



PEER RELATIONS AND FRUSTRATION AMONG HIGHER SECONDARY SCHOOL STUDENTS

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Abstract

The aim of the research study is to analyze the Peer relations and Frustration of Higher secondary school students. Survey method is employed for collecting the data from 300 samples from six different higher secondary colleges by adopting stratified random sampling technique. The major objectives of the study include, to analyze the level of Peer relations among Higher secondary school students, to assess the level of Frustration among Higher secondary school students, to find out the Peer relations among Higher secondary school students based on, locality, type of college, to find out the Frustration among Higher secondary school students based on, type of management, type of college, Location of the college. The study reveals the following findings, the level of Peer relations among Higher secondary school students is high, the level of Frustration among Higher secondary school students is moderate in nature, and there is significant difference of Peer relations among Higher secondary school students based on locality, type of college. There is significant difference of Frustration among Higher secondary school students based on type of management, type of school, Location of school.

Introduction:

Higher secondary school students are an integral part of an educational system. Higher secondary school students are intimately connected with the society, and are conditioned by the ethos and culture of the society. The constitutional goals, the directive principles of the state policy, the socio economic problems, the growth of knowledge, the emerging expectations and the changes operating in education etc., influences the Higher secondary school students to large extent in building up of their efficacy. The emotional aspect of the Higher secondary school students also plays a predominant role in satisfying the needs of the young learners. Hence the Higher secondary school students trainees should be moulded with the Frustration to understand the student emotions and problems, understanding the learning ability and also the inculcation of positive attitudes among the students.

Need and Significance of the study:

Peer relations is an important dimension in the educational part of the children. The students with the able Peer relations will ignite the future citizens with the moral values which is highly essential to build a healthy citizen. The Frustration helps to increase the level of

confidence of students which leads to unfold innovating powers and entrepreneurship. In order to discharge such a high responsibility, it is very necessary that students must be conscious of their efficacy. The emotional behaviour of the Higher secondary school students indicates an attempt to have a commitment over their profession and keep on improving their efficacy. The personality of Higher secondary school students must reflect characteristics of good citizenship, so that they may transmit the same to the younger generation. The Higher secondary school students should also have an able Frustration that would influence professional competence and sense of responsibility in fulfilling the academic desires of the learners.

Operational definition:

Frustration

Frustration influences the potential for learning the practical emotional competencies, and developing the emotional literacy necessary for quality of life, life satisfaction, and overall happiness.

Peer relations

The ability of the Higher secondary school students in attaining the excellence in education by adapting suitable teaching and learning strategies for the betterment of their livelihood.

Objectives of the study:

1. To analyze the level of Peer relations among Higher secondary school students
2. To assess the level of Frustration among Higher secondary school students
3. To find out the Peer relations among Higher secondary school students based on, locality and type of college
4. To find out the Frustration among Higher secondary school students based on, type of management, type of college, location of the college

Hypotheses of the study:

1. The level of Peer relations among Higher secondary school students is moderate in nature.
2. The level of Frustration among Higher secondary school students is moderate in nature.
3. There is no significant difference of Peer relations among Higher secondary school students based on, locality and type of college
4. There is no significant difference of Frustration among Higher secondary school students based on, type of management, type of college, location of the college

Tools used for the study:

1. Peer relations Scale:

A questionnaire was developed by the Investigator under the guidance and supervision of the Research Supervisor. Peer relations scale contains 80 items related to the four dimensions namely activist, reflector, theorist and pragmatist.

2. Frustration Scale

Frustration scale contains 36 items which has been constructed by the investigator under the guidance of the research supervisor.

Pilot study:

A random sample of 60 Higher secondary school students was selected for the study for establishing reliability and validity.

Reliability and Validity:

Peer relations Scale

The reliability was found out to be 0.66 and the validity of Peer relations scale was 0.81.

Frustration scale:

The reliability was found out to be 0.69. The validity of the tool was 0.89.

Design of the study:

In the present study, the investigator employed the survey method for collecting and analysing the data. 300 samples were taken from Government, Government aided and Self-financing schools of Chennai, Kanchipuram and Thiruvallur district which follows the stratified random sampling technique.

