

Amitrakshar International Journal

of Interdisciplinary and Transdisciplinary Research (AIJITR)

(A Social Science, Science and Indian Knowledge Systems Perspective)

Open-Access, Peer-Reviewed, Refereed, Bi-Monthly, International E-Journal

FRUSTRATION AND LEVEL OF ANXIETY AMONG PROFESSIONAL AND NON PROFESSIONAL COLLEGE GOING STUDENTS IN RELATION TO GENDER AND SOCIO- ECONOMIC STATUS

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Abstract

The present study aimed to examine the Frustration and level of Anxiety of Professional and Non Professional college going school Students in relation to their Socio Economic Status. The descriptive survey design and random sampling techniques were employed for the present study. The purpose of this quantitative study was to study the difference in score of frustration between the college going students belonging to socio economic status and anxiety. To find out the frustration between the college going students, frustration Test developed by N. S. Chauhan and D. Govind Tiwari, Anxiety of Professional and Non Professional college going school Students, Sinha's Comprehensive Anxiety Test (2011) and socio economic status of college going school Students, Socio-Economic Status Scale By Dr. Rajiv Bhardwaj has been applied on the sample of 100 college going students in Balasore district. After analyzed the collected data with the help of t-test, it result showed that the significant difference was found between the frustration and level of Anxiety of Professional and Non Professional college going school Students in relation to their Socio Economic Status in Balasore district Odisha.

Keyword: Frustration, level of Anxiety, Professional and Non Professional college going school Students, Gender And Socio- Economic Status.



AIJITR- Volume-3, Issue-IV, July-August 2026



1.1 Introduction

Socio economic status (SES) is one of the most widely used contextual variables in educational research. SES as a variable is mainly used to find its correlation with various variables such as anxiety, stress, complex, study habits and academic achievement. Socio-economic status refers to a specific hierarchy in social positions which can be used to illustrate a person's overall social status. It can be indicated by a number of sub concepts such as, level of education, profession, economic position, lifestyle, health, aspiration, use of gadgets, services and leisure facilities that the family enjoys. Socio-economic status plays an important role in determining the level of self-concept in an individual. It is the first important thing in determining, what a student is and what he is going to be in future and what he feels about himself and others. In some homes, the parents who are well educated and possess good social background and wholesome personality, they nurture their children according to the changing lifestyle, fashion and psychological principles. So, as a result of this changing pattern of behavior among adults, their children also develop positive thinking about others and themselves. Socio-economic background is the background or environment indicative of both the social and economic status of an individual or group. In the broader sense, it includes three main factors: education, occupation and wealth. As the various socio-economic status measuring scales available, were found to be outdated, the researcher developed a scale herself for this purpose. The instrument developed by the investigator seeks to gather information from the subjects on the three major factors of socio-economic status mentioned above. Socio-economic characteristics play an important role in students' academic performance. The socioeconomic factor of an individual is usually measured by education, employment-status and the income of his/her parents, which determine an individual's or a group's standard of living. The earlier studies on this subject investigated

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DOI Link (Crossref) Prefix: <https://doi.org/10.63431/AIJTR/3.IV.2026.112-124>

AIJITR, Volume 3, Issue –IV, July - August, 2026, PP.112-124

Received on 21th July, 2026 & Accepted on 31st July, 2026,

Published: 25th August, 2026.

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Amitrakshar International Journal

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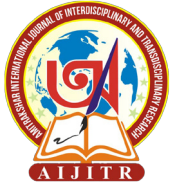
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the socio-economic factor that impacted students' academic performance at the higher secondary school level of education. The present study has found that the educational levels of the mothers and their occupation factors considerably impact their children's academic performance. The influence of Father's education and employment status is on a moderate level. The income of the family has negatively impacted the students' academic performance at 1% level significant. However, the types of schools and mediums of education also have a strong bearing on the students' academic performance at the higher secondary level. This study concludes that there is a direct relationship between socio-economic factors and the academic performance of higher secondary school students. A report from the Department of International Development (1998) revealed that countries consider the provision of education important for their overall socioeconomic development and consequently allocate an annual basic substantial amount of resources to it. Post primary education for a female student has important individual benefits in terms of her options and resources over her lifetime. These benefits extend beyond the female student in affecting her family and the society as a whole; the benefits to society include enhanced economic development, education for the next generation, healthier young females and families and fewer maternal deaths (UNICEF, 2004). The benefit of education for a female and society can be explained by the effect that education has influenced in empowering females to acquire and use new personnel, social and economic behavior that in turn affect societal change. According to Wanjiku (1994) where resources are limited within the family, education of males comes first. Females have been socialized to accept this, and failure of girls in schools is socio-culturally less tolerated, and then they usually drop out of school for the benefit of their brothers. They also noted that families, especially mothers favor boys' education because they will support adults for old age insurance. This in the end may lead to low female academic engagement at any level of education, which will affect society negatively because lack of education for females has a negative influence on child mortality, economic growth and fertility rate. Ayodo (2010) observes that the quest for the provision of quality education continues to be a matter of leading concern both consumers and providers of the education service in Ethiopia and other developing countries. This is supported by the UNESCO (1994) whose report reveals that quality education has dominated the education debate from the early eighties and has remained a central issue in the twenty first century as well. Socio-cultural attitudes, practices and school-related factors which include irrelevant school curriculum and materials, inadequately trained teachers, unfriendly approaches in training and lack of role models are among the factors that have been obstacles to female's academic Achievement

