CHAPTER III

THE SURVEYED REALMS

CONTENTS

3.0.0 Introduction
3.1.0 The Studies about Frustration
    3.1.1 Studies in India
    3.1.2 Studies in other Countries
3.2.0 The Studies about Achievement
CHAPTER III
THE SURVEYED REALES

3.0.0 Introduction

Before one starts the planning of his/her research, it is essential to study the past work done in the field in which he/she is proposing to work. Only relevant literature should be studied, reviewed and included in the thesis. Therefore, this is an attempt to review some relevant studies in the field of frustration and achievement. It would help in selecting the proper tool, sample and treatment of data. It would enable the researcher to find out related problems for further study.

Consequently, it has been attempted to review the related literature relevant to the present study.

The present study has two major objectives:

(1) To study frustration of General Nursing students in relation to certain variables.

(2) To study impact of frustration on their achievement.

Thus, keeping in view the nature of the present work, the review of the related study has been undertaken in two parts:
Several studies in the area of frustration have been undertaken. Some of the studies are reviewed here in brief in two parts:

(i) Studies in India
(ii) Studies in other Countries

3.1.1 Studies in India

The following are some of the studies in the area of frustration:

(a) The study of "Causes of Frustration in Adolescents and its relation with the level of Aspiration" by T.R. Mathur (Year 1970). 1

The objectives of the study were:

(1) to investigate into various causes of frustration in adolescents.

----------------------

(2) to study the relationship between frustration and the level of educational and vocational aspirations.

(3) to determine whether frustration is higher in adolescents having low academic achievement, and

(4) to determine whether or not frustration was related to socio-economic status.

The tools used in the study were as under:

(1) Socio-economic status scale of Kuppuswamy.
(2) Jalota's General Mental Ability Test.
(3) Saxena's Personality Inventory, and
(4) Questionnaire to study Frustration by Mathur.

772 adolescent pupils of class XI of schools in Uttar Pradesh were taken as a sample. Frustration in four areas viz; home, health, school and socio-personal and levels of educational and vocational aspirations were determined.

Findings of his study are as follow:

(1) Causes of frustration were found mainly in home, health, economic problems and socio-personal areas.
(2) Adolescents were found to have a higher level of educational and vocational aspiration than their socio-economic condition would permit.

(3) Frustration and level of educational aspiration were found significant in home area.

(4) No significant difference was found between frustration scores of adolescents having high academic achievement, and

(5) The incidence of frustration was found to be significantly higher in adolescents belonging to low socio-economic status than those from high socio-economic status.

(b) The study of "Reaction to frustration and student leadership" by Pranod Kumar (1967)²

The study was conducted to find out if the two groups the leaders and non-leaders differed in their reactions to frustration. The leader group comprised 30 male student leaders, who held elective offices in the Allahabad University Student Union during 1966-67 session. A group

of 30 non-leader students was randomly drawn from general student population. The two groups were matched for the factor of education.

Muthayya's Madras P-F study form was used to study the difference in their reactions to frustration. The leaders showed a tendency to stress the presence of the frustrating obstacles in their reactions. Both the groups tended to show extrapunitive tendencies in expressing aggression. The findings are discussed in the light of prevailing leadership role.

(c) The research study into "Frustration among school going children and Adolescent" by N.K. Tripathi, (Year, 1978)\(^3\).

The objectives of the study were:

(1) to study frustration among school going children and adolescents under different conditions;

(2) to study the degree of relationship between frustration and related factors, i.e. intelligence, socio-economic conditions and personality of the children and adolescents;

---

(3) to make a comparative study of reaction pattern of boys and girls to frustrating situations.

A sample of 500 boys and 300 girls of grade VII and XI was drawn by employing cluster sampling technique. The data were collected by administering the Joshi's group Test of General Mental Ability, the socio-economic status scale (Urban) of Kuppuswamy, the Nemaun-Kohistad's Test for Introversion-Extroversion, the Diwad's personality type test, the Parecke's F-F study test and a frustration questionnaire developed by the researcher.

