

RELATING INTELLIGENCE OF STUDENTS WITH FRUSTRATION AND ITS DIMENSIONS

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ABSTRACT

The purpose of present study was to compare the frustration between high and low intelligent groups. The study was conducted over a random sample of 300 of +1 (plus one) students of senior secondary schools consisting 150 from Govt. schools (75 males and 75 females) and 150 from public schools (75 males and 75 females). Only four schools (one Govt. Boys and Govt. Girls and two public co-educationschool) were constructed in to the sample from the urban area. Frustration scale by Dr. N.S. Chauhan and Dr. G. Tiwari (1974) was used to measure the frustration of students. The scale was further being grouped into the following four components or variable-regression, fixation, resignation and aggression. To measure the intelligence of the students, a group test of general mental ability by Dr. G.C. Ahuja (2005) was used to measure the intelligence of the students. The study showed that low intelligent group of student is found more aggressive than their counter parts.

INTRODUCTION

Ruch (1947) says, "In spite of the unpleasant nature of the stress that accompanies frustration it has real survival value, for it greatly strengthens the individuals' motivation to overcome the obstacle, he encounters." No doubt, it causes mental and physical sufferings. But frustration strengthens the individual powers to greater and greater extent which ultimately leads to success and satisfaction. Wright (1937) Correctly Says, "It may increase the strength of the motive and redouble efforts to go ahead with the block line of the activity." Great scientific achievements, Social, Cultural and political evaluations are the results of highly frustrated environments. There is a greater contrast between way of thinking of new and old people, and that also leads to the new type of frustration. On the whole, the globalization has altogether reshuffled out social life and it is more frustrating.

According to Karn (1939), "Frustration is closely related with the problem of adjustment, change, personality development and growth".

Every new phases of growth process involves Frustration requiring new adjustments. It changes the structures and external condition of the organism. Even though frustration is so common the failure to tolerate frustration leads to mental breakdown, mal adjustment and problems in inter- personal relationship. As a

result, specially the adolescents who are called the future of the nation unable to cope themselves properly in the society, their all-round development is hindered.

Frustration affects all the aspects of personality of an individual. More frustrated person is found less interested in life, and he less attempts to become a good citizen of the country and less efficiently he completes the tasks at his hand. Persons around him appear hostile to him.

Adolescents are the future of a nation. If they become frustrated then whole nation will remain static. They play an important role in the shaping of nation and keeping integration. If they are not able to make suitable adjustment, their personality development is hindered. Bad economic conditions always give birth to anti-social elements. Poverty compels the individual to become the victim of propaganda, if some agents of external powers show him the picture of his bright future, he may import secret information to him. He leads the nation towards the destruction. But society or nation does not expect such things from an adolescent. It expects, adolescents should become good and worthy citizen of the country and should protect the nation from the danger and, should help in the all-round development of the country. These goals cannot be achieved, if we are not able to conquer the frustration. So it becomes imperative

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to study these phenomena among the adolescent students. Hence researcher took frustration and its various components as a focus of the present study. Moreover, the researcher after coming across many studies, it is found that rate of frustration varies according to the intelligence of students and such in depth studies are rare in India. Do intelligence matters in frustration? Do students with high intelligence are free from frustration? What else matters in making low intelligent persons frustrated? These questions persuaded the researcher to select intelligence as an independent variable related to frustration.

OBJECTIVE

The objective of the present study is- Find out the frustration between high and low intelligence group.

HYPOTHESIS

The formulated hypothesis is- Students of high intelligence group will not differ significantly from their counter parts in different modes of frustration.

DESIGN AND METHOD

The study follows survey method considering its comparative nature of analysis. The sample constituted of only 300 of +1(Plus one) students of Senior Secondary Schools consisting 150 from Govt. schools (75 males and 75 females) and 150 from public schools (75 males and 75 females). Sample has been selected using simple random technique. While selecting samples extra care was taken that the selection of each individual subject in no way influencing or affecting the selection of another subject. Therefore, selection of each individual subject was independent.

Only four schools (one Govt. boys, one Govt. girls and two public co-education) were inserted into the sample from the urban area. The total number of senior secondary schools were 31 and the total number of students both in +1(Plus one) and +2(Plus two) 3999 (3080 boys and 919 girls) in the district. But accurate number of the public schools and the students were not available in the office of the district education

officer. The ratio of boys and girls on the sample of present study was equal i.e. 150:150.

The reason for selecting plus-one only was that it assume that Frustration was more apparent in the plus-one students because, it is the period of stress and strain or hetro-sexual period of adolescent stage.

Investigator used the following tools:

1. Frustration scale of Dr. N. S. Chauhan and Dr. Govint Tiwary (1984).
2. A data blank developed by the researcher.
3. A group test of general mental ability by Dr. G. C. Ahuja (2005)

Descriptive statistics like mean and standard deviation, and independent sample t-test are used to analyze the data.

RESULTS

Table 1

Descriptive statistical score of high and low intelligence groups on different mode of frustration

Intelligence groups	N	Modes of frustration	Mean	SD
High intelligence group	101	Total frustration	125.80	17.08
		Regression	34.90	6.47
		Fixation	32.04	6.36
		Resignation	28.57	6.26
Low intelligence group	102	Aggression	30.29	6.18
		Total frustration	130.06	19.85
		Regression	33.85	6.42
		Fixation	31.79	6.26
Low intelligence group	102	Resignation	30.37	7.66
		Aggression	34.04	5.84

Table given above shows that the mean and standard deviation of high intelligence group are 125.80 and 17.08 respectively. For regression, mean and standard deviation values are 34.90 and 6.47. They have a mean fixation score of 32.04 and standard deviation of 6.36. In resignation mode of frustration the score are 28.57 and 6.26 respectively for mean and standard deviation. Similarly 30.29 and 6.18 in aggression mode of frustration.

While considering low intelligence group the mean and standard deviation value in total frustration are 130.06 and 19.85. In case of regression mean value is 33.85 and standard deviation is 6.42. Mean and standard deviation values are 31.79 and 6.26 in fixation. While the value are 30.37 and 7.86 in resignation. Similarly in aggression the values of mean and standard deviation are 30.04 and 5.84 respectively.

Table 2
Result of t-test between high and low intelligence groups on different modes of frustration

Mode of frustration	Df	t-value	Level of significance
Total frustration	201	1.64	P>0.05
Regression	201	1.16	P>0.05
Fixation	201	0.28	P>0.05
Resignation	201	1.83	P>0.05
Aggression	201	4.44	P<0.01

It shows that t-values obtained, while comparing the mean scores of total frustration between high and low intelligence groups is 1.64. Similarly in case of regression, fixation and resignation are 1.16, 0.28 and 1.83 respectively. All the four t-values are not significant at 0.05 levels. Comparison based on aggression comes with a t-value of 4.44, which is proven highly significant.

Thus it is interpreted that there exists no significant difference between high and low intelligence group in total and various mode of frustration except in aggression, which is proven with a highly significant difference.

The study showed that low intelligent group of the students is found more aggressive than their counterparts. Previous research studies that look into the relationship between intelligence and different modes of frustration are Dubey, 1980; Pachauri, 1983; Jetwani, 1986 and Kerch, 1947. Some are supporting the present study and a few are against the study-Normally they are not attentive in the classroom activities and are engaging themselves in destructive and disturbing activities and create indiscipline in the class. They keep themselves away from academic/curricular activities and like non-scholastic activities like sport and games. They are being tensed during examinations and keep themselves away from teachers' sight.

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