CHAPTER VI

FINDINGS, CONCLUSIONS AND
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CHAPTER VI

FINDINGS, CONCLUSIONS AND SUGGESTIONS

6.0.0 Introduction

The importance and significance of the study has been discussed in detail in the introductory part of the present report. An attempt has been made to assess frustration of second and fourth year general nursing students in relation to certain variables and its impact on their achievement.

6.0.1 The title of the present study points out the need to measure frustration. Therefore, it was the first and foremost task for the investigator to review the related literature and search for the tools for measuring frustration. After reviewing the literature the investigator decided to use a frustration inventory (Verbal) in form developed by C.K. Patel. Investigator has also used Hadhokar Patel's Intelligence Test and Socio-economic Scale developed by B.V. Patel and I.A. Vora.

The main objective of the present study is to study frustration in relation to certain variables and its impact on their achievement. The factorial design $2 \times 2 \times 2$ was used. The scattergram is used to study the relationship
between frustration and achievement.

6.1.0 Results of the Studies on Frustration in Context with Certain Variables

The important part of the present study was to investigate frustration in relation to certain variables and its impact on the achievement of the students of nursing schools.

An attempt was made to measure six patterns of frustration, viz., Projection, Regression, Aggression, Fixation, Resignation and Rationalization. The present inventory showed that its items were based on those of Rosenzweig’s concepts of frustration. The frustration inventory is useful to find out the frustration of general nursing students of Gujarat State.

The frustration scores obtained from the original present study for different variables were considered. Null hypotheses were formulated for the different studies and they were tested with F test.

6.2.0 Findings

The following are the findings on the basis of the
frustration in relation to certain variables of second and fourth year of general nursing students.

6.3.0 Frustration of Second and Fourth Year Students of General Nursing in the Context of I.Q. and Area

6.3.1 I.Q.

A study was conducted to test the null hypothesis of the present study. The hypothesis No. 1: "There is no significant main effect of I.Q. on frustration of the second year general nursing students" was tested using the F test and it was found that the obtained F ratio = 6.631 which exceeds the table value of F at .01 level of significance. Hence the main effect of I.Q. was found highly significant. Consequently hypothesis No. 1 is rejected. The mean of frustration of second year general nursing group reporting high I.Q. was significantly lower than its counterpart. Therefore, it could be concluded that the I.Q. and frustration are two inversely related variables. Consequently the students of high I.Q. have a tendency of low frustration (Vide table 5.5).

The hypothesis No. 4: "There is no significant main effect of I.Q. on frustration of the fourth year general nursing students" was tested using the F test and it was
found that the obtained F ratio = 9.477 which exceeds the

... 5 at .01 level of significance. Hence the

main effect of I.Q was found highly significant. The

mean of frustration of fourth year general nursing group

reporting high I.Q. was significantly lower than its
counterpart. Therefore, it could be concluded that the

I.Q. and frustration are two inversely related variables.

Consequently the students of high I.Q. have a tendency of

low frustration (vide table 5.7).

6.3.2 Area

The hypothesis No. 2 "There is no significant main
effect of area on frustration of the second year general
nursing students" was tested using the F test and it was
found that the obtained F ratio = 0.209 which does not
reach up to the table value of F at .05 level of significance.
Hence the main effect of area is not significant. Conse-
sequently the null hypothesis No. 2 is accepted. Hence the
groups coming from urban and rural area do not differ so
far the frustration is concerned. Hence there is no signi-
ificant difference in level of frustration of second year
general nursing students of both the groups formed on the
basis of two different levels as urban and rural areas
(vide table 5.5).
The hypothesis No. 5 "There is no significant main effect of area on frustration of the fourth year general nursing students" was tested using the F test and it was found that the obtained F ratio = 0.636 which does not reach up to the table value of F at .05 level of significance. Hence the main effect is not significant in fourth year general nursing students. So it is concluded that groups coming from rural and urban areas do not differ and there is no effect of area on frustration (vide table 5.7).

