

FRUSTRATION LEVEL IN ENGLISH AND HINDI MEDIUM STUDENTS OF B.ED.

Dr. Navita Arora*

ABSTRACT

The study has been done on a sample of 100 B.Ed. students selected randomly from the colleges of Rewari district. The frustration scale developed by B.M. Dixit and D.N. Srivastava has been used for data collection. The results reveal that significant relationship does not exist in the frustration level of B.Ed. students having Hindi medium and English medium. The significant relationship between the frustration level of both the sexes (boys and girls) studying through Hindi medium has not be found. Same in the case with the B.Ed. girls and boys studying through English and Hindi medium.

INTRODUCTION

Our national language is Hindi but it cannot be denied that English is the language that is being used at a large scale in our country. Normally at home, children are exposed to an environment where they hear and speak only Hindi without getting a significant exposure to English. But suddenly they are asked to use English for their academic communication. Then they may feel handicapped. Also, lack of educational facilities like books, study material, audio-visual aids, instructions by faculties make them even more depressed, when they know that the English medium students are already receiving those facilities. The Hindi medium students need extra time and energy to cope up with their fellow English medium students. At this level, frustration might develop in them. It is also possible that certain study material that is available in Hindi might not be available in English. As a result, they may also feel frustrated.

Frustration is less at primary or secondary level and is also resolved by various measures i.e. by adopting suggestions given by parents, counselors, management, school authorities, etc. but when a child comes to a college, he is at a crucial stage where on one hand, his career is at stake and on the other, there is no rigid routine or timetable like school. He establishes new relationships and then feelings of competition, envy, fear, anxiety or frustration might develop in him.

different angles. Education draws a person from darkness and illuminates his way for further ventures. It is essential at each and every step of our life. For us to receive proper education, well-trained teachers are required which is possible only if pre-service teacher education is provided. However, there are certain factors during this training period that lead to frustration and anxiety among the trainees. One of those factors is the medium of instruction. When students of two different mediums come together in the same classroom, they often face difficulties. Also the gender of the students is an important factor in deciding the level of frustration or anxiety that exists in them.

OBJECTIVES

1. To study the frustration level of English and Hindi medium students
2. To study the relationship between frustration level of boys and girls of English medium.
3. To study the relationship between frustration level of boys and girls of Hindi medium.

HYPOTHESES

1. There is no significant relationship between frustration level of boys and girls of English medium.
2. There is no significant relationship between frustration level of boys and girls of hindi medium

SAMPLE

The sample of the study comprised of 100 B.Ed. students. Of these, 50 were of English medium and 50 were of Hindi medium. There were 25

RATIONALE OF THE STUDY

The concept of education is like a diamond which appears to be of different color when seen from

*Assistant Professor, Satish Public College of Education, Rewari (Haryana)

boys and 25 girls in each case. The sample was selected from four different colleges of the Rewari district randomly.

TOOLS

Frustration Scale by Dr. B.M. Dixit and D.N. Srivastava

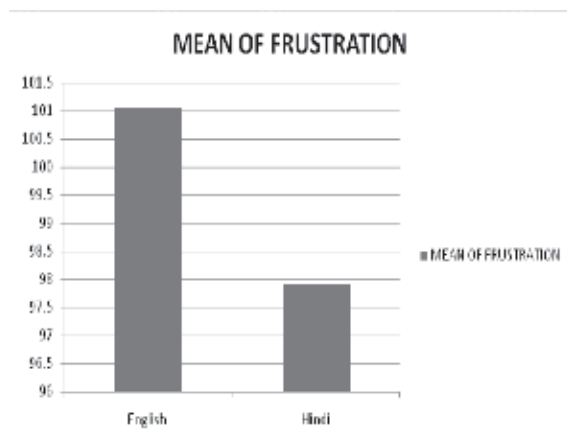
STATISTICAL TECHNIQUES

Mean, standard deviation and correlation.

