

## FRUSTRATION AMONG SC/ST SECONDARY SCHOOL STUDENTS



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**Abstract:** Frustration is a human emotion that occurs in situations where one's goals remain unreachable indefinitely. Frustrating situations occur recurrently throughout the life. This study aimed to investigate the significant difference between scheduled caste/ scheduled tribe and upper caste students on mode of frustration. The sample of the study has comprised of 345 students including 189 boys (upper caste=124 and SC/ST=65) and 156 girls (upper caste=114 and SC/ST=42) from different Higher Secondary Schools of Jammu Province. To test hypothesis t-test was used. A Significant difference was found between SC/ST and upper caste students on frustration dimensions. SC/ST students were found higher on Extra-Aggressive (E-A) and obstacle-Dominance (O-D) dimensions, whereas upper caste students were found higher on Ego-Defense (E-D), Need-persistence (N-P), Intra-Aggressive (I-A), Imaggression (M-A) and Group conformity Rating (GCR) dimensions of frustration.

**Keywords:** Frustration, SC/ST students, Upper caste students.

**INTRODUCTION :-**

India's caste system is perhaps the world's oldest surviving social hierarchy. Caste encompasses a complex ordering of social groups on the basis of ritual purity. A person is considered a member of the caste into which he or she is born and remains within that caste until death, although the particular ranking of that caste may vary among regions and over time. There is no denial over the fact that education is an important instrument for all round development of society. It is an integral part of progress. It could be said that the future of nation, or in broader perspective, the entire mankind is determined by the education. It is doing noble and challenging task regarding to man's mind in order to broaden its inner structure and widen its outlook in terms of human spirit and values looking at the life of man. Education plays a vital role in creating social awareness and human spirit in human beings. By education we can exploit the full potential of individual and utilize the same for social change and development. But development of education depends upon researches done in the field of education as such this is the responsibility of the researchers working in the field of education to explore problems related to students of weaker sections of the society, particularly related to scheduled caste and scheduled tribe for their all- round development. The SC and ST students face so many problems in the adolescent period. Studies on psychological characteristics of SC/ST students are, indeed, very few. It seems to this researcher an important area of research to establish the current psychological status of the SC/ST students as against that of the upper caste students. Hence, the researcher decided to conduct a study to find out difference between scheduled caste/scheduled tribe and upper caste students on mode of frustration.

**CONCEPT OF FRUSTRATION**

The term frustration refers to the blocking of behaviour directed towards a goal. The term may also refer to an event or the consequence of an event. A frustrating event is one in which goal-directed activity is blocked, slowed up, or otherwise interfered with. When it refers to 'a consequence of blocked goal-seeking', confusion and annoyance may leave a man in frustration. So frustration may turn out to be a state of unpleasant emotional outburst.

Carroll (1967) says, "Frustration is the condition of being thwarted in the satisfaction of a motive".

Coleman (1969) defines, "Frustration is the result of the thwarting of motive either by some obstacle that blocks or impedes progress towards a derived goals or by obscene of appropriate goals objects"

Frustration may exhibit itself in varied types of reactions-aggressive as well as non-aggressive. Non-aggressive reactions include submission, defiance, withdrawal, compromise, even positive efforts to improve the situation. Aggressive reactions include quarrels, hitting the object, curses, hitting oneself etc. Its extreme form may even take the shape of murder or suicide.

**OBJECTIVE OF THE STUDY**

1.To find out significant difference between scheduled caste/ scheduled tribe and upper caste students on mode of frustration.

**HYPOTHESIS**

1. There is no significant difference between scheduled caste/ scheduled tribe and upper caste students on mode of frustration.

**REVIEW OF LITERATURE**

Sharma et al. (1999) conducted a study on frustration of general depression among scheduled caste and scheduled tribe students on a sample of 120(60 high caste and 60 low castes i.e. S.C. and S.T.) students studying in various under graduate classes of university/college Rohtak, Hariyana. A depression scale was administrated as a test to record the information about the uncovering emotional conflicts of the students. These emotional conflicts were taken as an index of general depression. Findings of the study reveal that S.C. and S.T. students express significantly greater general depression as compare to the students of high caste.

Chand (2005) studied frustration among scheduled caste adolescent boys and girls in relation to their intelligence, socio-economic status and adjustment. It was found that the scheduled caste boys

possessing high intelligence have lower level of frustration in comparison to low intelligence scheduled caste boys who have higher level of frustration. The well adjusted scheduled caste boys have lower level of frustration in comparison to low adjusted scheduled caste boys. There was no significant difference in frustration level between scheduled caste students (boys) belonging to high and low SES groups. There exists significant difference in frustration level between scheduled caste girls possessing high and low intelligence. The scheduled caste girls possessing high intelligence have lower level of frustration in comparison to low intelligence scheduled caste girls having higher level of frustration. There was significant difference in frustration level between scheduled caste girls belonging to high and low adjustment groups.

#### **METHODOLOGY**

**RESEARCH DESIGN** The study employs descriptive survey research design to carry out the investigation. In this study the investigator tries to find out significant difference between scheduled caste/scheduled tribe and upper caste students on mode of frustration.

**SAMPLE** Simple random sampling technique was used in the selection of the sample of present study. The present study was conducted on 345 students including 189 boys (upper caste=124 and SC/ST=65) and 156 girls (upper caste=114 and SC/ST=42) selected from different Higher Secondary Schools of Jammu Province.