Frustration is a type of emotional reaction to stress. It's common to have this feeling when you encounter daily stressors at home, at school, at work, and in relationships. For example, you might get frustrated when your partner forgets to take care of an important errand, or you might become frustrated with yourself for how you responded to your partner's mistake. In many cases, this frustration is short-lived and tends to pass as the situation changes. But sometimes, such as when you find yourself falling short of your goals or aspirations, it can be longer-lasting and take a more serious toll on your health and well-being. Frustration can affect a person in a variety of ways, including psychologically and physically. Learn more about how to recognize the signs of frustration, what causes it, and what you can do to minimize the harm it might have on your mood, health, and relationships. Frustration refers to conditions or events that obstruct progress toward a goal. It also implies a sense of disappointment as a result of being obstructed. Life does not always go as planned. In our daily lives, we face obstacles between our goals and ourselves. Humans are frustrated by the process of blocking or defeating their demands. Frustration is an essential component of human growth from birth to death, and it is unavoidable in our everyday lives. Frustration is an important psychological, construct which is universally cosmopolitan variable among the mankind this especially plays vital role among the secondary and higher secondary science and non science students, who always struggle with critical and chaotic situations for the survival and to stand on the academic firmament. In this situation person is paralyzed to a greater extent with reference to his achievement. It is due to fact that he is not in position to channelize his energy in right direction. Frustration has been proved as a course for society and individuals. It is due to this fact that scientific approach is longing behind, which is essential criteria even for survival of mankind. Frustration is a construct which affect the personality and the way of conduction of an individual to a great extent. Along with educational domain in other domains Physical Social, moral education, political religious and emotional are also affected due to this variable. Therefore, by studying toughly the level of frustration of the different groups, it can be found out the extent and degree of frustration among the students and according this the educational setup and course should be reformed to give then orientation for having logical approach of scientific attitude in every walk of life.

Anxieties of students have a great deal to create anxiety, especially in study process. These are like difficulty of subjects, new roommates, identity crises, cultural shock, and relationship problems in increase the anxiety. Anxiety disorders are rising among students. But keep feeling anxiety could be interrupt students' performance. Individuals in high anxiety levels have experience symptom age during university years. Researchers found that many obstacles of anxiety while study processes such exam anxiety, mathematic anxiety, language anxiety, social anxiety, family anxiety and library anxiety. While study is a major predictor of academic performance and various studies have demonstrated that it has a detrimental effect. Researchers



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have looking at the correlation of anxiety sources and the effect of students' academic performance, in term, students' high level of anxiety achieved low academic performance . High level of anxiety also interferes with concentration and memory, which are critical for academic success. However, most of students would lack the concentration of study because of exam anxiety, social anxiety, mathematic anxiety, and many anxiety sources. Feeling discomfort and anxious in the classroom does not enhance learning of any kind. The anxiety's psychological symptoms among students include feeling nervous before a study class, panicking, going blank during a test, feeling helpless while doing assignments, or lack of interest of subjects difficult whereas the physiological symptoms include sweaty palms, racing heartbeat, or an upset stomach. Anxiety is a psychological and physical response to treat a self-concept characterized by subjective, consciously perceived feelings of tension. Anxious students have experience of cognitive deficits like misapprehension of information or blocking of memory and recall. Speilberger reported two forms of anxiety: state anxiety – a response to a particular stimulation or set of circumstances, and trait anxiety – an intrinsic characteristic of the person. Previous anxiety research suggests that there are roughly two types that can be experienced at different psychological levels. Hancock concludes that students with high level anxiety show significantly less motivation in classrooms perceived as highly evaluative compared to students with low level anxiety. Study anxiety is not only due to the lack of study motivation or to insufficient skills, but is also due to misperception about courses and negative experiences in previous study classes. High level anxiety is more closely associated with lowered performance in low-ability students than in high-ability. The study anxiety is situation that refers to anxiety condition during study in term of the perception that high level anxiety relate to obtain of low academic performance. The sources can create as well increased students' anxiety levels while study process, its make students have bad experience then they will keep the experience for next situations. Such anxiety can interfere with students' performance on examination. Sansgiry and Kaviat (2006) found that exam anxiety as a situation-specific trait that refers to the anxiety states and worry conditions that are experienced during examinations. Too much anxiety can interrupt exam performance, researchers have been investigated that exam anxiety mostly to negative effect on academic performance. High degree of anxiety can block thoughts, create negative frame in mind, and potential of poor exam performance. Researcher report that student who is not well prepared for exam may have higher levels of task interfering worry during examination than those are better prepared. Language is one of study anxiety sources, therefore language have an effect on students' academic performance. According to Worde, half of students examined reported experiencing debilitating levels of language anxiety. Function of language is to communicate with other people, so language is like crucial role as communication medium. Similarly, conceptualized of foreign language anxiety as a distinct complex of self perceptions, beliefs, feelings, and behaviour related of classroom language learning. Language anxiety is caused by personal and interpersonal, learner beliefs about language learning, teacher belief about language anxiety, teacher-learner interactions, classroom procedures and language testing. The previous study showed that low anxiety students perform better than high anxiety students on foreign language class. Students who have high level anxiety made different types of grammatical errors, difficult speeches, or personal interaction in foreign language than low level anxiety. 8 Mathematic is also source of study anxiety among students, anxiety response to mathematics is a significant concern in terms of the perception that high anxiety will relate to avoidance of math tasks. Mathematic anxiety is lack of ability for an intelligent person to cope with quantification, confronted with a math problem. The prior study report that low mathematic achievement significantly related to later high level anxiety, but prior high math anxiety hardly related to low math achievement. Previous study investigated that mathematic anxiety as one of the effect lowered achievement. The main characteristic discomfort of mathematics include dislike, worry, and fear with specific behavioural manifestation such as tension, frustration, distress, helpless, and mental disorganization. Most of the students have problems with math anxiety, result finding that students have high math anxiety. Poor mathematic performance is best explained of mathematic anxiety, means' that students' strong mathematic background should be less anxious than a weak mathematic background. Symptoms of social anxiety often vary among students. The effect of social life is important issue in study anxiety, such as difficult relationship with roommate, problem with peers, and uncomfortable in hostel. Social anxiety will negatively influenced an individual behaviour both of cognitive and affective. Kimberley (2007) conceptualized four approaches to understanding social anxiety. The first, skill deficit model, social anxiety is the result of an individual lacking the skills to handle situations perceived to be threatening. The second, cognitive – self model, that social anxiety is not a lack of skills but perception of personal inadequacy. The third, classical conditioning model, social anxiety is conditioned when neutral stimulus associated with negative social experiences. Lastly, personality trait model, social anxiousness is a trait rather than reaction. University students described the situations that caused them to feel shy, people who feel social anxious are often quiet, inhibited, and withdrawn. Calming and relaxation technique can help student manage anxiety. The technique use to help student will overcome in part of social anxiety and given class situation. Other sources as assumption in study anxiety, family factors are contribute to develop of anxiety disorders among students such as children of parents with anxiety disorders have an elevated rate of anxiety disorders. Individuals with separation anxiety disorders tend to come from families such when suddenly faced with the prospect of spending time away from home.



