

# A Study of Frustration in relation to Self-Esteem of Senior Secondary School Students

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## ARTICLE DETAILS

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## ABSTRACT

The present study was conducted with the objective to find the relationship of frustration and self-esteem of senior secondary school students of Fazilka city (Punjab). A stratified random sample of 200 students (100 boys & 100 girls) was taken for this study. Findings of the study revealed significant negative correlation between frustration and self-esteem. Frustration level of low self-esteem students was significantly higher as compared to high self-esteem students. Insignificant differences were obtained in the frustration level and self-esteem levels of boys and girls.

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## 1. Introduction

Due to modernization and changing scenario, there is a need that our youth must have high self-esteem, tolerance level, integrity, and pride in their accomplishments, self-motivation, and ability to accept challenges. This is only possible when they do not have frustrations in their life.

According to Freud (1920), "Frustration occurred whenever pleasure seeking or pain avoiding behaviour is blocked". Sears (1942) defined frustration as 'the condition which exists when goal response suffer interference' Maslow and Murphy(1954) viewed frustration as, 'the blocking of motivated action'.

There are some external factors such as food, famine, social norms, poverty, unemployment etc. which if remain unfulfilled cause frustration. Similarly internal factors such as physical defect, low self-esteem, low self-concept, mental deficiencies, conflicting desires, moral values and high level of aspiration etc. are responsible for frustration.

The consequences of frustration are many. Students who fail to achieve his goal may react in a number of ways. The intensity of reaction is related to the source of frustration. Another consequence of frustration is stereotype in behaviour i.e. a tendency to exhibit repetitive, fixated behaviour.

In the present study, investigator has tried to explore the relationship between frustration and self-esteem.

## 2. Review of Related Studies

Kashyap (1989) reported that adolescent problems were positively related to anxiety and negatively to intelligence and self-concept. Chadha (2003) concluded that psycho-social correlates to anxiety, achievement, adjustment and family environment contribute to ninety five percent of frustration in students. Sonam (2017) found no significant difference in the frustration level of male and female students.

Bloom (1977) concluded that school dropouts tend to have more negative self-esteem as learners than those who stay in

school for study. Kelley (1978) found a significant correlation between delinquency and low self-esteem. He further concluded that with the programs implemented to raise the level of self-esteem, the incidence of delinquent behaviour in school was declined. Kite (2009) revealed that out of major seven factors contributing to school dropouts, two of the one factors were related to self-esteem, feeling of lack of intelligence or ability to succeed in school program.

## 3. Statement of the Problem

A study of frustration in relation to self-esteem of senior secondary school students.

## 4. Objectives of the study

1. To ascertain the relationship between frustration and self-esteem of students.
2. To find the level of frustration among students due to high and low level of self-esteem.
3. To find the difference in frustration level of male and female students.
4. To find the difference in self-esteem of male and female students

## 5. Hypotheses

1. There is no significant relationship between frustration and self-esteem of students.
2. There is no significant difference in the frustration level of students due to high and low self-esteem.
3. There is no significant difference in the frustration level of boys and girls.
4. There is no significant difference in the self-esteem level of boys and girls.

## 6. Operational Definitions

**Frustration:** It is the feeling of helplessness, disappointment, inadequacy or anxiety that comes whenever drive is blocked (Chadha& Tiwari, 1982)

**Self-Esteem:** It is an individual's evaluation of his own worth and ability. It is the individual's reaction to other people of himself (Saini, 1998).

**7. Method**

A descriptive survey method of investigation was employed.

**8. Sample**

Present study was conducted on a stratified random sample of 200 students ( 100 boys and 100 girls) of XII class studying in Government senior secondary schools of Fazilka ( Punjab).

**9. Tools**

1. Frustration Test (by Chadha & Tiwari, 1982)
2. Self-Esteem Inventory (by Saini , 1998)

**10. Statistical Techniques Used**

Pearson's Product Moment Correlation and t- ratio techniques were used for the analysis of data.

**11. Analysis of Data and Interpretation of Result**

**Table 1: Coefficient of correlation between frustration and self-esteem (N=200)**

	<b>Self-Esteem</b>
Frustration	-0.26*

From the results of table 1, significant negative correlation ( $r = -.26$ ) was obtained between frustration and self-esteem. Thus students high on self-esteem were having low level of frustration and vice-versa. Therefore hypothesis 1 was not accepted in the present study.

**Table 2: Values of means, SD's and t-ratios to locate the difference in frustration level of high and low self-esteem of students**

Variable	Group	N	Mean	SD	SED	df	t-value
Self-Esteem	High self-esteem	53	145.72	8.65	1.64	129	8.87**
	Low self-esteem	78	163.28	10.11			

Results of table indicated significant difference in the frustration levels of students due to high self-esteem and low self-esteem as t-values ( $t = 8.87$ ) was found to be significant at

.01 level. Frustration level of high self-esteem students was low (mean 145.72) as compared to their counterpart with low self-esteem (mean =163.28). Thus hypothesis 2 was rejected.

**Table 3: Values of means, SD's and t-ratios to locate the difference in frustration level of boys and girls**

Group	N	Mean	SD	SED	df	t-value
Boys	100	119.11	10.26	1.53	198	1.24
Girls	100	121.02	12.18			

As per results of Table 3, insignificant difference was found in the level of frustration between boys and girls due to insignificant t-values ( $t=1.24$ ) at .05 level. Girls frustration level

was higher (mean = 121.02) as compared to boys (mean = 119.11). Thus hypothesis 3 was accepted.

**Table 4: Values of means, SD's and t-ratios to locate the difference in self-esteem of boys and girls**

Group	N	Mean	SD	SED	df	t-value
Boys	100	157.19	11.34	1.65	198	1.10
Girls	100	159.01	12.13			

Insignificant difference was obtained in the self-esteem of boys and girls due to insignificant t- value ( $t=1.10$ ) at .05 level.

Girls' self-esteem was higher (mean = 159.01) as compared to boys (mean = 157.19)

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