Statistical analysis

Hypothesis: 1

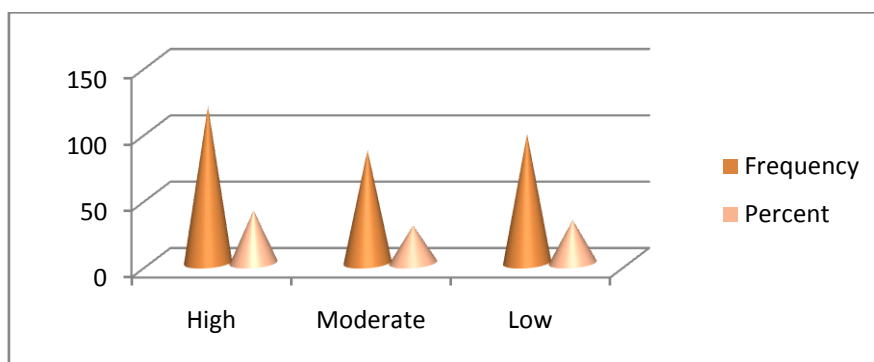
The level of Peer relations among Higher secondary school students is moderate in nature.

Table: 1 Peer relations of Higher secondary school students

Variable	Level	Frequency	Percent	Valid Percent	Cumulative Percent
Peer relations	High	118	39.5	39.5	39.5
	Moderate	85	28.1	28.2	67.7
	Low	97	32.3	32.3	100.0
	Total	300	100.0	100.0	

From the above table it is observed that 40% of Higher secondary school students have high Peer relations, 32% and 28% of Higher secondary school students have low and average level of Peer relations. Hence the null hypothesis is rejected.

Graph showing Peer relations of Higher secondary school students



Hypothesis: 2

The level of Frustration among Higher secondary school students is moderate in nature.

Table: 2 Frustration of Higher secondary school students

Variable	Level	Frequency	Percent	Valid Percent	Cumulative Percent
Frustration	High	89	29.7	29.7	29.7
	Moderate	135	45.0	45.0	74.7
	Low	76	25.3	25.3	100.0
	Total	300	100.0	100.0	

From the above table it is observed that 45% of Higher secondary school students has moderate Frustration. 25.3% and 29.7% of Higher secondary school students have low and high level of administrative behaviour. Hence the null hypothesis is accepted.

Hypothesis: 3

There is no significant difference of Peer relations among Higher secondary school students based on Locality

Table 3 Comparison of Peer relations –locality

Variable	Locality	N	Mean	SD	't' value	L.S
Peer relations	Rural	123	76.38	12.033	3.470	0.01
	Urban	177	81.95	14.694		

From the above table, the calculated 't' value (3.470) which is greater than the table value, there is a significant difference in the Peer relations based on locality. Hence the null hypothesis is rejected.

Hypothesis: 4

There is no significant difference of Peer relations among Higher secondary school students based on type of college.

Table 4 Comparison of Peer relations –type of college

Variable	Type of college	Sum of squares	df	Mean square	F value	L.S
Peer relations	Between groups	3524.083	2	1762.042	9.621	0.01
	Within groups	54392.583	297	183.140		
	Total	57916.667	299			

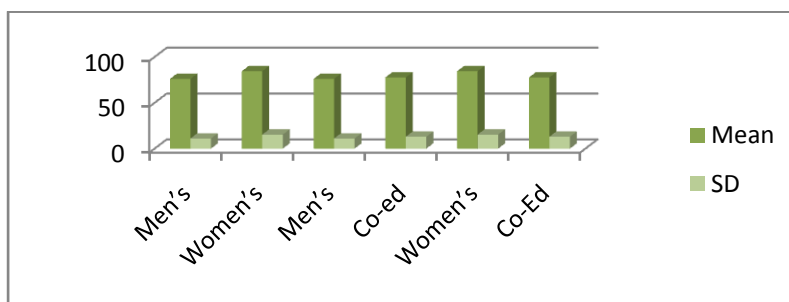
From the above table, the calculated F-ratio (9.621) which is grater than the table value at 0.01 level, there is a significant difference in their Peer relations based on type of college.

Table 4(a)

Peer relations Type of college	N	Mean	SD	't'-value	L.S
Men's	50	76.10	11.079	3.43	0.01
Women's	100	84.45	15.307		
Men's	50	76.10	11.079	0.76	NS
Co-ed	150	77.67	13.001		
Women's	100	84.45	15.307	3.76	0.01
Co-Ed	150	77.67	13.001		

Analysis of mean difference between type of college was tested, which reveals that, in the overall Peer relations, the students studying in women's B.Ed., college have comparatively high Peer relations than compared to the Higher secondary school students who are studying in men's and co – education college.

Graph showing Peer relations –type of college



Hypothesis 5

There is no significant difference of Frustrationamong Higher secondary school studentsbased on type of management.