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These cases are like parents' divorce, problems in family, childhood experiences, and low appreciation of students' achievement. Presentation anxiety is aimed student take class presentation, research shown that anxiety has significant negative effects on an individual's communication. Anxiety associated with giving presentation is an issue that presents in university based setting with reasonable frequency. Performing in front of a group, other students, colleagues and lecturers is a difficult part of the student experience and speaking in public can unsettle or even frighten some students. Presentation is considered to be of paramount importance to students, but Horwitz in Murugesan (2005) cited that anxious among students can avoid studying and some cases skip classes entirely. According to Krannich in Brenda and Tillson (2007) that the fear of delivering a speech or presentation ranks as the number one fear among most people, including students. Bishop in Elliot and Joyce (2005) reported that 35% of the students surveyed identified public speaking anxiety. The high level of presentation anxiety has impact on students' performance. A survey report that students required class presentation as an evaluated part of students' academic course. Murugesan (2005) suggested avoiding presentation anxiety by practical ones like adequate preparation and practice. Last study anxiety sources is library anxiety, every student is required to use the library at some point in study. The term library anxiety was first used by Mellon in 1986, to describe the sense of fear and anxiety among students. Library anxiety represent as negative experiences among university students, the previous study reported that between 75% till 85% of undergraduate students experience uncomfortable levels of library anxiety. Theory of library anxiety proposes that when students are confronted with the need to gather information in the library, many become so anxious that students are unable to approach the problem logically and effectively. Further, compared to low anxious student, high anxious students often have low self perception about students' ability to use effectively the library in general.

1.2 Review of Related Literature

Shi, S. et al., (2021). Studied "The Relationship Between College Teachers' Frustration Tolerance and Academic Performance. *Frontiers in Psychology*" and concluded that Questionnaires for College Teachers' Academic Frustration Tolerance (CTAFT) and College Teachers' Academic Performance (CTAP). Both surveys were judged to be reliable and valid. The CTAFT questionnaire was discovered to have three dimensions by confirmatory factor analysis: AF, PD, and AC. Absolute fit indices, incremental fit measurement, and parsimonious fit indices were all significant, indicating that the model fit was satisfactory. Academic frustration tolerance and academic achievement had a substantial positive link. Academic frustration tolerance exhibited substantial predictive potential for academic success in the structural equation model consisted of PD and AC.

Vijayshri, D. (2019). Studied "Comparative study of anxiety and frustration among government and private high school students" and concluded that on the anxiety variable, teenagers from public and private schools differ considerably. Adolescents at private schools are more worried than those in public schools. On the subject of frustration, there is no difference between teenagers from public and private schools. The anxiety levels of male and female teenagers differ dramatically. Male adolescents are less anxious than female adolescents. There is no difference in frustration levels between male and female teenagers.

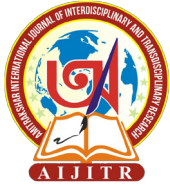
Simone, D. et al., (2018). Studied "The Impact of Socio-economic Status and Participation on Student Academic Performance" and concluded that it is also critical that the topic instructor concentrate on his or her own language and target group. If necessary, lecturers must also enhance their language skills. For professors, the institution may also provide a language curriculum. It is also critical that the expertise provided may be contextualized. The degree to which the learner can identify with the text determines the degree to which the student understands the content. This provides the possibility to use the frame of reference of pupils to clarify topics in multicultural groupings. Furthermore, interaction in class is a good way to provide language support, which will contribute to the students' language and thinking development. Students learn from others in this way, and as a result, they learn to clarify abstract technical language.