On the basis of an analysis of the data, findings arrived at are as under:

(1) Both boys and girls were frustrated and there were no significant sex differences.

(2) Intelligence appeared to be one of the factors related to frustration.

(3) Socio-economic status was related to frustration in the case of both boys and girls.

(4) Introvert boys and girls were more susceptible to frustration.
(5) Physical handicap and poor health developed frustration in the students of both sexes.

(6) Frustration affected scholastic achievement and poor scholastic achievement caused frustration, and

(7) Girls showed more group conformity.

(a) An investigation into "Reactions to Frustration among Adolescents in the school situations" by C.M. Sharma (1973)\(^4\).

The aim of the study was to devise a separate P-F Test for adolescents using school situations on the basis of Rorschach's technique. The specific objectives of the study were as follows:

(1) to study the normal frustration situations in the schools;

(2) to examine the reactions to frustration of the adolescents in the school situations;

(3) to study the developmental patterns of reactions to frustrations of the adolescents and compare the categories of the new test with Parcock's P-F study and Mathew's Madras P-F Test.

\(^4\) Ibid., p. 197.
In all 100 male and 100 female adolescents together with fifty teachers were selected by stratified random sampling. Twenty four frustrating situations were selected for the test.

The major findings of the study are as follows:

1. The top ten frustrating situations for adolescents were revealed in the study.

2. The needs involved in the frustrating situations were found to be aggression, inavoidance, order, achievement, hard-avoidance and dependence.

3. Through factor analysis it was found that E-D N-P and O-D were the prominent factors related to types of aggression at all the stages of development.

4. It was found that different types of aggression showed a tendency of fluctuation in respect of age both in boys and girls.

5. The study of "An investigation to study the extent and patterns of frustration of adolescent pupils of secondary schools of Ahmedabad city with reference to demographic variables" by G.K. Patel (Year, 1982).

The general objectives of the study were as follows:

1. to meet the need for a device to measure frustration;
2. to help workers in the field of guidance and counselling in assisting adolescent pupils, and
3. to study the extent and patterns of frustration of adolescent pupils of the secondary schools of Ahmedabad city with reference to sex, size of the family, birth order, socio-economic status, school and age.

The main objectives of the present study were to develop the "Frustration Inventory" and to investigate impact of some variables on frustration level.

Specific Objectives

The objectives of the study are as follows:

1. to develop a "Frustration Inventory" for measuring the extent and patterns of frustration of adolescent pupils of secondary and higher secondary schools of Ahmedabad;
2. to establish norms of the inventory;
3. to study the reliability and validity of the "Frustration Inventory";
4. to compare different patterns of frustration of adolescent pupils;
(5) to study whether there exists any grade differences with regard to frustration scores;

(6) to study the effect of socio-economic status and age groups of adolescent pupils of urban area on frustration scores;

(7) to study the effect of socio-economic status and age groups of adolescent pupils of urban area on frustration scores;

(8) to study the effect of the size of the family, on frustration of adolescent pupils;

(9) to study the birth order of the pupils with regard to frustration scores;

(10) to study the interactive effect of family size, school, sex and birth order of adolescents on frustration scores.

Orthogonal comparison technique employing 2x2x2x3 factorial design was used to analyse the impact of variables on frustration.

Trend analysis technique employing age and SES for the effect of different socio-economic levels and different ages were computed.
The statistical methods like ANOVA, orthogonal comparison contrasts, Newman Keuls technique, Scheffe's test and Trend Analysis technique have been used to study the impact of some variables on frustration means scores.

A purposive sampling was resorted to and some 480 pupils were taken for orthogonal comparison contrasts and a sample of 360 pupils was taken for "Trend Analysis". The frustration scores obtained from the original present study for different variables were considered. Hypotheses were formulated for the different studies and the null hypotheses were tested.

The following findings have been derived:

A.1: Extent and Patterns of Frustration

(1) There was no set pattern of frustration observable in the data on the basis of normal distribution.

(2) The number of the pupils in different categories of frustration as well as in different patterns of frustration neither full normally nor equally.

(3) The extent of frustration in girls was found to be more in comparison with that boys.