Table 5 Comparison of Frustration-type of management

Variable	Type of management	Sum of squares	df	Mean square	F - value	L.S
Frustration	Between groups	14989.727	2	7494.863	24.380	0.01
	Within groups	91303.510	297	307.419		
	Total	106293.237	299			

From the above table, the calculated F-ratio (24.380) which is greater than the table value at 0.01 level, there is a significant difference in the administrative behaviour based on type of management.

Table 5(a)

Frustration Type of management	N	Mean	SD	't'-values	L.S
Government Aided	100	115.95	17.890	6.418	0.01
Government Self-financing	100	115.95	17.890	5.712	0.01
Aided Self-financing	100	131.50	20.517	0.481	Ns

Analysis of mean difference between the type of management was tested, which reveals that, in the overall Frustration, the self – financing college B.Ed., students (131.50) have comparatively high Frustration than the Higher secondary school students who are studying in government and aided colleges.

Hypothesis 6

There is no significant difference of Frustration among Higher secondary school students based on type of college.

Table 6 Comparison of administrative behaviour – Type of college

Variable	Type of college	Sum of squares	df	Mean square	F value	L.S
Frustration	Between groups	6688.097	2	3344.048	9.971	0.01
	Within groups	99605.140	297	335.371		
	Total	106293.237	299			

From the above table, the calculated F -ratio(9.971) which is greater than the table value, there is a significant difference in the Frustration based on type of college.

Table 6(a)

Frustration Type of college	N	Mean	S.D	't'-value	L.S
Men's	50	115.50	15.194	3.61	0.01
Women's	100	127.00	19.759		
Men's	50	115.50	15.194	4.60	0.01
Co-ed	150	128.68	18.253		
Women's	100	127.00	19.759	0.69	N.S
Co-ed	150	128.68	18.253		

Analysis of mean difference between type of college was tested, which reveals that, in the overall Frustration, the Higher secondary school students trainees who are studying in Co – education college (128.50) significantly differ in their Frustration than the Higher secondary school students who are studying in the Men's and Women's college.

Hypothesis 7

There is no significant difference of Frustration among Higher secondary school students based on the location of the college.

Table 7 Comparison of Frustration –location of college

Variable	Location of the college	N	Mean	SD	't' value	L.S
Frustration	Rural	100	131.50	20.517	3.69	0.01
	Urban	200	123.14	17.357		

From the above table, the calculated 't' value (3.69) which is greater than the table value, there is a significant difference in the Frustration based on the location of the college. Hence the null hypothesis is rejected.

Major Findings of the study:

1. The level of Peer relations among Higher secondary school students are high.
2. rural Higher secondary school students have higher Peer relations than compared to their counter parts.
3. Women's college Higher secondary school students found to have comparatively high Peer relations than compared to the Higher secondary school students trainees studying in Men's and Co – education B.Ed., colleges.
4. The level of Frustration among Higher secondary school students is moderate in nature.
5. Self – financing college Higher secondary school students trainees found to have high Frustration than compared to government and government aided Higher secondary school students.

6. Co- education collegeHigher secondary school students found to have high Frustrationthan compared to Men's and Women's collegeHigher secondary school students trainees.
7. Rural collegeHigher secondary school studentsfound to have high Frustrationthan compared to urban collegeHigher secondary school students.

Suggestions for further study:

- The study can be extended to more educational districts in Tamilnadu.
- This study was undertaken at the level of Higher secondary school students only. Other professional, university candidate and B.Ed.,Studentscan also be tested in a similar way.

Educational Implication:

The Higher secondary school students are considered to be the pillars of the educational institutions. These Higher secondary school students should have an able efficiency in their contents, class room control and also with the usage of varied educational strategies. Apart from these skills, the Higher secondary school students must also have an emotional control and stability in their profession. They must also understand the emotions of the students. This kind of efficiency as well as emotional stability will bring positive impact about the Higher secondary school students towards the students. Therefore this type of skills has to be inculcated during the course of Higher secondary school students training. Apart from emphasising on the academics other competency towards the professional development of the Higher secondary school students can be enumerated for the betterment of teaching and learning process.

Conclusion:

The purpose of the present study was to investigate the Peer relations and Frustrationamong Higher secondary school students. The Peer relations and Frustrationof the Higher secondary school students can be enhanced by adopting the skills and implementing the strategies required for the inculcation ofemotional qualities apart from the academics during the period of training.

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