

A COMPARATIVE STUDY OF FRUSTRATION TOLERANCE AMONG HIGHER SECONDARY SCHOOL STUDENTS IN KOZHIKODE DISTRICT

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Abstract

This paper explains about the frustration tolerance among higher secondary school students in Kozhikode district. We all experience frustration when or needs, wants and demands are not met, when we are faced with obstacles that impede our progress. Frustration is a fact of life: therefore our ability to tolerate frustration is crucial to the successful achievement of our long-term goals. when we are easily frustrated and upset, we are said to have, Low frustration Tolerance(LFT). If, on the other hand, we are less disturbed or upset by short-term frustrations, and can go through difficulties, we are said to have High Frustration Tolerance, and can go through difficulties, we are said to have High Frustration Tolerance(HFT). Tolerance is the Capacity to endure pain or hardship. Related to the concept of ambiguity is tolerance. Tolerance is a fair and objective attitude toward those whose opinions, practices, race, religion, nationality, etc. differ from one's own.



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Introduction

We all know that in our everyday lives, we will face obstacles, difficulties and hassles. People will let us down, trains won't run, cars won't start, we will have to queue and wait to be served, items will be out of stock and call centres will be busy.

Frustration is an emotion that occurs in situations where one is blocked from reaching a personal goal. The more important the goal, the greater the frustration. The greater the obstruction, and the greater the will, the more the frustration is likely to be. Frustration may lead to downfall and deviation, because it wastes precious thinking ability and attention. Frustration is a completely normal, usually healthy, human emotion. But when it gets out of control and turns destructive, it can lead to problems- problems at work, in personal relationships. Frustration is an emotional state that varies in intensity from mild irritation to intense fury and rage. Like other emotions, it is accompanied by physiological and biological changes, when we get frustrated, our heart rate and blood pressure go up, as do the levels of our energy hormones, adrenaline, and nor-adrenaline.

Frustration should be regarded as a useful indicator of the problems in a person's life, in order to regain balance, and when the individual is observed with open-mindedness and tolerance, his/her emotions may prove to present problems in the society as a whole.

OBJECTIVES OF THE STUDY

1. To test whether significant difference exists in frustration tolerance of higher secondary school students in Kozhikode district.
2. To test whether significant difference exist in frustration tolerance of higher secondary students between state syllabus based on
 - Government and Private
 - Rural and Urban
 - Science and Commerce
3. To test whether significant difference exists in frustration tolerance of higher secondary school students of CBSE based on
 - Male and Female
 - Government and Private
 - Rural and Urban
 - Science and Commerce

Need of the study

Adolescence is a time of tumultuous change for most children, but for teenagers dealing with Asperger's Syndrome, it can be one of tremendous difficulty. In order to combat this frustration, social training is critical. A small class with an instructor who is capable of creating strong bonds and trust within her students is key. Once this bond is created, systematic teaching of how to interpret indirect communication, manners, and body language can take place, and may help remarkably in allowing this type of teenager to navigate the often confusing world of adolescence.

A ground-breaking approach to understanding and parenting children who frequently exhibit severe fits of temper and other intractable behaviours, from a distinguished clinician and pioneer in this field, now updated to include the most recent research. In this study frustration tolerance in higher secondary students means teenager's is very important. They have various problems which we don't think seriously.

Almost everyone knows an explosively child, one whose frequent, severe fits of temper leave his or her parents standing helpless in their fear, frustration, and guild. Most of these parents have tried everything reasoning, behaviour modification, therapy, meditation but to no avail. They wonder if their child is deviant or just plain bad. Higher levels of intolerance of ambiguity among male students reported high tolerance of ambiguity while the proportion of female students who fell into this tolerance group female students in language learning.

Statement of the problem

The problem taken for the study may be stated as “ A comparative study of frustration tolerance among higher secondary school students in Kozhikode district”

Tools used

The present study gathered data regarding Frustration Tolerance of higher secondary students. Tools used in the study is Frustration Tolerance Scale prepared by Priya. T and Shamna Chandran.

Reliability And Validity of the Tool

Reliability of the tool was established by test retest method on a sample of 100 students keeping a gap of one month between the two administrations. The reliability of the scale was estimated also by split half method. The reliability co-efficient obtained is 0.765 the value indicates that the test is reliable.

For establishing face validity the final form of the scale was shown to 6 experts'. Their reactions regarding the format and language of the scale were sought. All are satisfied with the language format of the scale. So it was decided that the scale has proper face validity. Five dimensions of frustration were taken into considerations while planning. 10 items were used to measure each dimensions in a draft form. In the final form the tool represented more or less equal content of all dimensions. So the scale has proper content validity.