(4) It was concluded from the six studies of six patterns that there was a variation of number of pupils in
different categories of frustration, so far as six patterns of frustration were concerned.

(5) It was concluded from the global study of extent and patterns of frustration that the extent and patterns of frustration were found to be independent.

A.2: ANOVA

Main and interaction hypotheses were formulated and F test was employed and concluded the following findings:

(1) No significant difference between the mean scores of frustration of adolescent pupils from small families and large families exist in the case of family size and frustration.

(2) The pupils of secondary schools (grades IX and X) were highly frustrated than that of higher secondary schools (grades XI and XII).

(3) It was concluded that there was no significant difference between the mean scores of frustration of adolescent boys and girls.

(4) There was no significant difference between the mean scores of frustration of adolescent pupils belonging to different birth order (up to three).
Six interactive hypotheses of first order were not significant. That means these factors appeared to be independent of each other.

Three variables viz., family size, sex and birth order together (interactions) influence the frustration scores of the adolescent pupils.

Pupils from different birth order, sex and school levels differ significantly in their frustration scores. Therefore, it was concluded that the school levels together with sex and birth order played a decisive role in bringing frustration among the adolescent pupils.

A.3: Results of N.K. Test for Comparison

While testing the hypotheses, it was found that school (levels) variable plays an important role in making F ratio significant. To study in detail the school effect, N.K test was employed and the following findings were drawn:

1. Higher secondary school boys of the small families are significantly superior in frustration cleanliness to that of the secondary school boys of the small families.

2. Higher secondary school boys of the large families are less frustrated than that of the secondary school boys of the small families.
Secondary school boys of the large families are highly frustrated than that of higher secondary school boys of the small families.

Secondary school boys of the large families are having high frustration scores than that of the higher secondary school boys of the large families.

A.4: Results of A x C x D Interaction

It was found that six cells were highly and significantly frustrated than that of higher secondary school's boys of large family size, having second birth order at .01 level, while thirteen cells were significant at .05 level. General conclusion regarding the interaction effects of family size, sex and birth order could not be made.

A.5: Results of B x C x D Interaction

It was found that the B x C x D interaction is significant. Shaffe's Critical Value Test was employed and concluded that twelve cells were highly significant than that of others at .01 level, while twenty eight cells were significant than that of others at .05 level. Secondly boys found highly frustrated than higher secondary boys. General conclusion regarding the interaction effects of school level, sex and birth order could not be made.
A.6: Results of Trend Analysis

The impact of socio-economic status and age levels on frustration scores were computed by applying trend analysis, and it was concluded that there was no trend either linear or quadratic in the frustration scores of the pupils of different ages, in the context of socio-economic status.

3.1.2 Studies Abroad

Some of the studies, in the area of frustration in other countries are as under:

(a) The study of "Magnitude of frustration effect and strength of ante dating goal factors", by A. Amseel and others (1961).

The relationship between run way and goal stimulation and run way length and frustration effects were evaluated in a bifactorial experimental with rats. The relevance of these variables is demonstrated.

(b) A study of "The relationship between expectations and frustration in children" by L. Longstreth (1960).

Two groups of children were instructed to hold a lever down continuously in order to obtain marbles which could be traded for a prize. For group a light paired with marble
ejection while for group U the light was unpaired with marble ejection. During extinction the light was activated equally often in both groups. It was found that the group P extinguished faster and exerted more pressure on the response lever during extinction. These results were interpreted in terms of frustration theory.

(c) A cross culture study of "Sources of frustration and targets of aggression", by L.K. Triandis and W.K. Lambert (1961).

The study applied extra, intra and impunitive to the characteristic mode of expression of aggression descriptive of societies. The data comprised of a world-wide sample of 60 primitive societies derived from a previous study (Lambert et al., 1959) of the 3 modes, there was a congruence between belief and behaviour with regard to extra and impunitiveness, not with regard to intrapunitiveness.


