratio for the difference between high and low level occupational Aspiration on the scores of frustration was found not to be significant

even at 0.05 level of confidence. This indicates that high level occupation and low level occupation groups do not differ on the mean frustration scores.

Hence data provides sufficient evidence not to reject the hypothesis H_1 – There exists no difference in the frustration of students from high and low levels of occupational Aspiration.

Further from the mean Table 1.1 it is observed that mean of high occupational aspiration group is higher in frustration scores as compared to mean score of low occupational aspiration group.

Gender (B)

It may be observed from the Table 1.2 that F-ratio for the difference between means of frustration level of Boys and Girls was found to be significant at 0.01 level of confidence. This indicates that boys and girls differ significantly on the mean scores of frustration. The examination of their corresponding group means from the Table 1.1 suggests that the mean frustration scores of boys are high than girls. This indicates that boys have more frustration than girls. Hence the data provides sufficient evidence to reject Hypotheses (2) H_2 viz; boys and girls do not differ on the scores of frustration.

Further it is observed from the Table 1.1 that Boys with high occupational aspiration have got high frustration than the girls with high occupational aspiration. Boys with low occupational aspiration have more frustration than the girls with low occupational aspiration.

Interaction (A×B)

Occupational Aspiration And Gender

It may be observed from the Table 1.2 that F-ratio for the interaction between occupational aspiration and gender on the scores of frustration is found not to be significant at 0.01 level of confidence. Hence, the data provides sufficient evidence to reject the Hypothesis (3) H_3 Viz.; There exist no difference on the frustration of boys and girls belonging to high and low levels of occupational Aspiration.

Conclusions:

1. There is no difference in frustration of students from high or low level of occupation.
2. The boys are higher in frustration than the girls.
3. The boys and girls belonging to high and low occupational level do not differ in their frustration level.

Educational Implications:

1. There should be use of behavioural managing techniques, like yoga exercises to reduce stress and frustration in boys. Examples of attractive and impressive personality, high character, high ideals of life should be put before them.
2. Guidance services should be provided to those students who have low occupational aspirations. Efforts should be made to reduce the frustration of boys to the minimum level.

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