Table- 1
Frustration Among B.Ed. Students of English and Hindi Medium

Medium of Instruction	N	Mean	S.D.	r- value	Significance
English	50	101.03	15.33	0.139	Not significant
Hindi	50	97.89	8.78		

The above table indicates that mean of frustration level of English medium students is 101.03 while that of Hindi medium students is 97.89. Thus frustration is more in English medium B.Ed. students. The value of 'r' was calculated to be 0.139 which is not significant at 0.05 and 0.01 level of significance. The graph of the means of frustration of English and Hindi medium is given below:



FRUSTRATION LEVEL OF BOYS AND GIRLS OF ENGLISH MEDIUM

Gender	N	Mean	S.D.	r- value	Significance
Boys	25	106.1	14.69	-0.083	Not significant
Girls	25	95.87	9.82		

The above table indicates that the mean of frustration level of boys is 106.1 and the mean of girls is 95.87. The frustration in boys is higher than that of girls. The value of 'r' was found to be -0.083 which is not significant at 0.05 and 0.01 level of significance. The mean of frustration level of boys and girls of English medium can be represented graphically as:

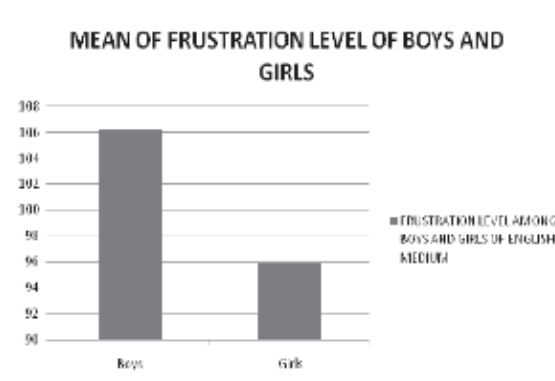
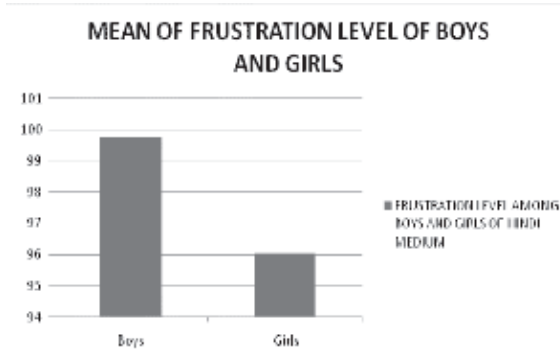


Table 3
Frustration Level of Boys and Girls of Hindi Medium

Gender	N	Mean	S.D.	r- value	Significance
Boys	25	99.74	8.84	-0.034	Not significant
Girls	25	96.03	8.71		

The above table indicates that the mean of frustration level of boys of Hindi medium is 99.74 and the mean of frustration level of girls is 96.03. Frustration level of boys is more than that of girls. The value of 'r' was calculated to be -0.034 which is not significant at 0.05 and 0.01 level of significance. The mean of frustration level of boys and girls of Hindi medium can be represented graphically as follows:



FINDINGS

The major findings of the study are as under:

1. Frustration level in English medium B.Ed. students is 101.03 on the basis of mean value.
2. Frustration level in Hindi medium B.Ed. students is 97.98 on the basis of mean value.
3. Frustration level is higher in English medium B.Ed. students.
4. The 'r'- value was calculated to be 0.139 which is not significant at 0.05 and 0.01 level of significance. Though the correlation is positive but the value is not significant.
5. Frustration level of boys of English medium was 106.1 and that of girls was 95.88 on the basis of mean value.
6. Frustration level of boys is higher than that of girls of English medium.
7. The 'r'- value was found to be -0.083 which is not significant at 0.05 and 0.01 level of significance. There is a negative correlation in the frustration level of boys and girls of English medium.
8. Frustration level of boys and girls of Hindi medium was 99.76 and that of girls was 96.04 on the basis of mean value.
9. Frustration level of boys is higher than that of girls of Hindi medium.
10. The 'r'- value was found to be -0.034 which is not significant at 0.05 and 0.01 level of significance. A negative value indicates that there is a negative correlation in the frustration level of boys and girls of Hindi medium.