**TOOLS USED** In order to meet the objective of the present study; Test of Reactions to Frustration for Rural Inhabitation (TRFRI) constructed and standardized by S. N. Dubey (1987) was used. This test consists 24 items (pictures). It is based on Rosenweig technique of picture frustration. This is meant for studying the reactions to the frustration for the rural inhabitants.

**COLLECTION OF DATA** The researcher collected the data in person by visiting different representative Higher Secondary Schools of Jammu province by using simple random sampling technique.

**SCORING** After collection of data, responses of all respondents on Test of Reactions to Frustration for Rural Inhabitation (TRFRI) instrument was scored according to the manual instructions. After completion of scoring datasheets were prepared according to the objective of the study for computer analysis.

**STATISTICAL ANALYSIS** The collected data were classified, tabulated and subjected to statistical analysis using, descriptive statistics (sum, mean, S.D. and percentage) and t-test.

**RESULTS AND DISCUSSION** To find out difference between scheduled caste/scheduled tribe and upper caste students on mode of frustration, t-test was used. Mean and standard deviation of scheduled caste/scheduled tribe and upper caste students on mode of frustration are given in Table-1. This table also shows the results of the t-test.

**Table-1**

**Summary of t-test for difference between upper and SC/ST students on dimensions of frustration**

Dimensions of Frustration	Caste	N	Mean	S.D	t-value
Obstacle-Dominance (O-D)	Upper	238	6.20	2.11	7.53**
	SC/ST	107	8.13	2.37	
Ego-Defense (E-D)	Upper	238	9.29	1.65	2.96**
	SC/ST	107	8.47	1.73	
Need-persistence (N-P)	Upper	238	8.47	1.73	3.85**
	SC/ST	107	7.70	1.72	
Extra-Aggression (E-A)	Upper	238	9.32	2.38	4.35**
	SC/ST	107	10.42	1.61	
Intra-Aggression (I-A)	Upper	238	8.14	2.03	3.15**
	SC/ST	107	7.46	1.34	
Imaggression(M-A)	Upper	238	6.48	1.51	2.19**
	SC/ST	107	6.10	1.38	
Group Conformity Rating (GCR)	Upper	238	8.63	1.49	2.41*
	SC/ST	107	8.21	1.45	

\*p<0.05,\*\*p<0.01

Table-1 clearly shows that significant difference exists between scheduled caste/scheduled tribe and upper caste students on frustration dimensions- Obstacle-Dominance (O-D), Ego-Defense(E-D), Need-Persistence(N-P), Extra-Aggression(E-A), Intra-Aggression(I-A), Imaggression (M-A) and Group Conformity Rating (GCR). The t-values for all frustration dimensions are significant at 0.01 level except GCR, which is significant at 0.05 level. These results indicate that scheduled caste/scheduled tribe and upper caste students differ significantly on all dimensions of frustration. Mean values of upper caste students were found higher on E-D, N-P, I-A, M-A and GCR than scheduled caste/scheduled tribe students, whereas mean values of scheduled caste/scheduled tribe students are higher on frustration dimensions O-D and E-A than upper caste students. Obstacle-Dominance (O-D) means that students are blocked by the frustrating objects. This indicates that scheduled caste/scheduled tribe students' frustration is affected by frustrating objects in comparison to upper caste students. In E-A, aggression is turned into environment, towards others or some external elements. The students blame others for their frustration. This also indicates that scheduled caste/scheduled tribe students' frustration is affected by environment, towards others or some external elements than upper caste students. In E-D ego or organization capacity of the students predominates to defend its integrity. Since mean of upper caste students is higher on dimension E-D than SC/ST students, therefore, upper caste students attack themselves or others on frustration capacity is higher than SC/ST students. In N-P students try to solve problems, which is helpful in decreasing level of frustration. Result related to this dimension indicates that upper cast students belief is more in solving problems or reducing frustration than SC/ST students. In U-A students blame themselves for cause of frustration. Since the mean of upper caste students is higher on I-A dimension than SC/ST students, therefore, upper caste students blame themselves for cause of frustration than SC/ST students. In M-A aggression is evaded in an attempt to gloss over the frustration. Result related to this dimension indicates that upper caste students gloss over their frustration in comparison of SC/ST students. GCR gives an account of the student's healthy adjustment to his group. The result related to GCR shows that upper caste students have more healthy adjustment in their group than SC/ST students.

Therefore null hypothesis that "There is no significant difference between scheduled caste/scheduled tribe and upper caste students on mode of frustration", is rejected at 0.01 level for all frustration dimensions and at 0.05 level for GCR.

## CONCLUSION

Frustration is devastation for students. It can hinder their successful life even ruin everything if not handled properly. Frustration usually occurs when one's intended personal goals and dreams are not met. Moreover, there are many feelings of frustration that had observed during frustration among students. Enduring depressed mood, crying spells, loss of interest or pleasure, decrease in aptitude level, feeling fatigue and feeling of anger or vengeance are dominant feelings among students during frustration. The

obstacles preventing the students from a goal can be external or internal. External obstacles can be social - involving the actions of other people - or they can be environmental, such as a locked door. Internal obstacles involve deficiencies in us, such as waning abilities to see, hear, or remember. Frustration is generally proportional in context with other people. This can be dependent upon whether things seem to be fair relative to others, whether others are also frustrated, or whether someone feels singled out. A key to increasing appropriate behaviour and decreasing inappropriate one among the students is motivation. Through careful application of behaviour management strategies, teachers can actually teach motivation, and, hence, improve classroom behaviour of the students. There is much that teachers can do to establish a classroom environment that allows all students to maximize their learning potential.

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