

ANXIETY AND FRUSTRATION AMONG SCIENCE STUDENTS OF SENIOR SECONDARY SCHOOL

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Abstract

The Present Study aims to study the relationship between anxiety and frustration among Science Students of Senior Secondary School. Simple random sampling technique was used for the selection of sample. The sample size consists of 100 Science Students of Senior Secondary School (50 male and 50 female students) of Government Senior Secondary School Sangrur of Punjab state. Sinha's Comprehensive anxiety Scale and Reaction to Frustration Scale by B.M. Dixit and Dr. D.N. Srivastava were used to collect the data. The results reveals that there is no significant difference between male and female Science students in their anxiety, there is no significant difference between male and female Science students in their frustration, there is low positive correlation between the variable anxiety and frustration of Science students, there is low positive correlation between anxiety and frustration of male Science students, there is positive high correlation between anxiety and frustration of female Science students.

Keywords: Anxiety, Frustration, Science Students, Senior Secondary School.

Introduction

The educators are worried about the growing indiscipline in the society and in the educational institutions which has caused deterioration in education. In this era, explosion of population and changing dimensions have brought a rapid change in socio-economic scenario of human life. In our research, we focused on the extent of the anxiety that current Science Students of Senior Secondary School are feeling. We have tried to determine how much Science Students of Senior Secondary School are feeling frustrated. The most challenging problems faced by the educational administrators today seems to be that of accurate prediction of psychological, sociological and cognitive variables of the students possessing different level of frustration. This problem has aroused the attention of many educationists, psychologists, psychiatrists, planners and administrators and is assuming greater importance day by day as our society is advancing industrially and technologically and also as the pattern of education is growing more and more complex.

Concept of Anxiety

Anxiety is a psychological and physiological state characterized by cognitive, somatic, emotional and behavioural components. These components combine to create an unpleasant feeling that is typically associated with uneasiness, fear or worry. Anxiety is a generalized mood or state that occurs without an identifiable triggering stimulus. Anxiety is a normal reaction to stress. It may help a person to deal with a difficult situation, for example at work or in professional colleges or other educational institutions by prompting one to cope with it. When anxiety becomes excessive, it may fall under the classification of an anxiety disorder. Anxiety as a normal phenomenon does not act as a drive or energizer to achieve or to perform. A moderate amount of anxiety energizes the individual and thereby improves performances but as a pathological phenomenon it impairs the capacity to think and act freely. It is the emotion that precedes and accompanies his desire to leap to a higher state of existence

The problem of anxiety has been considered important in all areas of human activity. To the one and same stimulus, individuals respond differently and their anxiety level also varies. Many anxiety ridden persons often complain of a general loss of interest and inability to concentrate or think. Research makes it plain that a moderate amount of anxiety in students is often an aid to superior performance but if it increases beyond that degree the opposite happens. Anxiety is defined as a general mood condition that occurs without a certain triggering motivation. The fear defined as a perfect emotional and cognitive response to the perceived threat is different from anxiety in several aspects. Moreover, fear is linked with certain behaviors of avoidance and escape, while anxiety is related with unavoidable and uncontrollable situations. Another definition of anxiety, it is a potential oriented feel condition in which a person is ready to take an attempt to handle the upcoming negative events, considering it as the only difference between the present and future dangers. This separates anxiety from fear.

Anxiety is usually associated with expectation of failures in social interaction and is often caused by the fact that the source of danger is unknown. Behaviorally, Anxiety manifests itself in generally disorganized activity. Anxiety can be viewed as either positive or negative depending upon one's theoretical orientation. Anxiety is a painful uneasiness of mind concerning some impending or anticipated ill. An anxiety reaction is a state of apprehension without an apparent object, in which attempts are made to discharge internally generated tension and to reduce anxiety through increased bodily activity. The essential aspect of anxiety is that, it brings on an internal or subjective condition. It represents a danger or threat within the person himself rather than solely on external danger.

Frustration:

Frustrating situations come about every day, everywhere throughout the life in schools, colleges, universities, workplace, employment and even relationships with others. The sources of frustration are many and diversified. The specific situations that bring about frustration are endless but they can generally be put in to three categories i.e. physical environment, Man's biological limitations and psychological make-up. Many psychologists have pointed

out the importance of frustration towards constructive side. The frustration may spur individual to greater and better organized efforts determined to achieve ultimate success and satisfaction.