METHOD OF STUDY

Survey method is adopted for the study. sampling procedure used was stratified random sampling which is suitable to the nature of the study, the sampling selected for the study consists of 600 students from 12 various higher secondary schools of Kozhikode district. The scale consists 57 items.

Statistical techniques used

The following statistical techniques have been used for the analysis of data in the present study.

1. Preliminary analysis of data
2. Test of significance of difference between means of large independent sample('t' test)

Results and Findings

1. Frustration Tolerance in Higher secondary School students were analyzed. The 't' obtained by comparing state syllabus and CBSE students was found to 7.205 which is significantly the mean scores obtained by the State syllabus students were 148.355 and that of CBSE students were 136.882. Hence the state syllabus students were superior to CBSE students and they possess higher Frustration Tolerance than CBSE students.
2. The 't' obtained by comparing male and female students of state syllabus was found to 2.836 which is significant statistically the mean scores obtained by the female students were 137.285 and that of male students were 141.773. Hence the male were superior to female students and they possess higher Frustration Tolerance than female students.
3. The 't' obtained by comparing Govt and Aided students of State syllabus was found to 9.533 which is significant statistically the mean scores obtained by the Govt students were 131.280 and that of Aided students were 142.718. Hence the Govt students were superior to Aided school students and they possess higher Frustration Tolerance than Govt students.
4. The 't' obtained by comparing Urban and Rural students of state syllabus was found to 6.688 which is significant statistically the mean scores obtained by the urban students were 145.293 and that of rural students were 134.613. Hence the urban students were superior to rural school students and they possess higher Frustration Tolerance than rural students.
5. The 't' obtained by comparing science and commerce students of state syllabus was found to 5.051 which is significant statistically the mean scores obtained by the science students were 135.774 and that of commerce students were 136.581. Hence the commerce students were superior to science students and they possess higher Frustration Tolerance than science students.

6. The 't' obtained by comparing male and female students of CBSE was found to 2.356 which is significantly the mean scores obtained by the male students were 137.923 and that of female students were 141.973. Hence the females were superior to male students that they possess higher Frustration Tolerance than male students.
7. The 't' obtained by comparing Govt and Aided students of CBSE syllabus was found to 7.020 which is significant which is significant statistically the mean scores obtained by the Govt and students were 131.140 and that of Aided students were 143.317. Hence the Aided students were superior to Govt school students and they possess higher Frustration Tolerance than Govt students.
8. The 't' obtained by comparing Urban and Rural students of CBSE syllabus was found to 6.839 which is significant statistically the mean scores obtained by the urban students were 145.689 and that of rural students were 134.612. Hence the urban students were superior to rural school students and they possess higher Frustration Tolerance than rural students.
9. The 't' obtained by comparing science and Commerce students of CBSE syllabus was found to 4.735 which is significant statistically the mean scores obtained by the science students were 136.581 and that of commerce students were 144.632. Hence the commerce students were superior to science students and they possess higher frustration tolerance than science students.

Some of the recommendations and Discussion

The study enables the students to make good decisions about the present educational system, how conducive his/her home environment is to their decision and in helping him/her a decision by understanding his/her ability, education, understanding one's own ability and understanding how helpful one's environment is in making appropriate decisions, though the present study, gets formally how can we control our emotions and attain high frustration tolerance.

The teachers should be patient and act as a facilitator and stage setter. The teacher should recognize the children having low frustration tolerance or more sensitive then only the teacher can understand and cultivate the student's capacity, and divert him in to the field that suits him more. The present study throws light in to the fact that frustration tolerance with various areas, sex of the students, locality of residence, stream chosen for study and management of school.

The female students were found to possess more frustration tolerance than male students. The teachers should guide the male students and make them understand the importance and make them self-sufficient.

The urban students were found to possess higher frustration tolerance than rural student, so the duty lines with the teachers taking this problem seriously and train the rural student in matters of choices. The aided school students were found to possess more frustration tolerance than government school students. So the teachers of Government students should orient and expose them to more opportunities and guidance.

Conclusion

Frustration Tolerance of higher secondary students under CBSE and state syllabus were analyzed. The results show that there exists a significant difference between state and CBSE syllabus students. Female students show more frustration tolerance than male students. Urban students show more frustration tolerance than rural students and commerce students show more frustration tolerance than science students. The 't' test results show that the frustration tolerance on higher secondary students is significant.

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