



Frustration and Achievement Motivation in College Students

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Abstract

Present study is framed to investigate the frustration and achievement motivation in gender and faculty of college students by employing a sample of 60 students, in that 30 are male (15 Science faculty students and 15 Arts faculty students) and 30 are female (15 Science faculty students and 15 Arts faculty students) with age ranging 20 to 23 years. For the present study students belonging to Dhule city were selected. The Frustration test by Dr. Chauhan N. S. & Dr. Tiwari Govind and Achievement Motivation scale by Prof. Pratibha Deo & Dr. Asha Mohan were administered. Pearson's product moment correlation method and 't' test were computed for data analysis. It is found that there is significant difference in gender regarding frustration and achievement motivation in the students of both faculties. Also found that the negative correlation between frustration and achievement motivation.

Key-words: Frustration, Achievement Motivation, Faculty and Gender

Introduction:

Frustration is gotten from the Latin word "baffle", it implies a sign, a procedure or 'condition'. Frustration is one of the most ruling components affecting the individual conduct. The wellsprings of frustration are numerous and expanded. The particular circumstances that bring

out frustration are interminable however they can by and large be placed into three fundamental classifications, physical condition, man's natural restriction and mental make-up. Other than its certainty frustration is a wonder of an extraordinary resulting to human satisfaction. Numerous analysts have brought up the significance of frustration towards useful side. The frustration may prod people to more noteworthy and better sorted out endeavours, resolved to make extreme progress and fulfilment. It might expand the quality of the intention and to try harder to proceed with the blocked line of action. A considerable lot of the outstanding achievement in human social and individual history have sprung out of profoundly baffling circumstances or foundations.

Definitions of frustration: “Frustration is a common emotional response to opposition related to anger and disappointment. It arises from the perceived resistance to the fulfilment to individual will”.

- Rosenzweig, (1941) defines that frustration occurs whenever the organism meets a more or less insurmountable obstacle or obstruction in its route to the satisfaction of any vital need.
- Freud, (1933) defines that “Frustration regression hypothesis causes an individual to revert to modes of action that had characterised his behaviour to earlier developmental stage”.

Frustration is a typical feeling for adolescents. Immature face the pressure of school and parental desires the need to fit in with a companion gathering and the craving to discover their place in the public eye. Despite the fact that frustration is an ordinary piece of growing up, figuring out how to adapt to frustration helpfully is trying for certain adolescents. Adolescents may likewise feel frustration in their battle to set up a character and state their autonomy while as yet adhering to family and school rules. Notwithstanding these normal wellsprings of frustration, similar to grown-ups, youngsters may feel disappointed when they are discouraged, on edge or encountering a learning handicap, for example, consideration shortage hyperactive issue, as indicated by the American Academy of kid and immature psychiatry. (Anderson, R.A, 2001)

Lakhmi Chand, (2015) has considered frustration resilience in connection to achievement motivation and sports achievements, the reason for the present amendment is to look at the joined aftereffect of getting motivation and sports achievement upon frustration mercy. For

present examination, 50 male high achiever sportspersons and 50 low achiever sportspersons from various games were picked as test. Achievement motivation of chose subjects was assessed by Achievement Motivation Inventory, arranged by Bhargava (2008). Frustration to Reaction Scale arranged by Dixit and Shrivastava (2011) was utilized to assess frustration resistance of chose subjects. Results assign extensive key just as interface impact of achievement motivation and sports achievement on frustration resilience limit of male sportspersons. It was practiced that high achiever sportspersons with better achievement motivation has upgraded greatness than endure baffling condition when contrasted with low achiever sportspersons with poor achievement motivation.

McClelland (1953) characterizes it as an "A challenge with a standard of greatness". Achievement motivation can best be comprehended by looking at the implications of "achievement" and "motivation" independently. Achievement normally focuses on the significance of achievement and accomplishment with exertion included (Mandel and Marcus, 1988). Motivation identifies with a person's purpose behind participating in an action, how much an individual seeks after the action, and the industriousness of the individual (Graham and Weiner, 1996). Achievement motivation is a significant issue for analyst and people in the field of training since it has been associated with scholastic self-idea (Marsh and Ayotte, 2003), scholarly self adequacy (Bong and Skaalvik, 2003), when the individual encounters humiliation and disgrace. This accentuation in not subject to either the individual in question or some other individual or occasion. The circumstance is reduced as being of little result. The response to frustration demonstrates the change levels and character system of an individual who utilizes one assortment of response to the prohibition of others. Rosenzweig has advised against the grouping of people as indicated by his framework in light of the fact that an individual may carry on one route in one conditions and another path in an alternate circumstance regardless of the way that he may have some general précis to react in one of the three different ways.

Definitions of Achievement Motivation:

- Atkinson,(1964) defines achievement motivation as the tendency to endeavour for the attainment of a goal. A specific motive is concerned with attainment of specific type of goal.

- Gupta, (1993) defines achievement motivation concentration primarily upon achievement related behaviour. Behaviour in which there is competition with a standard of excellence.

Jerry Wilde, (2012), the Relationship between Frustration Intolerance and Academic Achievement in College. The present examination includes 105 college understudies who were keen on the connection between frustration bigotry and scholastic achievement. Subjects were given the Frustration Discomfort Scale (FDS) which comprised of 28 things isolated into four subscales: a) distress bigotry, b) privilege, c) enthusiastic narrow mindedness, and d) achievement frustration. Results showed that the FDS was factually critical at the .000 level and represented 23% of the difference while anticipating by and large school GPA.