The word Frustration has been derived from a Latin word „Frusta“ means „obstruct“. The term Frustration is blocking of behavior directed towards the goal. The person suffering from frustration deviates from its fixed goals.

Modes of Frustration

Frustration has four modes of reactions to situations or objectives responses:

- (1) Aggression indicates frustration dynamics in futile situation.
- (2) Resignation is the extreme escapism from reality.
- (3) Regression is the condition to go back.
- (4) Fixation is the compulsive type of behaviour.

Subjective Responses to frustration can be classified as:

- **Extrapunitive-** In this type of conscious reaction the individual directs his reactions towards outward situation and other persons. He expresses his anger towards other people and blames them for his misfortunes.
- **Intropunitive-** In this type of reaction the individual experiences humiliation and guilt. He holds himself irresponsible and may conceive of himself as inferior and unworthy and feels helpless or depressed.
- **Impunitive-** In this type of reaction person feels embarrassed and shameful. No other person or event is blamed.

Frustration is an important phenomenon because of its close relation for the understanding of normal and abnormal behaviour, its inevitability in human life, its role in human adjustment and its growing importance in the modern times.

Objectives of the Study

The present study is carried out with the following objectives:-

1. To study the anxiety among male and female Science Students of Senior Secondary School.
2. To study the frustration among male and female Science Students of Senior Secondary School.
3. To study the relationship between anxiety and frustration among Science Students of Senior Secondary School.
4. To study the relationship between anxiety and frustration among Male Science Students of Senior Secondary School.
5. To study the relationship between anxiety and frustration among Female Science Students of Senior Secondary School.

Hypothesis

1. There is no significant difference between male and female Science Students of Senior Secondary School in their anxiety.
2. There is no significant difference between male and female Science Students of Senior Secondary School in their frustration.
3. There is no significant relationship between anxiety and frustration among Science Students of Senior Secondary School.
4. There is no significant relationship between anxiety and frustration among Male Science Students of Senior Secondary School.
5. There is no significant relationship between anxiety and frustration among Female Science Students of Senior Secondary School.

Research Method

Keeping in view the nature and main purpose of the study, survey method was considered to be the most appropriate for undertaking this study.

Sample of the Study

In the present investigation random sampling technique was used for the selection of the sample. The sample size consist of 100 (50 male and 50 female) Science Students of Government Senior Secondary School Sangrur of Punjab state.

Tools Used

The following standardized tools were used for the collection of data:

1. Anxiety test: Sinha's Comprehensive anxiety test (2011).
2. Frustration Test: Reaction to Frustration Scale by B.M. Dixit and Dr. D.N. Srivastava (2012)

