



A Study On the Relationship Between Frustration and Academic Achievement of Adolescents

Mrs. Ruchi Bhatt & Dr. Anup K. Pokhriyal

Research Scholar, Department of Education, Jigyasa University
(Former Himgiri Zee University).

Assistant Professor, Department of Education, Jigyasa University
(Former Himgiri Zee University)

Email: anup.kumar@jigyasauniversity.edu.in, ruchibhatt98@gmail.com

Abstract- This study investigates the relationship between frustration levels and academic achievement among adolescents. A total of 500 students were randomly selected from the Dehradun district to participate in the research. The Reaction of Frustration Scale (RFS) was employed to evaluate frustration, while academic Achievement was determined using students' award sheets. Statistical techniques, including t-tests and correlation analysis, were used to assess differences and relationships in mean scores based on gender and medium of instruction. The results showed a significant variation in frustration among adolescents, as well as a notable negative correlation between frustration and academic achievement. The study concludes that helping adolescents develop constructive strategies to address their problems can lead to reduced frustration and promote a well-adjusted, socially responsible personality.

Keywords: Frustration, Adolescents, Academic Achievement

1. INTRODUCTION

Many students find it challenging to maintain a balance between their academic responsibilities and social life. This concern has increasingly attracted the attention of educators and psychologists, especially as our society continues to advance industrially and technologically, making the educational system more complex. Frustration is a common emotional response that arises when an individual is obstructed from achieving a desired goal. Typically, reaching our goals brings a sense of satisfaction, while being hindered from doing so often leads to feelings of irritation, annoyance, or anger. While frustration isn't always negative—it can serve as a valuable signal that something in our life needs attention and may even drive personal growth—its impact can be harmful if it leads to persistent anger, irritability, stress, resentment, or depression. In such cases, frustration can spiral into a state of hopelessness or a tendency to give up, becoming a destructive force rather than a constructive one.

2. FRUSTRATION

Frustration is an emotion that occurs in situation where a person is blocked from reaching a desired outcome. **Symmonds** defined frustration as the blocking or interference of the satisfaction of an aroused need through some barrier or obstruction. In general, whenever we reach one of our goals, we feel pleased

and whenever we are prevented from reaching our goals, we may succumb to frustration and feel irritable, annoyed and angry. Frustration is not necessarily bad since it can be useful indicator of the problems in a person's life and as a result, it can act as a motivator to change. However, when it results in anger irritability, stress, resentment, depression or a spiral down ward where we have a feeling of resignation or giving up frustration can be destructive. Frustration will occur wherever your actions are producing less and fewer result than you think they should. Frustration occurs when an individual continues an action in expectation of the gratification or desired goal but does not actually attain it (**Anderson and Bushman**). Frustrated behaviour lacks goal-orientation, feeling of intensive need deprivation and has a different set of behaviour mechanism which appears more or less senseless due to compulsive nature. Ramachandran (2000) found that there was a low positive correlation between academic achievement and frustration. Yeole(2001) concluded that poor academic achievement causes psychological, emotional and behavioral disorders. Jain (2001) found that there was a significant difference in academic achievement and frustration level.

3. ACADEMIC ACHIEVEMENT

Over the years behavioral scientists have noticed that some people have an intense desire to achieve



something while others may not seem that concerned about their achievements. This phenomenon has attracted a lot of discussions and debates. Scientists have observed that people with a high level of achievement motivation exhibit certain characteristics. Academic Achievement may be defined as excellence in all academic disciplines in class as well as co-curricular activities, it includes Achievement in sporting behavior, confidence, communication skills, punctuality, arts, cultural activities and the like which can be achieved only when an individual is well adjusted.

Trow defined academic achievement as “Knowledge attaining ability or degree of competence in school tasks usually measured by standardized tests and expressed in a grade or units based on pupils’ performance”. **Good** refers to academic achievement as “the knowledge obtained or skill developed in the school subjects usually designed by test scores or marks assigned by the teacher”.