Aim of the study:

Aim of the present study is to find out the level of frustration and achievement motivation among male and female students from arts and science faculty.

Objectives:

- 1) To find out the level of frustration among male and female college students
- 2) To find out the level of achievement motivation among male and female college students.
- 3) To find out the level of frustration among arts and science college students
- 4) To find out the level of achievement motivation among arts and science college students.
- 5) To search relationship between frustration and achievement motivation.

Hypotheses:

- H1** There is a significant different between male and female students on frustration,
- H2** There is a significant different between male and female students on achievement motivation.
- H3** There is a significant different between arts and science students on frustration,

H4 There is a significant different between arts and science students on achievement motivation.

H5 There is a significant correlation between frustration and achievement motivation.

METHOD

The following methodological steps were taken in order to conduct the present study.

Participants:

In the present study a sample of 60 college students' boys and girls were drawn from arts and science faculty from different colleges of Dhule City. Among 60 students 30 male students (15 arts and 15 sciences) and 30 female students (15 arts and 15 sciences) were selected randomly from different colleges. The subjects were from middle class background. The age range of the subject was 20 to 23 years.

Variables and Design:

In the present study, gender and faculty have been chosen to be the independent variable and frustration and achievement motivation to be the dependent variable. Here 't' test has been used for finding the significant levels and for finding correlation, Pearson's product moment 'r's was computed on SPSS.

Tools:

For the data collection, two scales had been used:

- 1) **Frustration Test:** this scale was constructed and standardized by Dr. Chauhan N. S. and Dr. Tiwari Govind.
- 2) **Achievement Motivation Scale:** this scale was constructed and standardized by Prof. Pratibha Deo and Dr. Asha Mohan.

Procedure:

Frustration test and Achievement motivation scale were administered to selected subjects as per standard process. The reactions so acquired were attained off for each subject as per author's manual. After scoring of the tests, 't' test has been used for finding the significant levels and for finding correlation, Pearson's product moment 'r's were computed on SPSS. The results are accessible in table 1, 2 and 3 respectively.

RESULTS AND DISCUSSION

The data obtained was analyzed for testing the hypothesized patterns of relationship among the variables understudy through computation of the 't' test, inter-correlations among variables analysis.

Table 1: *Mean, S.D., t-Value for Gender on frustration and achievement motivation*

	Gender	N	Mean	SD	t	Sig.
Frustration	female	30	22.5	4.11	2.033	0.05
	male	30	32.25	6.59		
Achievement Motivation	female	30	92.91	10.90	4.617	0.01
	male	30	81.73	15.26		

Table value at 0.01 = 1.67, 0.05 = 2.00

Table 1 shows that the level of frustration of female students was comparatively low (Mean = 22.50) as compared to the value Mean 32.25 of male students. The t - ratio is (2.033; $p < 0.05$) also significant beyond 0.01 level. It means there is significant difference in male and female students on their frustration. The high mean score of male students indicates level of frustration higher than female students.

The above table also shows that the level of achievement motivation of female students was comparatively high (Mean = 92.91) as compared to the value mean 81.73 of male students. The t - ratio is (4.617; $p < 0.01$) also significant beyond 0.01 level. It means there is significant

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difference in male and female students on their achievement motivation. The high mean score of female students indicates level of achievement motivation higher than male students.

Table 2: *Mean, S.D., t-Value for faculty on frustration and achievement motivation*

	Gender	N	Mean	SD	t	Sig.
Frustration	Science	30	32.38	6.52	.254	NS
	Arts	30	29.88	5.32		
Achievement Motivation	Science	30	88.23	9.90	3.620	0.01**
	Arts	30	75.23	13.26		

Table value at 0.01 = 1.67, 0.05 = 2.00

Table 2 shows that the level of frustration of Arts students was comparatively low (Mean = 29.88) as compared to the value Mean 32.38 of science students. The t - ratio is .254 is not significant at 0.01 and 0.05 level. It means there is no significant difference in science and arts students on their frustration. Here minor high mean score of science students indicates level of frustration not significantly higher than arts students.

The above table also shows that the level of achievement motivation of Science students was comparatively high (Mean = 88.23) as compared to the value mean 75.23 of arts students. The t – ratio is (3.620; p < 0.01) also significant beyond 0.01 level. It means there is significant difference in science and arts students on their achievement motivation. The high mean score of science students indicates level of achievement motivation higher than arts students.

Table 3: *Correlation between the frustration and achievement motivation among male and female college students*

Correlation	N	Frustration and Achievement Motivation
Pearson's Product Moment Correlation	60	-.56**

Table 3 shows that there is a significantly negative correlation between the score of frustration and achievement motivation. Frustration and achievement motivation correlation coefficient score was -.56. It is a negative correlation significant at the 0.01 level. It means there is negative correlation between frustration and achievement motivation.

Conclusion:

The following are the findings of the present investigation.

1. It is found that the level of frustration of male students is higher than female college students.
2. It is found that the level of achievement motivation of female students is higher than male students.
3. It is no significant level of frustration between science and arts college students in the observation of present study.
4. It is found that the level of achievement motivation of science college students is higher than arts college students.
5. It is found that there is negative correlation between frustration and achievement motivation.

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