CONCLUSIONS

After the analysis and interpretation of the data, now the investigator is in a position to confirm

whether the hypotheses can be accepted or rejected.

Ho1: There is no significant relationship between frustration level of English and Hindi medium students.

The tabulated value of 'r' when the degree of freedom is 48 is 0.273 and 0.354 at 0.05 and 0.01 level of significance respectively. The calculated value is 0.139 which is not significant at 0.05 and 0.01 level of significance. Therefore, the hypothesis is accepted.

Ho 2: There is no significant relationship between frustration level of boys and girls of English medium.

The tabulated value of 'r' when the degree of freedom is 23 is 0.396 and 0.505 at 0.05 and 0.01 level of significance. The calculated value is -0.083 which is not significant at 0.05 and 0.01 level of significance. Therefore, the hypothesis is accepted.

Ho 3: There is no significant relationship between frustration level of boys and girls of Hindi medium.

The tabulated value of 'r' when the degree of freedom is 23 is 0.396 and 0.505 at 0.05 and 0.01 level of significance. The calculated value is -0.034 which is not significant at 0.05 and 0.01 level of significance. Therefore, the hypothesis is accepted.

REFERENCES

- Aggarwal, J.C. (1994) Essentials of Education Psychology, USB Publisher's Pvt. Ltd.
- Arora, G.L. (1976). A study of Relationship between Anxiety and Creative Thinking. Indian Educational Review, 11, pp. 91-96.
- Best, J.W.; Kahn, J.V. (2007). Research in Education, 9th Edition, Prentice Hall Publication House Pvt. Ltd.
- Chauhan, S.S. Advanced Educational Psychology, Vikas Publication House, New Delhi. (2000)
- Dwivedi, N. And Gunthey, R. (December 2005). Influence of Medium of Instruction on Level of Academic Anxiety Among School Students. Edutracks. Vol.5. No.4.
- Garette, H.E. (2005) Statistics in Psychology and Education, Paragaon International Publishers, New Delhi

- Hemamalini, H.C. (2006). English Language Anxiety in Relation to English Achievement among Students. *International Research Journal*, Vol.1, Issue7, Indian Educational Abstracts, (January 2003) Vol.3, No.1
- Kaul, Lokesh (2009). *Methodology of Educational Research*, Fourth Edition, Vikas Publishing House Pvt. Ltd.
- Kaur, Sandeep (2011). A Comparative Study of Frustration Tolerance among Public and Government School Teachers. *Econspeak: A Journal of Advances in Management, It And Social Sciences*. Vol.1. Issue 4
- Kopper, B. (1970). A Enquiry into Factors Affecting Reading Comprehension (in English). Ph.D., Edu. MSU. *Third Survey of Research in Education*, p. 592.
- Mangal S.K. (2008). *Essentials of Education Psychology*, Prentice Hall Of India Pvt. Ltd.
- Mimrot, Bharat & Pathrikar, Devesh. (Feb.2011). Frustration Level among Third Year College Students. *International Referred Research Journal*. Vol.1. Issue-17
- Morgan, C.T. (1993) *Introduction To Psychology*, Tata McGraw Hill Education.
- Murlidharan, R. & Sharma, A. (1971). Manifest Anxiety in Indian Children. *Indian Educational Review*, 6, pp. 67-68.
- Saxena, Pinky (2008). A Study of Frustration among Working and Non-Working Mothers. *International Research Journal*, Vol.2, Issue 5, Nov; 08-Jan'09
- Singh, N.P. (1968). A Study of Relationship between Anxiety and Risk Taking Behaviour among Successful and Unsuccessful entrepreneurs of Delhi. *Manas*, 15, pp. 111-119.