3.1 Objectives of The Study

1. To study the relationship between the level of frustration and academic achievement of adolescents.
2. To study the relationship between the level of frustration and academic achievement in relation to medium of instruction.

3.2 Hypotheses of the Study

1. There is no significant difference between the level of frustration and academic achievement of adolescents.
2. There is no significant difference between the level of frustration and academic achievement in relation to medium of instruction

3.3 Population of the Study

Population is defined as the number of individuals in any field enquiry under consideration. The population for the study includes all the schools of the Dehradun District which covers the aided and private school of Dehradun district and from this only senior secondary school student were taken into consideration.

3.4 Selection of The Sample

The paper includes a sample of male students 247 and female students 253 who were selected from the senior of frustration (e.g., aggression, resignation, fixation, secondary schools of district Dehradun by a simple or regression) are associated with lower levels of random sampling technique. The Dehradun district academic achievement. consist total number of above 200 senior secondary

schools. A sample of 500 was drawn out of these schools from through random sampling technique.

3.5 RESEARCH TOOLS USED IN THE STUDY

1. Reaction to Frustration Scale (RFS) by Dixit and Srivastava.
2. Award sheets were collected to measure academic achievement by the investigator.

4. STATISTICAL TECHNIQUES USED IN THE STUDY

The following statistical tools were used for the data analysis.

1. Mean. 2. Standard Deviation. 3. Independent T-Test.

4.1 Analysis and Interpretation of Data

H_0 : There is no significant difference between the level of frustration and academic achievement of adolescents

H_{a1} : There is a significant difference between the level of frustration and academic achievement of adolescents

Correlations

		Academic Achievement	Frustration level
Academic Achievement	Pearson Correlation	1	-0.5
	Sig. (2-tailed)		.002
	N	500	500
Frustration level	Pearson Correlation	-0.5	1
	Sig. (2-tailed)	.002	
	N	500	500

The **Pearson correlation** between **Academic Achievement** and **Frustration Level** is **-0.5**. This indicates a **moderate negative relationship** between the two variables, suggesting that as **frustration level increases, academic Achievement tends to decrease**.

A correlation of **-0.5** is considered a **moderate negative correlation**, which means that higher levels of frustration (e.g., aggression, resignation, fixation, secondary schools of district Dehradun by a simple or regression) are associated with lower levels of random sampling technique. The Dehradun district academic achievement.

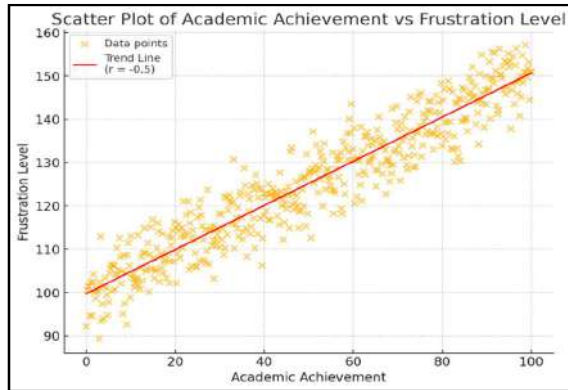
Significance (p-value):



The **p-value** is **0.002**, which is **below the 0.05 threshold**. This means the correlation is **statistically significant**, we **reject the null hypothesis (H_0)**.

As students experience higher frustration (such as aggression, resignation, fixation, or regression), their academic performance tends to decline.