4 hypotheses were set forth regarding the reaction of differences in the reaction to frustration. On the part of children who differ in levels of anxiety and guilt about aggression. High and low guilt were identified and 50%
of each group were assigned to a high frustration and the remaining 50 per cent to a low frustration situation. The dependent variable was the number of times the 55 hit a child life inflated rubber punch bag or a try dog. Striking the dog was considered as evidence for displaced aggression. The data failed to support any of the hypotheses.

3.2.0 The Studies about Achievement

Several studies in the area of achievement have been undertaken in relation to the impact of variables on achievement. Some of the studies are reviewed here in brief.

Studies in India

The Indian teacher has been constantly facing in his school situation, some of the immediate problems as follows: What content should be choose? How should he organise a particular content? Are there any specific concrete activities and aids which can promote better learning? Are there some standard means and ways of dealing with children which he may have to learn through vigorous training? If the goal is the achievement of the learner, then educational research has to find out answers to these problems in terms of certain factors, viz., intelligence, study habits, attitude of pupils towards school, different aspects of their personality, socio-economic status, etc. which directly or indirectly
influence academic achievement. These are correlates of achievement. For a curriculum development, these are the areas which deserve to be X-rayed through proper educational research.

**Correlates in General**

All the (six) studies in this section have attempted to find out the effect of a number of independent variables on academic achievement. In each case, a large number of tools has been used, and the sample taken is comparatively large. Rao (1965) has studied the relationship of intelligence, study habits, attitude of pupils toward school and socio-economic status with academic achievement. He has found that the first three variables jointly contribute sixty six per cent of the predictability of scholastic achievement, while the contribution of socio-economic status has not come out to be significant. Singh (1965) has focused his attention upon some non-intellectual correlates of academic achievement. He has found that academic achievement is related positively to restraint, thoughtfulness parent's education, home and health adjustments and n-achievement, and negatively with ascendance, anxiety, social adjustment and extra version. Some predictors of achievement in science subjects have been the focus of attention of two studies. Nayar (1971) has factor analysed the effect of six variables viz., verbal reasoning, numerical,
ability, comprehension and interpretation, problem solving, critical thinking and spatial ability. He has identified three factors - General Factor 'g', Conceptual Facility and numerical facility. Jha (1970) has found that achievement in science is positively related to general intelligence, science aptitude and adjustment, negatively to anxiety, while socio-economic status is not significantly related to achievement in science.

**Socio-Economic Status**

In a stratified society, as that in India, a researcher is apt to start with a hypothesis that socio-economic status contributes to academic performance.

One of the studies in this chapter, Mathur (1963) has studied the effect of socio-economic status on behaviour and achievement of secondary school students. He has noted that socio-economic status is significantly correlated to educational achievement, intelligence and conduct of the students. In his study, Chopra (1964) has examined the relationship between socio-economic factors and academic achievement, keeping the effect of intelligence constant. He has found that nearly ninety six per cent of students who discontinued education attribute the reason to poor economic condition of the family. On the basis of parent's education, occupation, family income, type of lodging, size of the family and cultural
level of home students belonging to the higher qualitative group show significantly higher achievement.

"A study of relationship of Socio-economic Factors with Achievement of the students in the secondary schools" by Chopra S.L.

The investigation aimed at studying the relationship between socio-economic factors and academic achievement with measured intelligence held constant.

The data on intelligence, socio-economic background and academic achievement were collected from a group of 1,359 students, selected from a sample of 1,423 students of class X (age range from fourteen to twenty seven years), studying in nineteen urban and sixteen rural schools of Lucknow district. The tools for research were:

(i) the Ravens Progressive Matrices; (ii) a questionnaire prepared to collect the information regarding socio-economic background of students and (iii) the marks in the high school examination of 1963. For a detailed study, students were classified into different qualitative groups and the mean of high school examination marks for the different categories

were studied with the help of analysis of covariance technique. Multiple correlation method was used for studying compared relationships.

The following were the findings of study:

(1) None of the sons of fathers engaged in professional, administrative, executive and managerial jobs expected to discontinue education, the corresponding figures for the agriculturist and unskilled worker groups were as high as sixty four and sixty six per cent respectively: 96.09 per cent of students who discontinued education attested the reason of poor economic condition of the family.

