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A STUDY ON FRUSTRATION AND ANXIETY OF HIGHER SECONDARY STUDENTS

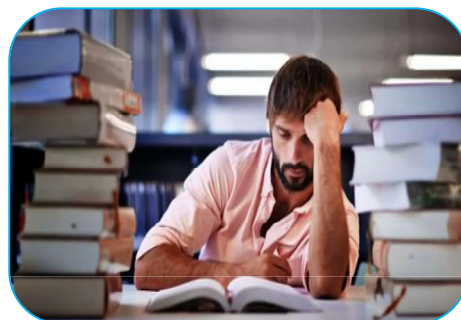
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ABSTRACT:

In order to A study of frustration and anxiety of higher secondary students understand the of the present study was designed. Total numbers of 300 included were study of higher secondary school students that were selected using simple random sampling. The dependent variable of the study is demographic variables and the important independent variables were attitude. Standardized and revalidated tools .Result of the study revealed that there is a significant influence between a study on frustration and anxiety of higher secondary.



KEYWORDS: frustration, anxiety and higher secondary students.

INTRODUCTION-

Frustration

Frustration, which begins in the very earliest period of life, is a condition in which one seeks to attain a goal of some kind and finds that his or her way to the goal is blocked by a barrier. In psychology the term is generally applied to the emotional state that results from such blocking. Frustration is inevitable in daily life, because people must continually overcome large and small obstacles.

Anxiety

Anxiety is an unpleasant sensation experienced in anticipation of an undesirable event. In order to be sure that anxiety is really present, one must

be able to identify the emotion, a person is experiencing and what he is worried about. Obviously, infants and very young children cannot talk about their feelings, but their behaviour in certain situations often makes it clear that they are indeed anxious. Thus anxiety is present in children through they are themselves unable to describe their emotions.

Anxiety in the presence of strangers is not an all none phenomenon, and the factors affecting its presence are of importance to those providing health care for children in hospitals. There is individual variation in the age at which children show anxiety, and to

some degree it is situation specific. Thus, children are less likely to show it in the presence of their mothers, or if the stranger does not come too close too quickly. Their previous experience of the stranger, and their ability to control the situation will also affect their level of distress.

NEED AND IMPORTANCE OF THE STUDY

The ultimate aim of education is to help students to achieve healthy anxiety with their own environment. In order to fulfill its aim, better understanding of the psychological adjust against the frustration and proper development of anxiety among higher secondary students is

very essential. The adolescent period is a critical is a transitional stage. During this period they personal problem as well as at home, school and society. This tend to experience fear, worry and frustrations. This also affects the mental recognition of cause- and- effect relationship of the child. This may make them maladjusted. In this context the percent study makes an attempt to study the frustration and Anxiety of higher secondary students.

STATEMENT OF THE PROBLEM

Frustration, which begins in the very earliest period of life, is a condition in which one seeks to attain a goal of some kind and finds that his or her way to the goal is blocked by a barrier. In psychology the term is generally applied to the emotional state that results from such blocking. Frustration is inevitable in daily life, because people must continually overcome large and small obstacles. No matter how resourceful welfare may be in coping with problems, the circumstances of life inevitably involve stress. Our motives are not always easily satisfied: obstacles must be overcome, choices made; and delays tolerated. Lack of opportunities, delays, discriminatory treatment, lack of resources, etc are some of the common factors involved in frustration.

Anxiety is one of the most studied phenomenon in psychology. It is a normal human response to stress. The concept of anxiety is differentiated from fear as it is defined as a response to an unidentifiable threat as anticipated danger. Furthermore anxiety responses are often more intense and frequent than is warranted by perceived threat; the fear response is proportionate to the objective danger. Hence, anxiety has been conceptualized as an experience or a learned drive or a learned response with drive properties, or a state of physiological arousal or a particular pattern of cortical or endocrinological functioning or a consequence of a person's efforts to sustain his individuality or some combination of these. The present study is entitled "A study of frustration and anxiety of higher secondary students".

OBJECTIVES

To find out the level of frustration of higher secondary students in terms of variables such as:

- Location of the school (Rural/Urban)

To find out the level of Anxiety of higher secondary students in terms of the variables such as:

- Location of the school (Rural/Urban)

HYPOTHESIS

There is a significant difference between frustration level of higher secondary students with respect to their:

- Location of the school (Rural/Urban)

There is a significant difference between Anxiety level of higher secondary students with respect to their:

- Location of the school (Rural/Urban)

TOOLS USED

- 1) Frustration test by Dr. N.S. Chauhan and Govind Tiwari (1972).
- 2) Taylor's anxiety scale

METHOD OF THE STUDY

Frustration and Anxiety have important implication in Learning, by knowing the level of frustration and Anxiety among +1 students, the scope of the study is limited on +1 level students. Normative survey method is used for collecting the data for the present investigation.

SAMPLE OF THE STUDY

For the present investigation a sample of 300 higher secondary students studying in different places of Cuddalore district in Tamilnadu are selected by random sampling method. This sample is considered large enough and to be true representative of the population.

RESULT AND DISCUSSION

Table-1
Showing Mean SD, and t-test for frustration among higher secondary students on the basis of student locality

Student Locality	N	Mean	SD	t-value	LS
Rural	280	90.29	30.57	0.54	0.58
Urban	20	94.05	7.72		NS

Hypothesis 5: Students differ in their frustration ability on the basis of student locality.

From the above result that the obtained t-value is not significant at 0.01 level. So the null hypothesis is accepted and alternative hypothesis is rejected. Therefore it is concluded there is no significant difference between frustration among higher secondary students on the basis of student locality.

Table - 2
Showing Mean SD, and t-test for Anxiety among higher secondary students on the basis of student locality

Student Locality	N	Mean	SD	t-value	LS
Rural	280	13.65	6.13	0.03	0.97
Urban	20	13.60	5.54		NS

Hypothesis 18: Students differ in their Anxiety on the basis of student locality.

From the above result that the obtained t-value is not significant at 0.01 level. So the null hypothesis is accepted and alternative hypothesis is rejected. Therefore it is concluded there is no significant difference between Anxiety among higher secondary students on the basis of student locality.

CONCLUSION

The present study has investigated the frustration and anxiety and among higher secondary students of Cuddalore district in Tamilnadu state. The findings of this investigation will help teacher, policy makers and all those who are interested in the field of education, to focus their attention on the present problems of students relating to Frustration and Anxiety.

REFERENCE

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