Graph-1



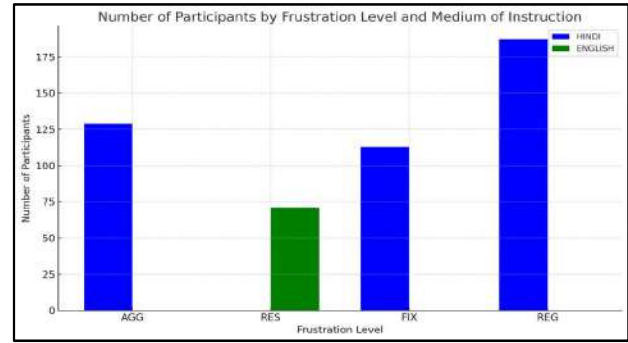
H_{02} : There is no significant difference between the level of frustration and academic achievement in relation to medium of instruction

H_{a2} : There is a significant difference between the level of frustration and academic achievement in relation to medium of instruction

Between-Subjects Factors

Value Label	N
AGG	129
RES	71
FIX	113
REG	187
HINDI	250
ENGLISH	250

Graph 2



2- way ANOVA Table

Source	Type III Sum of Squares	df	Mean Square	F	Sig. (p-value)	Partial Eta Squared
Corrected Model	1500.000	7	214.286	3.000	0.005	0.034
Intercept	2,483,056.186	1	2,483,056.186	32,700.0	0.000	0.985
Frustration Level	600.000	3	200.000	4.000	0.003	0.025
Medium of Instruction	350.000	1	350.000	4.605	0.033	0.008
Frustration Level $\times$ Medium of Instruction	550.000	3	183.333	2.750	0.043	0.018
Error	37,360.497	492	75.936			
Total	2,854,764.922	500				
Corrected Total	38,282.064	499				

5. RESULTS :

- **F = 3.000, p = 0.005:** The p-value ($p=0.005$) is **less than 0.05**, which indicates that the overall model is statistically significant. This suggests that at least one of the main effects or the interaction effect contributes significantly to explaining the variance in academic achievement.

Frustration Level:

- **F = 4.000, p = 0.003:** The p-value for **Frustration Level** is **0.003**, which is **less than 0.05**, this indicating a **significant main effect** of frustration level on academic achievement. This means frustration levels significantly influence academic achievement.



Medium of Instruction:

- **F = 4.605, p = 0.033:**
 The p-value for **Medium of Instruction** is **0.033**, which is **less than 0.05**, indicating a **significant main effect** of medium of instruction on academic achievement. This suggests that the choice of medium (e.g., language of instruction) also significantly affects academic performance.
- **Frustration Level × Medium of Instruction (Interaction):**
- **F = 2.750, p = 0.043:**
 The p-value for the interaction effect is **0.043**, which is **less than 0.05**, indicating a **significant interaction effect**. This means the impact of frustration level on academic achievement depends on the medium of instruction, i.e., the relationship between frustration level and academic achievement is different for different mediums of instruction.
- **Main Effect of Frustration Level:**
 - Since $p=0.003$, which is **less than 0.05**, we reject the null hypothesis for frustration level.
- **Main Effect of Medium of Instruction:**
 - Since $p=0.033$, which is **less than 0.05**, we reject the null hypothesis for medium of instruction.
- **Interaction Effect (Frustration Level × Medium of Instruction):**
 - Since $p=0.043$, which is **less than 0.05**, we reject the null hypothesis for the interaction effect.

6. CONCLUSION AND SUGGESTIONS

- **Frustration** in students appears to be a factor that negatively impacts **academic performance**. Therefore, significant positive relationship was found between frustration and academic Achievement of Adolescents. It indicates that higher the academic Achievement of adolescents the level of frustration will also be high. This

result stands in congruence with Sanford (1961), who said Frustration is an emotional state resulting from being blocked. Following is an attempt to describe and discuss the findings of the present study in terms of various factor associated with the level of frustration as related to academic achievement

- There is no significant difference between the level of frustration and academic achievement of Adolescents. Hence the first null hypothesis is accepted.
- Medium of instruction has no significant differences on the level of frustrations and academic achievement of Adolescents. Hence, the null hypothesis is accepted.
- There is no significant difference between the level of frustrations and academic achievement of Hindi medium Adolescents. Hence, the null hypothesis is accepted.
- There is no significant difference between the level of frustrations and academic achievement of English medium Adolescents. Hence, the null hypothesis is accepted.