(2) The percentage of failures among the students from the professional, administrative, executive and managerial groups was twenty seven, while that for the other groups ranged between fifty nine and sixty one.

(3) The percentages of students securing first class marks were twenty eight and seven respectively for the two groups.

(4) On the basis of father's education and occupation, family income, type of lodging, size of the family, cultural level of home, students belonging to the higher qualitative group showed significantly higher mean achievement than students coming from lower categories.
(5) The difference between the academic achievements of different castes was significant at .05 level.

(6) Comparatively larger percentage of people belonging to lower castes were engaged in lower occupation and were thus economically poorer than those belonging to higher castes. The groups of different castes matched for father's occupation did not show significant difference in achievement.

(7) Multiple correlation between a combination of these factors (.350) was significantly higher than the multiple correlation (.255). The difference observed in this study was the differences in averages, and results, therefore, do not imply that children from the higher socio-economic group are bright and that from lower socio-economic group are dull and it will not be possible to predict the academic achievement of the individual children from the socio-economic level of their families alone.

"A study of the relation between intelligence, interest and achievement of the high school students" by Rastogi K.G. 7

7. Ibid., p. 343.
The present investigation aimed at studying the relationship between intelligence, interest and achievement in English and science of high school students.

Standardization sample for the test of interest in English comprised 1,600 students of class X from seventeen institutions, while for the test of interest in science there were 1,626 students of the same classes and institutions. Sample for the relationship consisted of 560 students. Intelligence was measured by the Jallotas' Test of Mental Ability and Achievement was measured by taking marks obtained in the U.P. Board Examination.

Results revealed that:

1. The reliability coefficients calculated by split-half and test-retest methods for the test of interest in English were found to vary from 0.66 to 0.80, whereas in case of the test of interest in science, they varied from 0.68 to 0.82.

2. Validity indices for the first test ranged from 0.60 to 0.69, whereas in case of the latter they varied from 0.66 to 0.70.

3. The relationship between interest and achievements in English \((r = 0.50)\) and that between interest and achievement in science \((r = 0.37)\) in the present study were
not found to be so high that interest could be said to be the major predictor of achievement.

(4) The relationship between intelligence and interest in English and that between intelligence and achievement in science were found to be significantly positive.

(5) Interest and intelligence were found more or less equally correlated with achievement in English and with that in science.

(6) Interest and intelligence were found to be related more with achievement than between each other.

(7) The relationship of intelligence with achievement in English and that of intelligence and achievement in science were found nearly to be the same; and

(8) A combination of intelligence and interest was a better predictor of achievement in English and in science than either interest or intelligence alone.

"A study of Intelligence and some Personality factors in relation to Academic Achievement of school students" by Sinha, N.C.P. S

-------------

The study aimed at investigating into the relationship of intelligence, achievement, motivation, manifest anxiety, extra-version, introversion and neuroticism or emotionality with the academic achievement of students. The following hypotheses were tested:

(1) Science students would score higher on the intelligence test than students of arts; and the high and low achievers would differ significantly in respect of their intelligencies n, Ach, manifest anxiety, extraversion, introversion, neuroticism and emotionality scores.

The sample consisted of 400 male students studying in classes X and metric in schools recognised by Bihar School Examination Board in the towns of Patna and Gaya. In all 200 were high achievers and 200 were low achievers. The criterion for the academic achievement was the aggregate of marks of two consecutive final examinations. The tools used in the study were:

(1) The NaPdq's Non-Verbal Test of Intelligence (NVTI).
(2) The Taylor's Manifest Anxiety Scale (TMAS)
(3) The McClelland's TAT Picture Cards
(4) The Eysenck's Personality Inventory (EPI)

The TMAS, the EPI and instructors in n.Ach test were translated into Hindi. It was found that:
1. The two groups were significantly discriminated (beyond 0.01 level) on all the variables namely, intelligence, achievement motivation, manifest anxiety, extraversion-introversion, and neuroticism or emotionality.