6.3.3 Interaction between I.Q. and Area

The hypothesis No. 3: "There is no significant interaction effect between I.Q. and area on frustration of the second year general nursing students" was tested using the F test and it was found that the obtained F ratio = 0.936 which does not reach up to the table value of F at .05 level of significance. Hence there is no interaction effect between I.Q. and area on frustration of second year general nursing group. Therefore, it is concluded that both the variables are functioning independently (vide table 5.5).

The hypothesis No. 6: "There is no significant interaction effect between I.Q. and area on frustration of the fourth year general nursing students" was tested
using the F test and it was found that the obtained F ratio = 0.135 which does not reach up to the table value of F at .05 level of significance. Hence there is no interaction effect between I.Q. and area on frustration of fourth year general nursing students. Therefore, it is concluded that both the variables are functioning independently (Vide table 5.7).

6.4.0 Frustration of Second and Fourth year Students of General Nursing in the Context of I.Q. and Sex

6.4.1 I.Q.

The hypothesis No. 1: "There is no significant main effect of I.Q. on frustration of the second year general nursing students" was tested using the F test and it was found that the obtained F ratio = 6.793 which exceeds the table value of F at .01 level. Hence, the main effect of I.Q. was found highly significant. The mean frustration of second year general nursing group reporting high I.Q. was significantly lower than low I.Q. Therefore, it could be concluded that the I.Q. and frustration are two inversely related variables. Consequently, the students of high I.Q. have tendency of low frustration (Vide table 5.9).
The hypothesis No. 4: "There is no significant main effect of I.Q. on frustration of the fourth year general nursing students" was tested using the F test and it was found that the obtained F ratio = 9.839 which exceeds the table value of F at .01 level of significance. Hence the main effect of I.Q. was found highly significant. The mean frustration of fourth year general nursing group reporting high I.Q. was significantly lower than low I.Q. Therefore, it could be concluded that the I.Q. and frustration are two inversely related variables. Consequently the students of high I.Q. have tendency of low frustration (vide table 5.1).

6.4.2 Sex

The hypothesis No. 2: "There is no significant main effect of sex on frustration of the second year general nursing students" was tested using the F test and it was found that the obtained F ratio = 0.072 which does not reach up to the table value of F at .05 level of significance. Hence main effect is not significant and hypothesis No. 2 is accepted. Hence sex has no significant effect on the level of frustration in second year general nursing students (vide table 5.9).
The hypothesis No. 5: "There is no significant main effect of sex on frustration of the fourth year general nursing students" was tested using the F test and it was found that the obtained F ratio = 0.106 which does not reach up to the table value of F at .05 level of significance. Hence the main effect is not significant and hypothesis No. 5 is accepted in fourth year general nursing students. So it is concluded that there is no significant difference on level of frustration of the students of both these sexes in fourth year general nursing students (Vide table 5.11).

6.4.3 Interaction between I.Q. and Sex

The hypothesis No. 3: "There is no significant interaction effect between I.Q. and sex on frustration of the second year general nursing students" was tested using the F test and it was found that the obtained F ratio = 0.289 which does not reach up to the table value of F at .05 level of significance since the hypothesis No. 3 is accepted. Hence there is no interaction effect between I.Q. and sex on frustration of second year general nursing group. It means that both the variables are working independently (Vide table 5.9).

The hypothesis No. 6: "There is no significant interaction effect between I.Q. and sex on frustration of the
fifth year general nursing students" was tested using the 
F test and it was found that the obtained F ratio = 0.268
which does not reach up to the table value of F at .05 level
of significance. So, the hypothesis No. 5 is accepted. Hence
there is no interaction effect between I.Q. and sex on
frustration of fifth year general nursing students. Therefore,
it is clear that both the variables are working inde-
dependently (Vide table 5.11).

