



ASPIRANTS IN COACHING CENTRES OF PROFESSIONAL COURSES: “THEIR REACTION TO FRUSTRATION”

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Abstract

This study has been conducted to know the reaction to frustration of the students joining coaching institute of medical and engineering. through random sampling technique 120 students are selected. for collection of data standardized tool- “reaction to frustration scale” by dr. b. m. dixit and the dr. d. n. srivastava has been used. The study reveals that girl aspirants of coaching (medical and engineering) are more reactive to frustration in comparison to boy aspirants to coaching (medical & engineering)

Keywords: *reaction to frustration, coaching centres*



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Education is the basis of knowledge, self preservations and success. It not only gives the basis to succeed, but also the knowledge of social behavior, power, character and self determination. Students are one of the important pole of education system. The student life is a period of training for the practical duties of life. It is the time to grow to nurture. An ideal student makes the best use of each and every opportunity of student life. His aim is high not confirmed to students. Student is the future of our country. He is the backbone of any country. His duty is not only to study but to improve the social culture and economic life the country..

In India mass media, Socio-Economic transformation and modernization are the big challenges to adjust. The physical environment has changed a lot but the pace of change in mental set of human is limited. This creates dissatisfaction and dissatisfaction created disequilibrium in the individual. It creates tension, conflicts and frustration in the adolescents.

Frustration is the feeling of being blocked in satisfying a need which a person perceives as important. The credit for developing the concept of frustration in human being goes to **Freud** (1933). He said frustration occurs whenever pleasure seeking or pain avoiding behavior is blocked. Frustration is psychological state which results from the blocking of a goal-directed activity(**Kisker,1964**); thwarting of a need or desire (**Coleman,1974**) as a hypothetical construct produced either by some type of inhibitory condition or by an

excitatory tendency leading to accumulation of strength (**Brown and Farber,1951**). (**Rosenzweig (1941)**), Frustration occurs whenever the organism meets a more or less insurmountable obstacle or obstruction in its route to the satisfaction of any vital need.”

Reaction to Frustration-

Frustration results in various types of reaction. It can be defined in terms of defense mechanism. Frustration has a different set of behavior mechanism. Various modes of frustration are- aggression, resignation, fixation and regression.

1. Aggression :

One of the reactions to frustration is aggression; those who are highly frustrated are more aggressive. It may be expressed in terms of rude answering to elders, carrying grudges, reactionary attitude to tradition and beliefs, impulse to take revenge, frequent quarreling etc.

2. Fixation :

Fixation has been taken as a defense against anxiety. Fixated behavior deriving from frustration as being stereotyped and extremely persistent. It may be expressed in terms of cherishing for deep and lasting hurts, persistence of childhood fears, negligence, feeling of physically handicapped, stereotyped response to the situation etc.

3. Regression :

Regression is the end response of frustration. Regression lower constructiveness and represents a back ward step in development. It is expressed in behavior characteristics like – defective speech, home sickness, escapist attitude, lack of self control, thinking of old days, excessive day dreaming and bashfulness etc.

4. Resignation :

Resignation is the extreme of withdrawal from reality. In this behavior child resigns from everything. It is expressed in behavior characteristics like extreme elimination of needs, no plans, no definite relations to the future, no hopes at all, withdrawal from social contacts, feeling of committing suicide, longing for loneliness and lack of interest in surroundings.

In this way frustration has its own system and dynamics. It can be said that frustration is closely with problems of adjustment, change personality, development or growth.

Review of related literature:

Raychaudhuri (1989) conducted a study on Frustration Reactions of school children. It was found that sex had little impact on frustration reactions. **Bajwa, Dangwal (2000)** conducted a study and found that high test anxiety and frustration often results in poor study habits and low level of academic achievement.

Kang et.al (2012) they conducted a study on Frustration Tolerance among Adolescents and results revealed that most of the respondents possessed low frustration tolerance and a very few adolescent respondents showed high frustration tolerance. **Dave (2013)** investigated on Construction and tryouts of Frustration Inventory for the Students of Secondary School. The major findings are the effect of gender was not found on frustration of students of secondary schools. It means that gender does not create effect on frustration. **Kusum Jain and NidhiKakkar (2013)** investigated the association between frustration and emotional maturity of secondary school . Result revealed coefficient of correlation 0.3584 for the frustration and emotional maturity is significant. **Kumar and Islary (2016)** conducted a study to aims to investigate the reaction of frustration among tennis players. The result shows that university students are more mature in comparison to adolescence, and they have control on their reaction against frustration and if they are frustrated they escape from the frustration in regressive way and after that they try to fix it. Very few tennis players react against frustration in aggressive and resignation way

. Today, with increasing demands, most families expect their children to join professional courses like Engineering and Medical. As a result the children at +2 level experiences the burden of expectations of parents and other family members. Sometimes, if they are unsuccessful in their initial attempt, they become frustrated and stressed. This raised the level of frustration in the normal functioning of the lives of aspirants of competitive exam like medical and engineering. Since the seats and jobs are limited the prevailing system of education has many drawbacks. As a result the youth is facing intense frustration.

Objectives –

The present study is based on the following objectives-

1. To compare the reaction to frustration of boy aspirants taking Coaching of medical and Engineering.

2. To compare the reaction to frustration of girl students taking coaching of Medical and Engineering.
3. To compare the reaction to frustration of boy and girl students taking coaching of Medical entrance exam.
4. To compare the reaction to frustration of boy and girl students taking coaching of Engineering.

Hypothesis –

In order to fulfill the objectives of study, following Null Hypothesis were formulated:

1. There is no significant difference between the boy students taking coaching of Medical and Engineering in their reaction to frustration.
2. There is no significant difference between the girl students taking coaching of Medical and Engineering in their reaction to frustration.
3. There is no significant difference between the boy and girl students taking coaching of Medical entrance exam in their reaction of frustration.
4. There is no significant difference between boy and girl students taking coaching of Engineering entrance exam in their reaction to frustration.