Statistical technique used

The major statistical techniques used

- Mean
- standard deviation
- Pearson's product moment correlation
- T-test

Data analysis and Interpretation

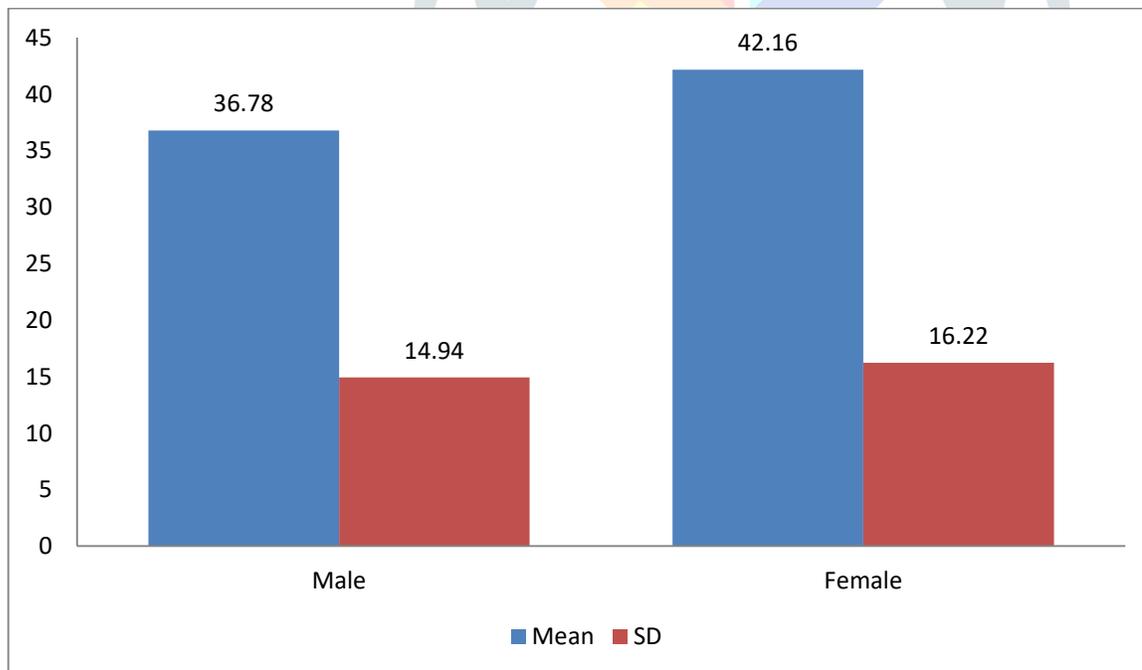
Null hypothesis: 1

There is no significant difference between male and female Science Students of Senior Secondary School in their anxiety

Table 1.1: Difference on variable Anxiety among male and female Science Students

Gender	N	Mean	SD	t-value	Level of significance
Male	50	36.78	14.94	0.0877	Not Significant
Female	50	42.16	16.22		

Table 1.1 shows that the mean values for male and female students are 36.78 and 42.16 and SD is 14.94 and 16.22 respectively. To find differences between the two groups t-value was calculated, t-value came out to be 0.0877, which is not significant at 0.05 and 0.01 level of significance. Therefore, the null hypothesis, “There is no significant difference between male and female Science Students of Senior Secondary School in their anxiety” is accepted.



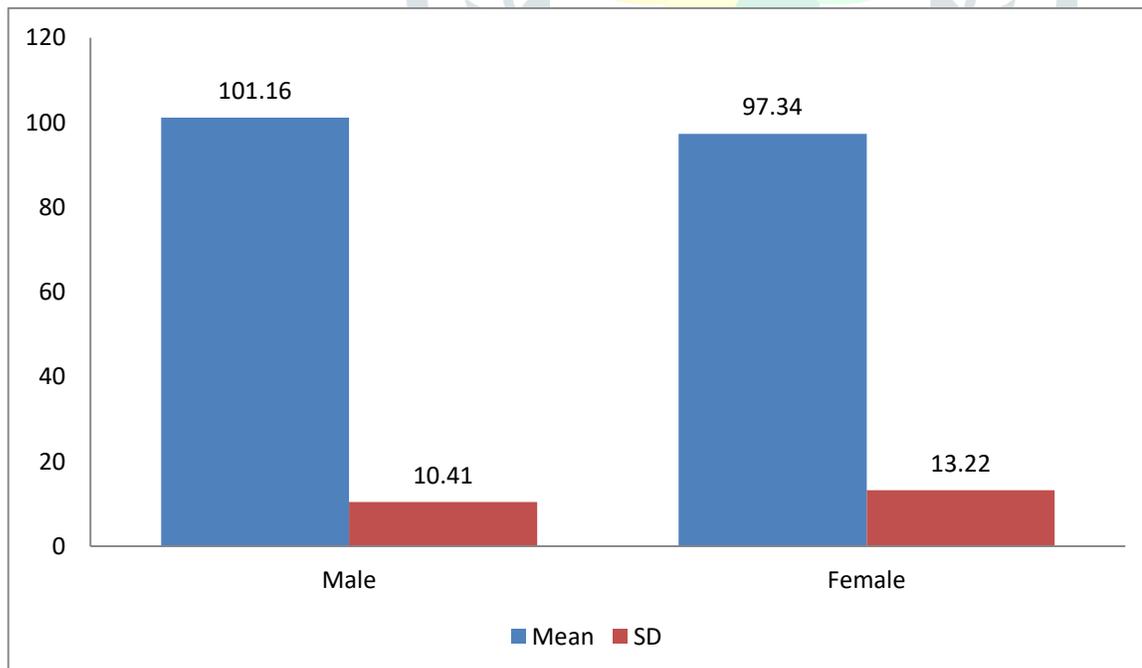
Null hypothesis: 2

There is no significant difference between male and female Science Students of Senior Secondary School in their frustration.