6.5.0 Frustration of Second and Fourth Year Students of
General Nursing in the Context of SES and Area

6.5.1 SES

The hypothesis No. 1: "There is no significant main
effect of SES on frustration of the second year general
nursing students" was tested using the F test and it was
found that the obtained F ratio = 0.07 which does not reach
up to the table value of F at .05 level of significance.
Hence main effect is not significant. So the hypothesis No.
1 is accepted. So it is concluded that there is no signifi-
cant difference in the frustration of second year general
nursing students of both the groups formed on the basis of
two different levels of SES, namely high and low SES (Vide
table 5.13).
The hypothesis No. 4: "There is no significant main effect of SES on frustration of the fourth year general nursing students" was tested using the F test and it was found that the obtained F ratio = 0.42 which does not reach up to the table value of F at .05 level of significance. Hence the main effect is not significant on fourth year general nursing students. Hence SES has no significant effect on the level of frustration (Vide table 5.15).

6.5.2 Area

The hypothesis No. 2: "There is no significant main effect of area (Urban + Rural) on frustration of the second year general nursing students" was tested using the F test and it was found that the obtained F ratio = 0.73 which does not reach up to the table value of F at .05 level of significance. Hence main effect is not significant. Hence the hypothesis No. 2 is accepted. Hence it is concluded that groups coming from rural and urban areas are similar and there is no effect of area on frustration (Vide table 5.13).

The hypothesis No. 5: "There is no significant main effect of area on frustration of the fourth year general nursing students" was tested using the F test and it was found that the obtained F ratio = 0.109 which does not reach up to the table value of F at .05 level of significance. Hence main
effect of area is not significant and hypothesis No. 5 is accepted (Vide table 5.15). Hence it is concluded that group coming from rural and urban areas are similar and there is no effect of area on frustration.

6.5.3 Interaction between SES and Area

The hypothesis No. 3: "There is no significant interaction effect between SES and area on frustration of the second year general nursing students" was tested using the F test and it was found that the obtained F ratio = 0.004 which does not reach up to the table value of F at .05 level of significance. Hence there is no interaction effect between SES and area on frustration of second year general nursing group. So it is concluded that both the variables are functioning independently (Vide table 5.15).

The hypothesis No. 6: "There is no significant interaction effect between SES and area on frustration of the fourth year general nursing students" was tested using the F test and it was found that the obtained F ratio = 0.026 which does not reach up to the table value of F at .05 level of significance. Hence there is no interaction effect between SES and area on frustration of fourth year general nursing students, (Vide Table 5.15). Hence it is concluded that both the variables are functioning independently.
6.6.0 **Frustration of Second and Fourth Year Students of General Nursing in the Context of SES and Sex**

6.6.1 **SES**

The hypothesis No. 1: "There is no significant main effect of SES on frustration of the second year general nursing students" was tested using the F test and it was found that the obtained F ratio = 0.071 which does not reach up to the table value of F at .05 level of significance. Hence the main effect of SES is not significant so the hypothesis No. 1 is accepted. Therefore it is concluded that there is no significant difference in the frustration of second year general nursing students of both the groups formed on the basis of two different levels of SES, namely high and low SES (Vide table 5.17).

The hypothesis No. 4: "There is no significant main effect of SES on frustration of the fourth year general nursing students" was tested using the F test and it was found that the obtained F ratio = 0.437 which does not reach up to the table value of F at .05 level of significance. Hence the main effect is not significant. Therefore hypothesis No. 4 is accepted. It is clear that SES has no significant effect on level of frustration (Vide table 5.19).
The hypothesis No. 2: "There is no significant main effect of sex on frustration of the second year general nursing students" was tested using the F test and it was found that the obtained F ratio = 0.554 which does not reach up to the table value of F at .05 level of significance. Therefore, hypothesis No. 2 is accepted. So main effect is not significant. It is clear that sex has no significant effect on the level of frustration of second year general nursing students. (Vide table 5.17).