Methodology –

The present study was carried out by employing the descriptive survey method.

Sample-

A sample of 120 students have been selected for the research using the random sampling technique. Sample has been taken from the coaching centers of Bareilly city.

Tool-

The tool used in the present study was “Reaction to frustration scale developed by **Dr. B.M. Dixit** and **Dr. D. N. Srivastava**”. The test measures the level of frustration in four modes- aggression, regression, resignation and fixation. The scale consists of 40 items, divided equally into 20 positive and 20 negative items. The scoring is from five to zero scores respectively .for positive items and zero to 5 in negative items.

The scale was found to have reliability is 0.92. The scale has construct validity of 0.72.

Statistical Analysis-

Mean, S. D., T. Test was used for analyzing the data.

Analysis and Interpretation-

The difference in the mean scores of students on reaction to frustration have been calculated and presented in Table-1

Table-1: Mean, Standard Deviation and ‘t’ value of boy students on reaction to frustration-

STUDENTS	N	MEAN	S.D.	‘T’ VALUE
BOYS (MEDICAL)	25	99.45	10.16	0.063
BOYS (ENGINEERING)	40	99.47	12.46	

Table-1: reveals that the Mean Scores and S.D. scores of reaction to frustration for boys (Medical) and boys (Engineering) are 99.45 and 99.47, S.D. are 10.16 and 12.46 respectively. The ‘t’ Value 0.063 is not significant, which means that boy students of Medical and Engineering do not differ respectively.

Therefore a Null Hypothesis that there is no significant difference between the boy students taking coaching of Medical and Engineering in their reaction to frustrations is accepted.

Table-2: Mean, Standard Deviation and ‘t’ value of girl students on reaction to frustration-

STUDENTS	N	MEAN	S.D.	‘T’ VALUE
GIRLS (MEDICAL)	18	106.41	8.59	2.075*
GIRLS (ENGINEERING)	37	100.37	12.81	

* - Significant at 0.05 level.

It is evident from the table-2 that the girls students (preparing for Medical and Engineering entrance exam) differ significantly at 0.05 level confidence $t = 2.075$, the mean score = 106.41, of girl students preparing for medical entrance exam is higher than the mean score 100.37 of girl students preparing for Engineering entrance exam. It shows that female students (Medical) are more reactive to frustration than girls student preparing for Engineering entrance exam. Therefore a Null Hypothesis that there is no significant difference between the girls’ students taking coaching of Medical and Engineering in their reaction to frustration is rejected.

Table- 3: Mean, Standard Deviation and ‘t’ value of boy and girl students on reaction to frustration-

STUDENTS	N	MEAN	S.D.	‘T’ VALUE
BOYS (MEDICAL)	25	99.45	10.16	0.315
GIRLS (MEDICAL)	37	100.37	12.81	

It is clear from table-3 that the ‘t’ Value 0.315 is not significant. The mean scores of boys and girls student preparing for Medical entrance exam is 99.45 and 100.37 respectively. Boy and girl students (Medical) do not differ significantly. Therefore a Null Hypothesis that there is no significant difference between the boy and girl students taking coaching of Medical entrance exam in their reaction of frustration is accepted.

Table-4: Mean, Standard Deviation and ‘t’ value of boy and girl aspirants (Engineering) on reaction to frustration-

STUDENTS	N	MEAN	S.D.	‘T’ VALUE
BOYS (ENGINEERING)	40	99.27	12.46	2.531*
GIRLS (ENGINEERING)	18	106.41	8.59	

* - Significant at 0.05 level.

Table-4 reveals that boy and girl aspirants of Engineering coaching differ significantly at 0.05 level (‘t’=2.531) on mean scores. Perusal of mean value (boys mean-99.27), (girls mean-106.41) makes it evident that girl aspirants of Engineering coaching are more reactive to frustration than boy aspirants of Engineering coaching. Therefore a Null Hypothesis that there is no significant difference between boys and girls taking admission of Engineering entrance exam in their reaction to frustration is rejected.

Conclusions & Discussion-

The present study shows some important and interested results Major conclusions are-

1. The study reveals that girl aspirants of coaching (Medical and Engineering) are more reactive to frustration. The probable reason is that the upbringing of boys and girls in the society are different. Girls are more stressed for so many reasons like - safety, emotionality and other challenges etc.
2. Boy aspirants of Medical and Engineering coaching are same in their reactions to frustration. Reasons may be that boys are strong enough to face the challenges as they

get more exposure. They have good friend circle where they might released their frustrations easily.

3. Girl aspirants of medical and engineering coaching are different in their reaction to frustration. Girl aspirants taking Medical exam coaching are more reactive to frustration than the girls taking Engineering coaching. The reasons may be that there is a limited no. of seats to get admissions in government medical colleges. Private institutions of medical are available provided with heavy donation.
4. The reaction to frustration of boy and girl aspirants taking Medical entrance exam coaching is similar. Because both of them would face same problem like limited no seats, high fees etc.
5. Girl aspirants taking Engineering entrance exam coaching exhibits more reaction to frustration than boy aspirants taking Engineering entrance exam coaching. Therefore more reactions to frustration may be that parents concern of their security and uncertainty regarding job may be the cause. Peer pressure, competition and expectations of family force them to react more to frustration.

The study is very much relevant in the present scenario. Students preparing for qualifying in entrance exams are facing frustration. The findings of this study will be useful in managing the programmes for channelize their reactions to frustration in a better way. So attention should be paid in the coaching centres in developing teaching – learning atmosphere by reducing frustration among students.

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