Mondal, G. (2018). Studied "A study of socio-economic status and its impact to academic achievement of Higher Secondary School Students" and concluded that There is a definite association between family socioeconomic status and academic success of senior secondary school pupils in the research region. Despite the strong relationship between family socioeconomic status and educational achievement, there are some exceptional cases in which children from poor families outperformed those from good families academically.

Jeronimus, B. et al., (2017). Studied "Frustration" and concluded that Frustration is a powerful emotion that can provoke a variety of responses. Despite the fact that dissatisfaction has a significant hereditary component, research has offered support for both lifetime development and (small) environmental-driven alterations in frustration. Individual variations in frustration can have dramatic effects on important life outcomes such as how we create our social environment, occupational functioning, well-being, and a (heightened) risk of developing somatic issues, psychopathology, and violence.

1.3 Statement of the Problem

The problem of the study has may be stated as follows: **A STUDY ON FRUSTRATION AND LEVEL OF ANXIETY AMONG HIGHER SECONDARY SCHOOL STUDENTS IN RELATION TO GENDER AND SOCIO- ECONOMIC STATUS**



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1.4 Objectives of the Study

The present investigation is to be conducted to realize the following objectives:

1. To study the difference in score of frustration between the college going boy's students belonging to socio economic status and anxiety.
2. To study the nature of interaction between socio economic status and level of anxiety when frustration was taken as dependent variable in respect of college going boy's students.
3. To study the difference in scores of Frustrations between the College Going girl's student's belonging to SES and level of anxiety
4. To study the nature of interaction between SES and level of anxiety when Frustration is taken as dependent variable in respect of college going female students.
5. To study the differences of scores of level of anxiety between the students difference level of frustration SES and Gender.

1.5 Hypothesis of the Study

1. There is no significant difference between the Frustration of the college going boy's High and low Anxiety and High and low Socio-Economic Status (SES)
2. There is no significant difference in the interaction effect on Frustration of College Going boys Students due to Anxiety and SES.
3. There is no significant difference between the Frustration of the College going girls of High and low Anxiety and High and low Socio-Economic Status.
4. There is no significant difference in the interaction effect on Frustration of College going girls due to Anxiety and SES.
5. There is no significant difference between the Frustration of College going students possessing High and low Anxiety and High and low Socio-Economic Status (SES) Gender.

1.6 Methodology of the Study:

Research Design: -The research approach is a combination of both qualitative and quantitative approach. This study is Descriptive in nature and the main purpose of descriptive research design is to describe the situation as it exists at present. The idea behind using descriptive research design is to define an opinion, attitude or behavior held by a group of people on a given subject in a better way. The aim of the study is to assess the frustration and adjustment among college going adolescent in relation to their socio-economic status in Balasore district Odisha..

Method: Descriptive Survey Method will be followed for the study.

Population: All the college going government and private Students of higher secondary level from Balasore district ,Odisha will be the population for the study.

Sample of the Study: The sample of the study will comprise of 100 college going student to be selected through random sampling technique from Balasore district Odisha

Tools to be Used

- i Frustration Test by Prof. N.S. Chauhan and Dr. Govind Tiwari.
- ii Socio-Economic Status Scale (S.E.S.S.) by Dr. Rajeev Lochan Bhardwaj, (Km.) Shama Gupta and Dr. N.S. Chauhan is to be used to measure the SES of students.

1.7 Statistical Method - Inferential Statistical Method 'ANOVA' f - test will use for analysis and interpretation of data for the study.

1.8 Testing Hypothesis

1. To know the more Frustration of professional and non-professional College going Boys. The results were shown in the following Table no 4.1

Boys	Mean	S.D	N	D	df	t-Value		Level of Sig.	Result
Professional Frustration	98.58	9.08	250	4.12	498	CV	TV	0.05	Significant Difference
Non-Professional Frustration	94.46	8.99	250			5.09	1.96		

Interpretation- From the table no 4.1 shows that the calculated value (CV) of t-value 5.09 is significant difference at 0.05 level of significance with df equal to 498 .It indicates that Frustration of Professional Boys are suffered more frustration than their counterparts of Frustration of Non Professional Boys . So the hypothesis is rejected and raised Significant Difference.

Discussion -The above result reveals that the Frustration of Professional and Non Professional colleges are not equal in relation to their Boys. Further it may be noted that the mean of Frustration of Professional Boys is 98.58 which is more than the



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mean of Frustration of Non Professional Boys i.e. is 94.46. So the Frustration of Professional and Non Professional Boys are not equal to all sectors. So the taken hypothesis no 1 is not come to true. Or Frustration of Professional boys suffered more frustration than Frustration of Non Professional college going boys.

2. To know the more Frustration of professional and non-professional College going girls. The results were shown in the following Table no 4.2

Girls	Mean	S.D	N	D	df	t-Value		Level of Sig.	Result
Professional Frustration	86.06	8.43	250	5.64	498	CV	TV	0.05	Significant Difference
Non-Professional Frustration	80.52	8.28	250			7.52	1.96		

Interpretation- From the table no 4.2 shows that the calculated value (CV) of t-value 7.52 is significant difference at 0.05 level of significance with df equal to 498. It indicates that Frustration of Professional girls are suffered more frustration than their counterparts of Frustration of Non Professional girls. So the hypothesis is rejected and raised Significant Difference.