The hypothesis No. 5: "There is no significant main effect on sex on frustration of the fourth year general nursing students" was tested using the F test = 0.108 which does not reach up to the table value of F at .05 level of significance. Hence the main effect is not significant in fourth year general nursing students and hypothesis No. 5 is accepted. So it is concluded that there is no significant difference in levels of frustration of the students of both the sexes of fourth year general nursing students (Vide table 5.19).

6.6.3 Interaction between SES and Sex

The hypothesis No. 3: "There is no significant interaction effect between SES and sex on frustration of the second
year general nursing students" was tested using the F test = 0.016 which does not reach up to the table value of F at .05 level of significance. Hence there is no interaction effect between SES and sex on frustration of second year general nursing groups. Hence the hypothesis No. 3 is accepted. So it is concluded that both the variables are functioning independently (Vide table 5.17).

The hypothesis No. 6: "There is no significant interaction effect between SES and sex on frustration of the fourth year general nursing students" was tested using the F test and it was found that the obtained F ratio = 2.955 which does not reach up to the table value of F at .05 level of significance. Hence there is no interaction effect between SES and sex on frustration of fourth year general nursing group and hypothesis No. 6 is accepted. So it is concluded that both the variables are working independently (Vide table 5.19).

6.7.0 Achievement of Second and Fourth Year Students of General Nursing in Context of Frustration and Sex

6.7.1 Frustration

The hypothesis No. 1: "There is no significant main effect of frustration on achievement of the second year
general nursing students" was tested using the F test and it was found that the obtained F ratio = 11.25 which exceeds the table value of F at .01 level of significance. Hence the main effect of frustration was found highly significant. Consequently hypothesis No. 1 is rejected. The mean of achievement of second year general nursing group reporting high frustration was significantly lower than its counterpart. Therefore, it could be concluded that the frustration and achievement are two inversely related variables. Consequently the students of high frustration have tendency of low achievement (Vide table 5.21).

The hypothesis No. 4 : "There is no significant main effect of frustration on achievement of the fourth year general nursing students" was tested using the F test and it was found that the obtained F ratio = 3.33 which does not reach up to the table value of F at .05 level of significance. Hence the main effect of frustration is not significant. Consequently the null hypothesis No. 4 is accepted.

The group having high frustration and low frustration do not indicate significant difference in their mean on achievements. Hence it is concluded that frustration does not leave any effect on the achievement of fourth year general nursing students (Vide table 5.23).
6.7.2 **Sex**

The hypothesis No. 2: "There is no significant main effect of sex on achievement of the second year general nursing students" was tested using the obtained F ratio = 30.39 which exceeds the table value of F at .01 level of significance. Hence the main effect of sex was found highly significant. Consequently the null hypothesis No. 2 is rejected. The mean of achievement of second year general nursing group reporting in girls was significantly lower than its counterpart (Vide table 5.21).

The hypothesis No. 5: "There is no significant main effect of sex on achievement of the fourth year general nursing students" was tested using the F test and it was found that the obtained F ratio = 2.64 which does not reach up to the table value of F at .05 level of significance. Hence the main effect of sex is not significant in fourth year general nursing group and the hypothesis No. 5 is accepted. So it is concluded that there is no significant difference on achievement of the students of both the sexes in fourth year general nursing students (Vide table 5.23).

6.7.3 **Interaction between Frustration and Sex**

The hypothesis No. 3: "There is no significant interaction effect between frustration and sex on achievement of
the second year general nursing students" was tested using the F test and it was found that the obtained $F$ ratio = 2.15 which does not reach up to the table value of $F$ at .05 level of significance. Hence there is no interaction effect between frustration and sex on achievement of second year general nursing group. So hypothesis No. 3 is accepted. Hence it is concluded that both the variables are functioning independently and do not leave their interaction effect on the achievement of the students (Vide table 5.21).

The hypothesis No. 6: "There is no significant interaction effect between frustration and sex on achievement of the fourth year general nursing students" was tested using the F test and it was found that the obtained $F$ ratio = 1.01 which does not reach up to the table value of $F$ at .05 level of significance, and the hypothesis No. 6 is accepted. Hence there is no interaction effect between frustration and sex on achievement of fourth year general nursing students.

