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Title of the Thesis : **FRUSTRATION IN RELATION TO INTELLIGENCE, SOCIO-ECONOMIC STATUS AND ACADEMIC ACHIEVEMENT AMONG HIGHER SECONDARY STUDENTS**

ABSTRACT

OBJECTIVES OF THE STUDY:

- (1) To study the frustration among students belonging to different types of schools.
- (2) To study the frustration among male and female students.
- (3) To study the frustration among students of different socio-economics status groups.
- (4) To study the frustration of high and low achievers.
- (5) Find out the frustration between high and low intelligence group.

The main objectives of the study are- to study the frustration of students belonging to different groups classified on the basis of types of schools, sex, intelligence, academic achievement and socio economic status.

For knowing the frustration, a tool having 40 items prepared by Dr. N S Chauhan and Dr. G Tiwari (1974) was used. The scale has further been grouped into the following four (4) components/ variables.

- Regression
- Fixation

- Resignation
- Aggression

The standardized tool was administered on a sample of 300 students. To determine the intelligence of the students, a standardized tool prepared by G. C. Ahuja (2005) was used. To find out the SES of students a standardized tool prepared by Hasnain and Shrivastava (2002) was used. It provided low, middle and high socio economic status of students. For academic achievement, the marks secured by the students in last examination of classX were collected from school records. The scores achieved on frustration scale intelligence scale and socio economic status scale by the respondents were tabulated and analyzed statistically. The results so obtained were interpreted. For the samples statistical techniques like mean, standard deviation and t-test were applied. To know the interaction effect of frustration and socio economic status ANOVA was applied.

MAJOR FINDINGS

1. Fixation is equally affected by type of schools. Hence, students belonging different schools do not differ significantly among themselves in this area of frustration. However type of schools have a significant impact on total frustration, regression, resignation and aggression. Students of government schools are found different in their total frustration, regression, resignation and aggression from the students of public schools. Students of government schools are more frustrated, more regressive, more resigned and more aggressive in their behaviour.
2. Boys and girls differ significantly in different modes of frustration. In regression girls show higher score than boys. But in resignation boys have a greater mean score than girls.
3. Only in the case of resignation mode of frustration student groups based socio economic status show a significant difference. Further, high and medium group wise comparison shows that medium SES group is more resigned. While comparing high and low groups, low group exhibits a

- higher amount of resignation than their counter parts. Average and low SES groups do not differ significantly in resignation mode of frustration.
4. Low academic achievement group differ significantly from their counterparts in resignation scores. They are found more resigned than the students of high achievement group. Academic achievement does not play any significant role in total and all the modes of frustration except resignation.
 5. Students belonging to high and low intelligence group do not differ significantly in total frustration, regression, fixation and resignation. Hence, intelligence plays no significant role in these modes of frustration except aggression, which is highly significant.