Table 1.2: Difference on variable Frustration among male and female Science Students

Gender	N	Mean	SD	t-value	Level of significance
Male	50	101.16	10.41	0.111	Not Significant
Female	50	97.34	13.22		

Table 1.2 shows that the mean values for male and female students are 101.16 and 97.34 and SD is 10.41 and 13.22 respectively. To find differences between the two groups t-value was calculated, t-value came out to be 0.111, which is not significant at 0.05 and 0.01 level of significance. Therefore, the null hypothesis, “There is no significant difference between male and female Science Students of Senior Secondary School in their frustration” is accepted.



Null hypothesis: 3

There is no significant relationship between anxiety and frustration among Science Students of Senior Secondary School.

Table No: 1.3 Relationship between Anxiety and Frustration of Science Students

Variable	N	Mean	SD	r	Level of significance
Anxiety	100	39.47	15.75	0.0464	Not Significant
Frustration		99.25	11.99		

It can be clearly seen from the Table 1.3 that the value of coefficient of correlation came out to be 0.0464 for the anxiety and frustration among Science students, which is not significant at 0.05 level of significance. Therefore, the null hypothesis, “There is no significant relationship between anxiety and frustration among Science Students of Senior Secondary School” is accepted.

Null hypothesis: 4

There is no significant relationship between anxiety and frustration among Male Science Students of Senior Secondary School.

Table No: 1.4 Relationship between Anxiety and Frustration among male Science Students

Variable	N	Mean	SD	R	Level of significance
Anxiety	50	36.78	14.94	0.0452	Not Significant
Frustration	50	101.16	10.41		

It is noticeable from the Table 1.4, that the value of coefficient of correlation is 0.0452 for the anxiety and frustration among male Science students, which is not significant at 0.05 level of significance. Thus, the null hypothesis, “There is no significant relationship between anxiety and frustration among Male Science Students of Senior Secondary School” is accepted in the case of male Science students.

Null hypothesis: 5

There is no significant relationship between anxiety and frustration among Female Science Students of Senior Secondary School.

Table No: 1.5 Relationship between Anxiety and Frustration among female Science Students

Variable	N	Mean	SD	r	Level of significance
Anxiety	50	42.16	16.05	0.0987	Not Significant
Frustration	50	97.34	13.09		

It is noticeable from the Table 1.5 that the value of coefficient of correlation came out to be 0.0987 for anxiety and frustration among female Science students, which is not significant at 0.05 level of significance. Thus, the null hypothesis, “There is no significant relationship between anxiety and frustration among Female Science Students of Senior Secondary School” is accepted in the case of female Science students.

Main Findings of the Study

1. There is no significant difference between male and female Science students of Senior Secondary School in their anxiety.
2. There is no significant difference between male and female Science students of Senior Secondary School in their frustration.
3. There is low positive correlation between anxiety and frustration among Science Students of Senior Secondary School.
4. There is low positive correlation between anxiety and frustration among male Science Students of Senior Secondary School.
5. There is high positive correlation between anxiety and frustration of female Science Students of Senior Secondary School.

Conclusion

1. Male and female Science students have equal Anxiety level.
2. Frustration among male and female Science students was found to be the same.
3. Anxiety and Frustration of Science students were found to be correlated.
4. In case of male students, low positive correlation was found between the two variables under the study.
5. A high positive correlation found between anxiety and frustration among female Science students.

Educational Implications of the Study

Any educational research is worthwhile if the results produce fruitful educational implications. Individual differences in anxiety and frustration are of great practical importance in learning. Knowing anxiety and frustration level is also vital for educational guidance and counseling. By the use of this study, a teacher can guide

student for better achievement in learning. This study is also helpful for the teacher in teaching effectively. Educational institution is said to be the second home as students spend most of their time. So it is of utmost important that the educational institution should provide all that is required for the student to carry their work and responsibilities in a stress free way.

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