6.7.4 Coefficient of Correlation between Frustration and Achievement of Second Year General Nursing Students

The coefficient of correlation between two sets i.e., frustration and achievement of second year general nursing students is - .1491 and it is highly significant at .01 level of significance. Hence it could be concluded that when the
frustration increases achievement decreases and in the same way when frustration decreases achievement score increases.

6.7.5 Coefficient of Correlation between Frustration and Achievement of Fourth Year General Nursing Students

The coefficient of correlation between frustration and achievement of fourth year general nursing students is $-0.1935$ so it is highly significant at .01 level of significance. So it is concluded that there is a definite relationship between frustration and achievement.

6.8.0 Suggestions

After drawing conclusions, certain suggestions are offered keeping in view the administrators, teachers, parents and research workers.

1. The administrator should keep in view the needs, wants and sex of the general nursing students while planning and executing any programme for the increasing the academic achievement.

2. The teacher should be conversant with the effect of some variables on frustration in general nursing students, so as to provide effective learning experiences.
3. The teacher should be aware of the causes of frustration and the reaction of frustration in general nursing students during their process of communication in the classrooms.

4. The teacher should be aware of the extent and patterns of frustration of each pupil during the behaviour modification programme on clinical side in the school.

5. Establish independently - dependent schools where the nursing schools are independent in their co-operation and dependent on the co-operation of in patients institutions. This would help to plan the required clinical experience according to the level of knowledge and understanding of the students to avoid premature responsibilities and duties. Good co-operation between the education and service will result in successful functioning to fulfill the objectives of education through service and service through education where education (theory) is as important as experience (practical) and vice-versa.

6. Introduce either 'pay or the cost and get the benefit' type of education in nursing for, we value the things for which we pay the cost. This helps the students to be more serious and attentive in their training. Merit scholarships and educational loans shall result in
freedom from anxiety and frustration and encourage better education.

7. There must be a definite text book and reference books for each subject in general nursing schools. So that there may not be any confusion about the books amongst nursing tutors and students.

8. As the nursing books are mostly available in English only, the students are not referring the books. They are difficult for them to understand. So Gujarati text-books may be provided to students.

The nursing teachers should write the books and prepare material in Gujarati so that the chances of frustration in them are lessened.

The Directorate of Medical Education and research of Gujarat State should grant permission for teachers of Gujarat State to write the books for nursing students.

9. Provision for better library facilities with variety of journals, textbooks, reference books and teaching aids are utmost necessary in our schools of nursing.

10. Clinical teachings from time to time by clinical instructors to supplement and support the classroom learning is suggested.
6.9.0 **Suggestions for Further Research**

1. The similar study can be conducted in first and third year of general nursing students.

2. The similar study can be conducted in schools for female health workers to come to different conclusions.

3. More systematic research to study the role of different variables, causing frustration and affecting the academic achievement of students in colleges is needed. It is very important to study the causes of frustration among the nursing students in India as the students are coming from extremely different cultures and socioeconomic strata.

In nursing education our schools of nursing seem to be simply 'drifting along' not realizing that the younger generation is undergoing severe, often, hidden strains and stresses as it endeavours to readjust to a culture influx. Counselling and guidance programmes in every school of nursing is a must and it must be the responsibility of a person qualified in this area.

In the age of mass education, it is becoming more difficult to pay individual attention. Therefore, it is more necessary for the good of the nation to think in terms
of behavioural problems and counselling of better adjustment under behaviour modification programmes for the school-going pupils on the basis of the research studies like the present one. A planned programme for the students of general nursing schools with the awareness of sources of frustration is indispensable for the person concerned with nursing education in particular and education in general.

If the students are treated as students and not overtaxed with the excessive work load of the hospital perhaps nursing education can be improved to meet the modern challenges.