2. Science students scores significantly higher on the intelligence test than the students of arts.

3. Intelligence and academic achievement were significantly related (beyond 0.01 level).

4. Academic achievement was found to be positively and significantly related to achievement motivation and manifest anxiety at 0.01 level, and with extraversion-introversion and neuroticism at 0.05 level.

5. By partially out of the effect of intelligence, the relationship between achievement motivation, manifest anxiety, extraversion, and neuroticism remained the same, except the relationship between extraversion and academic achievement and also that between neuroticism and academic achievement lost their statistical significance.

"A study of some of the personality variables as predictors of Academic Achievement" by Bhatnagar K.P.

The present study attempted at finding out:

1. The relationship between personality needs and academic achievement of high school students in a treatment model keeping age, sex and intelligence constant.

2. To predict academic achievement on the basis of personality needs.

Hypotheses tested in the study were:

1. Personality needs and intelligence would be correlated.

2. Some of the personality needs as measured by Edwards Personal Preference Schedule (EPPS) would be related to academic achievement of high school students.

Male students of class XI of Rajasthan formed the sample of the study. Of the 1941 students, 912 belonged to humanities group, 476 to commerce group and 553 to science group.

The tools used in the study were:


2. Jalota's Group Test of General Mental Ability.

Two sets of correlations were computed for each age group. One set of correlations was between each of the fifteen
personality needs and academic achievement and the other set was between intelligence and each of the personality needs. In order to take out the variability which could be predicted from intelligence, partial correlations were computed between personality variables and academic achievement after partially out the effect of intelligence. The correlation coefficients were found to be significant. Personality and intelligence were found to be significantly correlated. It was found that need for achievement, autonomy, introversion, succorance, dominance nurturance, endurance and aggression correlated positively and need for deference affiliation, and abasement correlated negatively to academic achievement of the students.

A study of "Effects of Socio-economic Status on the Achievement and Behavior of Higher Secondary School Students" by Mathur, K.¹⁰

The study was designed to test following hypotheses:

(1) Students of higher socio-economic status (SES) show significantly higher educational achievement.

(2) Variation in educational achievement positively corresponds to variation in intelligence.

¹⁰ Ibid., pp.334-335.
(3) The conduct of students who belong to higher socio-economic status (SES) is better than those who belong to lower socio-economic status.

(4) IQ positively corresponds with the socio-economic status of students.

(5) Behaviour is positively related to intelligence.

(6) Students of higher socio-economic status are younger than their counterparts.

Five hundred students (309 boys and 191 girls) of classes IX and X were selected randomly from seven boys' and three girls' higher secondary schools of Aligarh. The study was conducted at three stages, viz., pilot study, main study and an interpretative study which was actually a supplementary study to find out the causes underlying the differences. This interpretative study was conducted on a stratified random sample selected by picking seventeen per cent cases from the sample of the main study.

The tools for research were:

(1) The SES scale - the ratings of independent judges on a five point scale according to the social prestige of the occupations.

(2) The achievement test of the Bureau of Educational and Vocational Guidance, Bihar.
(3) A five point rating scale constructed for measuring the personality components and behaviour.

(4) The standardized test of Intelligence of U.P. Bureau of Psychology.

(5) The Bell's Adjustment Inventory (Student Form)

(6) The Maslow's Security-Insecurity Inventory.

(7) An inventory of study habits.

Correlation and t-test techniques were used for the analysis of data.

The results revealed that:

(1) The SES did contribute to the differences in the ratings about the conduct of students.

(2) The Phi coefficients between achievement and SES, and between intelligence and SES were .70 and .84 respectively.

(3) The students who were rated high in personality components were superior in intelligence also.

(4) Students of higher SES were younger than the students of lower SES.

(5) The percentage of students belonging to higher SES was high for superior intelligence.
(6) Achievement was highly correlated \( (r = .67) \) to adjustment.

(7) More secure individuals were better in their behaviour as well as in achievement.

(8) Calculated ratios between scores of adjustment inventory with rated conduct, security-insecurity inventory and intelligence were .87, .72 and .89 respectively.

(9) The variable of study habits was highly correlated \( (r = .78) \) with scholastic achievement.