Discussion -The above result reveals that the Frustration of Professional and Non Professional college are not equal in relation to their girls. Further it may be noted that the mean of Frustration of Professional girls is 86.06 which is more than the mean of Frustration of Non Professional girls i.e. is 80.52. So the Frustration of Professional and Non Professional girls are not equal to all sectors. So the taken hypothesis no 2 is not come to true. Or Frustration of Professional girls suffered more frustration than Non Professional Frustration of college going girls.

3. To know the more anxiety of professional and non-professional College going boys. The results were shown in the following Table no 4.3

Boys	Mean	S.D	N	D	df	t-Value		Level of Sig.	Result
Professional Anxiety	41.96	7.59	250	10.92	498	CV	TV	0.05	Significant Difference
Non-Professional Anxiety	52.88	7.80	250			15.82	1.96		

Interpretation- From the table no 4.3 shows that the calculated value (CV) of t-value 15.82 is significant difference at 0.05 level of significance with df equal to 498. It indicates that Anxiety of Professional boys are suffered more Anxiety than their counterparts of Anxiety of Non Professional boys. So the hypothesis is rejected and raised Significant Difference.

Discussion- The above result reveals that the Anxiety of Professional and Non Professional college are not equal in relation to their boys. Further it may be noted that the mean of Anxiety of Professional Boys is 41.96 which is less than the mean of Anxiety of Non Professional boys i.e. is 52.88. So the Anxiety of Professional and Non Professional boys are not equal to all sectors. So the taken hypothesis no 3 is not come to true. Or Anxiety level of Non Professional boys has more Anxiety level than Anxiety of Professional college going boys.

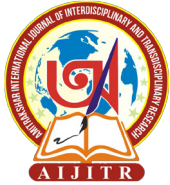
4. To know the more anxiety level of professional and non-professional College going girls. The results were shown in the following table no 4.4

Girls	Mean	S.D	N	D	df	t-Value		Level of Sig.	Result
Professional Anxiety	43.14	8.49	250	4.66	498	CV	TV	0.05	Significant Difference
Non-Professional Anxiety	47.8	8.57	250			6.13	1.96		

Interpretation- From the table no 4.4 shows that the calculated value (CV) of t-value 6.13 is significant difference at 0.05 level of significance with df equal to 498. It indicates that Anxiety level of Professional girls has less Anxiety level than their counterparts of Anxiety level of Non Professional girls. So the hypothesis is rejected and raised Significant Difference.

Discussion- The above result reveals that the Anxiety level of Professional and Non Professional college are not equal in relation to their girls. Further it may be noted that the mean of Anxiety of Professional girls is 43.14 which is less than the mean of Anxiety of Non Professional girls i.e. is 47.8. So the Anxiety level of Professional and Non Professional girls are not equal to all sectors. So the taken hypothesis no 4 is not come to true. Or Anxiety level of Non Professional girls has more Anxiety level than Anxiety level of Professional college going girls.

5. To know the more Socio Economical Status of professional and non-professional College going boys. The results



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were shown in the following table no 4.5

Boys	Mean	S.D	N	D	df	t-Value		Level of Sig.	Result
Professional SES	98.38	10.05	250	0.16	498	CV	TV	0.05	Not Significant Difference
Non-Professional SES	98.22	9.41	250			0.21	1.96		

Interpretation-From the table no 4.5 shows that the calculated value (CV) of t-value 0.21 is not significant difference at 0.05 level of significance with df equal to 498 .It indicates that Socio Economical Status of boys of Professional college has equal or similar Socio Economical Status with their counterparts of Socio Economical Status of Non Professional college boys . So the hypothesis is accepted and no raised Significant Difference.

Discussion-The above result reveals that the Socio Economical Status of Professional and Non Professional college are equal in relation to their boys. Further it may be noted that the mean of Socio Economical Status of Professional boys is 98.38 which is similar to the mean of Socio Economical Status of Non Professional boys i.e. is 98.22 . So the Socio Economical Status of Professional and Non Professional boys are equal to all educational dimensions.. So the taken hypothesis no 5 is come to true. Or Socio Economical Status of Non Professional boys has equal status with Socio Economical Status of Professional college going boys.

6. To know the more Socio Economical Status of professional and non-professional College going girls. The results were shown in the following table no 4.6

Girls	Mean	S.D	N	D	df	t-Value		Level of Sig.	Result
Professional SES	96.7	9.14	250	1.08	498	CV	TV	0.05	Not Significant Difference
Non-Professional SES	97.78	8.90	250			1.33	1.96		

Interpretation- From the table no 4.6 shows that the calculated value (CV) of t-value 1.33 is not significant difference at 0.05 level of significance with df equal to 498 .It indicates that Socio Economical Status of girls of Professional college has equal or similar Socio Economical Status with their counterparts of Socio Economical Status of Non Professional college girls. So the hypothesis is accepted and no raised Significant Difference.