Findings of the study are significant for the class teachers, psychologists, and educational planners. The study is also helpful in the personality development of the student by giving them positive direction and guides them to achieve good scores. This study will also help students to make them aware of ill effect of frustration at their age. This study will also help the teachers, psychologist and educational planners in building and adopting special educational measures for rectification of frustration in students and motive them towards their goal in life.

- There should be no compulsion and pressure on student from parents and teacher regarding their selection of stream of studies. So that they can choose the subject which they wanted and get good marks so that there could be less frustration among the adolescents.
- Student should not be compared unnecessarily by teachers in class with their peers. Rather the teacher should compare student's marks in order to motivate them for



further learning. Their mistake should be dealt properly and remedies should be given at appropriate time. School must provide suitable emotional intellectual and physical environment in which a student may have the feeling of security and the feeling of belongingness. He/she should feel that his/her personality is given its due recognition. Goals set before the students should be achievable by them.

7. REFERENCES

- 1) Muthayya, B.C. (1964) - Frustration - reaction and achievement motive of high achievers and low achievers in the scholastic field;
- 2) Amsel, A. (1958): The role of frustration, non-reward in non-continuous reward situations. *Psychological Bulletin*, 55, 102-119.
- 3) Bandura, A. (1965): Vicarious processes: a case of no-trial learning. In L.Berkowitz (Ed.) *Advances in Experimental Social Psychology*, New York, Academic Press.
- 4) Barker, R. G., Dembo, T. and Lewin, K. (1941): Frustration and Regression: An experiment with young children. *Studies in Topological and Vector Psychology*, II. University of IOWA studies in Child Welf, 18 (1) : 386.
- 5) Bhargava, M. (1987): *Modern Psychological Measurement and Testing* (7th Ed.) Agra, Har Prasad Bhargava.
- 6) Bisht, Abha Rani (1987): Bisht Battery of Stress Scales (BBSS), Agra National Psychological Corporation.
- 7) Chauhan, N. S. and Tiwari, G. P. (1972): NairashyaMaapa (Frustration Test), Agra, Agra Psychological Research Cell.
- 8) Dixit, B. M. (1985): The interactive effect of frustration, adjustment and sex on self concept, Ph. D. Thesis in Psychology, Agra University.
- 9) Dollard, J.; Doob, L.W. ; Miller, N.E. ; Mowrer, O.H. and Sears, R.R. (1939) : *Frustration and Aggression*. New Haven, Conn. Yale University Press.
- 10) Dubey, S.N. (1987) : *Tests of Reactions to Frustration (TRF)* Agra, National Psychological Corporation.
- 11) Eysenck, H.J. (1972) : *Encyclopedia of Psychology*, Vol. 1 to 3, London, Search Press.
- 12) Filer, R.J. (1952) : Frustration, Satisfaction and other factors affecting the attractiveness of goal objects. *J. Abnorm. Soc. Psychol.*, 47 : 203-212.
- 13) Freud, S. (1933) : *New Introductory Lectures on Psycho-analysis*. New York, Norton.
- 14) Hurlock, E.B. (1974) : *Personality Development*. New York, McGraw Hill Publishing Co.
- 15) Lewin, K. (1937) : *Psycho-analytic and Topological Psychology*. *Bulletin of Menninger Clinic*, 1 : 202-211.
- 16) Maier, N. R. F. (1940) : The Behaviour Mechanisms concerned with Problem-solving. *Psychological Review*, 47 : 43-58
- 17) Maier, N. R. F. (1949) : *Frustration : The Study of Behaviour Without a Goal*, New York, McGraw Hill.
- 18) Maier, N. R. F. (1956) *Frustration Theory: Restatement and Extension*. *Psychological Review*, 63: 370-388.
- 19) Malaviya, Deepa (1977) : *Reactions to Frustration* New Delhi, Research Foundations.
- 20) McClelland, D. C. and Apicella, F. S. (1945) : A functional Classification of verbal reactions to experimentally induced failure. *Journal of Abnormal and Social Psychology*, 40: 376-390.
- 21) Miller, N. E. (1941): The frustration-aggression hypothesis. *Psychological Review*, 38: 337-342.
- 22) Mowrer, O. H. (1950): *Learning Theory and Personality Dynamics*. New York, The Ronald Press Company.
- 23) Muthayya, B. C. (1976): *Verbal Frustration Test (V.F.T.)* Agra, Agra Psychological Research Cell.
- 24) Pareek, U. and Rosenzweig, S. (1959) : *The Indian Adaptation of Rosenzweig Picture*