Discussion-The above result reveals that the Socio Economical Status of Professional and Non Professional college are equal in relation to their girls. Further it may be noted that the mean of Socio Economical Status of Professional girls is 96.7 which is similar to the mean of Socio Economical Status of Non Professional girls i.e. is 97.78 . So the Socio Economical Status of Professional and Non Professional girls are equal to all educational dimensions.. So the taken hypothesis no 5 is come to true. Or Socio Economical Status of Non Professional girls has equal status with Socio Economical Status of Professional college going girls.

7. To know the more Frustration of professional and non-professional College going students. The results were shown in the following table no 4.7

Students Frustration	Mean	S.D	N	D	df	t-Value		Level of Sig.	Result
Professional college	94.48	9.68	500	6.99	998	CV	TV	0.05	Significant Difference
Non-Professional college	87.49	11.09	500			10.59	1.96		

Interpretation From the table no 4.7 shows that the calculated value (CV) of t-value 10.59 is significant difference at 0.05 level of significance with df equal to 998 .It indicates that Frustration of Professional college students are suffered less frustration than their counterparts of Frustration of Non Professional college students . So the hypothesis is rejected and raised Significant Difference.

Discussion The above result reveals that the Frustration of Professional and Non Professional colleges are not equal in relation to their students. Further it may be noted that the mean of Frustration of Professional students is 94.48 which is more than



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the mean of Frustration of Non Professional students i.e. is 87.49. So the Frustration of Professional and Non Professional students are not equal to all educational dimensions. So the taken hypothesis no 7 is not come to true. Or Frustration of Professional students suffered more frustration than Frustration of Non Professional college going students.

8. To know the more anxiety level of professional and non-professional College going students. The results were shown in the following table no 4.8

Students Anxiety level	Mean	S.D	N	D	df	t-Value		Level of Sig.	Result
Professional Colleges	42.55	8.07	500	7.79	998	CV	TV	0.05	Significant Difference
Non-Professional Colleges	50.34	8.59	500			14.69	1.96		

Interpretation From the table no 4.8 shows that the calculated value (CV) of t-value 14.69 is significant difference at 0.05 level of significance with df equal to 998 .It indicates that Anxiety level of Professional college students has less Anxiety level than their counterparts of Anxiety level of Non Professional students. So the hypothesis is rejected and raised Significant Difference.

Discussion The above result reveals that the Anxiety level of Professional and Non Professional college are not equal in relation to their students. Further it may be noted that the mean of Anxiety level of Professional college students is 42.55 which is less than the mean of Anxiety level of Non Professional college students i.e. is 50.34 . So the Anxiety level of Professional and Non Professional college students are not equal to all educational dimensions. So the taken hypothesis no 8 is not come to true. Or Anxiety level of Non Professional students has more Anxiety level than Anxiety level of Professional college going Students .

9.To know the more Socio Economical Status of professional and non-professional College going students .The results were shown in the following table no 4.9

Students SES	Mean	S.D	N	D	df	t-Value		Level of Sig.	Result
Professional Colleges	97.54	9.65	500	2.8	998	CV	TV	0.05	Significant Difference
Non-Professional Colleges	100.34	8.59	500			4.83	1.96		

Interpretation From the table no 4.9 shows that the calculated value (CV) of t-value 4.83 is significant difference at 0.05 level of significance with df equal to 498 .It indicates that Socio Economical Status of students of Professional college has less in comparison to the Socio Economical Status of Non Professional college students . So the hypothesis is Rejected and raised Significant Difference.

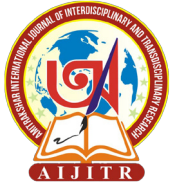
Discussion The above result reveals that the Socio Economical Status of Professional and Non Professional college going students are not equal or similar impact.. Further it may be noted that the mean of Socio Economical Status of Professional students is 97.54 which is less than to the mean of Socio Economical Status of Non Professional students i.e. is 100.34 . So the Socio Economical Status of Professional and Non Professional students are not equal to all educational dimensions.. So the taken hypothesis no 9 is come to true. Or Socio Economical Status of Non Professional students has no equal status with Socio Economical Status of Professional college going students.

10.To know the relation between frustration and Level of anxiety of Professional college going Students .The results were shown in the following table no 4.10

Professional Colleges	Mean	S.D	N	r-Value	Result
Frustration	94.45	9.68	500	0.90	Positive High relation
Level of Anxiety	42.55	8.07	500		

Interpretation and Discussion

From the table no 4.10 shows that the calculated r-value 0.90 is positive and high correlated between frustration and Level of Anxiety of Professional college going students. It indicates that Frustration of students of Professional college has great impact on level of anxiety of Professional college students . So the hypothesis is Rejected and raised positive relation. It



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means level of anxiety is depends on frustration .if frustration is high then level of anxiety become low. if frustration is low or negligence then level of anxiety become high. So Frustration of Professional students has impact on level of anxiety of Professional college going students.

11. To know the relation between frustration and Level of anxiety of Non Professional college going Students .The results were shown in the following table no 4.11

Non Professional Colleges	Mean	S.D	N	r-Value	Result
Frustration	87.49	11.09	500	0.912	Positive
Level of Anxiety	50.34	8.59	500		High relation

Interpretation and Discussion

From the table no 4.11 shows that the calculated r-value 0.912 is positive and high correlated between frustration and Level of Anxiety of Non Professional college going students. It indicates that Frustration of students of Non Professional college has great impact on level of anxiety of Non Professional college students . So the hypothesis is Rejected and raised positive relation. It means level of anxiety is depends on frustration .if frustration is high then level of anxiety become low. if frustration is low or negligence then level of anxiety become high. So Frustration of Professional students has positive impact on level of anxiety of Non Professional college going students.