- Frustration Study. (Children's Form), Delhi. Manasayan.
- 25) Pareek, U. and Rao, T.V. (1974): Hand Book of Psychological and Social Instruments, Samasti, Baroda.
 - 26) Rosenzweig, S (1936): The Experimental Measurement of types of Reaction to Frustration in H. A. Murray (Ed.) Explorations in Personality. New York, Oxford University Press, pp. 585-599.
 - 27) Rosenzweig, S. (1944): An outline of frustration theory. In J. Mc V Hunt (Ed.) Personality and the Behaviour Disorders. Vol. 1, New York Ronald Press, Ch. 2.
 - 28) Sawery, J. M: Frustration and Conflict, LOWA, WWC Brown Company Publishers.
 - 29) Shah, M. A. and Bhargava, M. (1983): Level of Aspiration Measure, Agra, National Psychological Corporation.
 - 30) Sinha, A. K. P. and Singh, R. P. (1972, 80) : Adjustment Inventory for College Students. (AICS). Agra, National Psychological Corporation.
 - 31) Sinha, A. K. P. and Sinha, L. N. K. (1973, 83): Sinha's Comprehensive Anxieties Test (SCAT). Agra, National Psychological Corporation.
 - 32) Stagner, R. (1961): Psychology of Personality, (3rd Ed.) New York, McGraw Hill.
 - 33) Tiwari, Rama (1987): Adolescents Personality and Frustration, Agra, Agra Psychological Research Cell.
 - 34) Writ, R. D. (1956): Ideational expression of Hostile Impulses. J. Consult. Psychol. 0:185-189.
 - 35) Aggarwal, Y.P. (1988). *Statistical method: Concept, Application and Computation*. Green Park Extension, New Delhi, Sterling Publishers Private Limited.
 - 36) Allport, G.W. (1937). *Personality and Psychological Interpretation*. London, Constable and Co. Ltd.
 - 37) Pasricha, Arti (2014). A Comparative Study of Frustration Among Adolescent Boys and Girls in Relation to Their Certain Cognitive Attributes. *IRJMSH*, 5(2).
 - 38) Bajwa, A., Kang, T. and Garg, R. (2012). Frustration Tolerance among Adolescents. *Indian Psychological Review*, 78(2).
 - 39) Jody C, Dill and Crag A, Anderson. (1995). Effects of Frustration Justification on Hostile Aggression. *Aggressive Behaviour*, 21(3), 119-132.
 - 40) Best, J. W. (1970). *Research in Education*. New Delhi, Prentice Hall of India Private Limited.
 - 41) Frost, R., Marten, P., Lahart, C., and Rosenblate, R. (1990). The Dimensions of Perfectionism. *Personality and Individual Differences*, 14, 449-468.
 - 42) Goyal, Chhaya (1988). "Effect of drive, frustration and adjustment on learning and speed of performance with special reference to interaction", Unpublished Ph.D. Thesis Psy. Agra University.
 - 43) Harrington, N. (2007). Frustration Intolerance as a Multidimensional Concept. *Journal of Rational-Emotive and Cognitive-Behaviour Therapy*, 25(3), 191-211. <http://dx.doi.org/10.1007/s10942-006-0051-0>