12. To know the relation between frustration and SES of Professional college going Students .The results were shown in the following table no 4.12

Professional Colleges students	Mean	S.D	N	r-Value	Result
Frustration	94.48	9.68	500	0.182	Positive
SES	97.54	9.65	500		Low relation

Interpretation and Discussion

From the table no 4.12 shows that the calculated r-value 0.182 is positive and low correlated between frustration and SES of Professional college going students. It indicates that Frustration of students of Professional college has low impact on SES of Professional college students . So the hypothesis is Rejected and raised positive relation. It means frustration depends on SES .if SES is high then frustration become low. if SES is low or negligence then frustration become high. So SES of Professional students has positive impact on frustration of Professional college going students.

13.To know the relation between frustration and SES of Non Professional college going Students .The results were shown in the following table no 4.13

Non Professional Colleges students	Mean	S.D	N	r-Value	Result
Frustration	87.49	11.09	500	0.693	Positive Moderate relation
SES	100.34	8.59	500		

Interpretation and Discussion

From the table no 4.13 shows that the calculated r-value 0.693 is positive and moderate correlation between frustration and SES of Non Professional college going students. It indicates that Frustration of students of Non Professional college has Moderate impact on SES of Non Professional college students . So the hypothesis is Rejected and raised positive Moderate relation. It means frustration depends on SES .if SES is high or Moderate then frustration become low or Moderate. If SES is low or negligence then frustration become high. So SES of Non Professional students has positive impact on frustration of Non Professional college going students.

14. To know the relation between anxiety level and SES of Professional college going Students .The results were shown in the following table no 4.14

Professional Colleges students	Mean	S.D	N	r-Value	Result
Anxiety level	42.5	8.07	500	0.903	Positive high relation
SES	97.54	9.65	500		



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Interpretation and Discussion

From the table no 4.14 shows that the calculated r-value 0.903 is positive and high correlation between anxiety level and SES of Professional college going students. It indicates that anxiety level of students of Professional college has high impact on SES of Professional college students. So the hypothesis is Rejected and raised positive high relation. It means anxiety level depends on SES. if SES is high or Moderate then anxiety level become high or Moderate. if SES is low or negligence then anxiety level become low. So SES of Professional students has positive high impact on anxiety level of Professional college going students.

15. To know the relation between anxiety level and SES of Non Professional college going Students .The results were shown in the following table no 4.15

Non Professional Colleges students	Mean	S.D	N	r-Value	Result
Anxiety level	50.34	8.59	500	0.906	Positive high relation
SES	100.34	8.59	500		

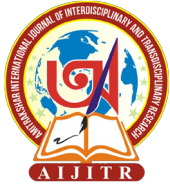
Interpretation and Discussion

From the table no 4.15 shows that the calculated r-value 0.906 is positive and high correlation between anxiety level and SES of Non Professional college going students. It indicates that anxiety level of students of Non Professional college students has high impact on SES of Non Professional college students. So the hypothesis is Rejected and raised positive high relation. It means anxiety level depends on SES. if SES is high or Moderate then anxiety level become high or Moderate. if SES is low or negligence then anxiety level become low. So SES of Non Professional students has positive high impact on anxiety level of Professional college going students.

1.9 Major findings of the study

Major findings of the study were as follows

1. The Frustration of Professional and Non Professional colleges are not equal in relation to their Boys. Further it may be noted that the mean of Frustration of Professional Boys is 98.58 which is more than the mean of Frustration of Non Professional Boys i.e. is 94.46.
2. The Frustration of Professional and Non Professional colleges are not equal in relation to their girls. Further it may be noted that the mean of Frustration of Professional girls is 86.06 which is more than the mean of Frustration of Non Professional girls i.e. is 80.52.
3. The Anxiety of Professional and Non Professional College are not equal in relation to their boys. Further it may be noted that the mean of Anxiety of Professional Boys is 41.96 which is less than the mean of Anxiety of Non Professional boys i.e. is 52.88.
4. The Anxiety level of Professional and Non Professional College are not equal in relation to their girls. Further it may be noted that the mean of Anxiety of Professional girls is 43.14 which is less than the mean of Anxiety of Non Professional girls i.e. is 47.8.
5. The Socio Economical Status of Professional and Non Professional college are equal in relation to their boys. Further it may be noted that the mean of Socio Economical Status of Professional boys is 98.38 which is similar to the mean of Socio Economical Status of Non Professional boys i.e. is 98.22.
6. The Socio Economical Status of Professional and Non Professional College are equal in relation to their girls. Further it may be noted that the mean of Socio Economical Status of Professional girls is 96.7 which is similar to the mean of Socio Economical Status of Non Professional girls i.e. is 97.78.
7. The Frustration of Professional and Non Professional colleges are not equal in relation to their students. Further it may be noted that the mean of Frustration of Professional students is 94.48 which is more than the mean of Frustration of Non Professional students i.e. is 87.49.
8. The Anxiety level of Professional and Non Professional College are not equal in relation to their students. Further it may be noted that the mean of Anxiety level of Professional college students is 42.55 which is less than the mean of Anxiety level of Non Professional college students i.e. is 50.34.
9. The Socio Economical Status of Professional and Non Professional college going students are not equal or similar impact.. Further it may be noted that the mean of Socio Economical Status of Professional students is 97.54 which is less than to the mean of Socio Economical Status of Non Professional students i.e. is 100.34.
10. From the hypothesis 10 it shows that the calculated r-value 0.90 is positive and high correlated between frustration and Level of Anxiety of Professional College going students. It indicates that Frustration of students of Professional college has great impact on level of anxiety of Professional college students.



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11. From the hypothesis 11 it shows that the calculated r-value 0.912 is positive and high correlated between frustration and Level of Anxiety of Non Professional College going students. It indicates that Frustration of students of Non Professional college has great impact on level of anxiety of Non Professional college students.

12. From the hypothesis 12 it shows that the calculated r-value 0.182 is positive and low correlated between frustration and SES of Professional College going students. It indicates that Frustration of students of Professional college has low impact on SES of Professional college students .

13. From the hypothesis 13 it shows that the calculated r-value 0.182 is positive and moderate correlation between frustration and SES of Non Professional college going students. It indicates that Frustration of students of Non Professional college has Moderate impact on SES of Non Professional college students.

14. From the hypothesis 14 it shows that the calculated r-value 0.903 is positive and high correlation between anxiety level and SES of Professional College going students. It indicates that anxiety level of students of Professional college has high impact on SES of Professional college students.

15. From the hypothesis 15 it shows that the calculated r-value 0.906 is positive and high correlation between anxiety level and SES of Non Professional college going students. It indicates that anxiety level of students of Non Professional college students has high impact on SES of Non Professional college students .

1.10 Educational Implication of the study

Any educational research is worthwhile if the results produce fruitful educational implications. As so far the present investigation is concerned, it can be claimed that useful information obtained could be useful in enhancing the educational success of the Professional and Non Professional College going students.

1. The results of the present study reflect that anxiety level of female college students is higher than the male college students. The probable reason is that the upbringing of boys and girls in the society are different. Girls are more anxious for so many reasons like - safety, emotionality and other challenges, etc. 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. Further, Educational institution is said to be the second home as students spend most of their time. So it is of utmost important that the educational institution should provide all that is required for the student to carry their work and responsibilities in a stress free way.

2. The results of the present study have indicated that Non Professional college students experience more frustration than Professional college students. Peer pressure, competition and expectations of family force them to react more to frustration. More reactions to frustration may be that parents concern of their security and uncertainty regarding job may be the cause. 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 educational institute for developing teaching-learning atmosphere by reducing frustration among professional as well as Non professional college students.

3. From the findings drawn, it is reflected that Professional college students experience more frustration than Non Professional college students. The reasons may be that there is limited number of seats to get admissions in government colleges. Private institutions are available provided with heavy donation. Professional college student reported the difficulty of balance between academics, personal life and extracurricular activities. To avoid frustration among the professional college students the teachers should teach in a way that leads to healthy personality development. The students should be guided time to time by their teachers as well as parents. Values like patience, tolerance, etc. should be developed in students to avoid frustration. Group techniques of teaching should be used to help students think positively and help them in proper adjustment with their respective environment.

4. Findings of the present study reveal that anxiety level of Professional college students is higher than the Non professional college students. A higher prevalence of anxiety could be attributed to the fact that enormous syllabus has to be covered in a limited time period, sudden change in their style of studying, thought of appearing or failing in exams have become the main factors. Findings of the present study also reveal that anxiety of professional college students is higher than the Non professional college students,

5. Significant positive relationship exists between frustration and professional college students. Significant positive relationship exists between frustration and anxiety of professional college students. Significant positive relationship exists between anxiety and SES of professional college students. Significant positive relationship exists between anxiety and SES of professional college students. The Counsellors and psychologists can also be benefited from the findings of the study if and when some students are referred to them to enhance their level of anxiety and frustration. They must be in position to understand the influence and interaction of above mentioned variables to form and maintained conceptual clarity of these variables. So, it again becomes the responsibility of the educational institutes to organize such activities and programs that could help parents to understand their children, become aware of the importance of their concern, encouragement and support and make their



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children socially mature persons who could handle smartly the psychological threats leading to frustration in life.

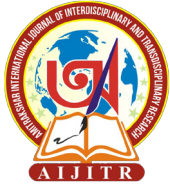
1.11 Suggestions /Recommendations for Further Research

The following suggestions may be laid down for further research.

1. A study of frustration among Degree college students in relation to their frustration, anxiety and SES can be undertaken.
2. Comparative study can be undertaken on degree colleges and professional college students.
5. The Present study was delimited to the two types of Professional colleges i.e. D.El.Ed. B.Ed. colleges of Odisha state. Similar could be done at university levels.
3. Comparative study can be undertaken, frustration among professional and non professional college students in relation to their locus of control, anxiety and social maturity.
4. The present study was delimited to Balasore Districts of Odisha State. Similar study could be done on other districts as well as students from other states.
5. Comparative study can be undertaken in order to find the relationship of frustration with other variables like academic achievement, emotional intelligence, social intelligence, emotional maturity, stress, etc.
6. The Present study was delimited to the students belongs to the age group of 18-25 years. Similar could be done on different age group.

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