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Frustration among Secondary School Learners while accessing Education through Internet: A Psychological Study

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Abstract:

Students may have to face various challenges and problems while accessing education through the internet; it may be due to technical problems as well as psychological problems. Such challenges may lead to frustration or stress among the students. In this particular paper, the researcher had attempted to study the various factors which may cause frustration among secondary school students while accessing education through the internet. For this purpose, the researcher had selected 200 secondary school students (100 male and 100 female) who are accessing education by using the internet in the Cachar district of Assam. The researcher had adopted an exploratory research design and used the Snow Ball sampling method for selecting the population of the study. The result of the study revealed that both psychological as well as technological problems are greatly responsible for developing frustration among secondary school students.

Keywords: Frustration, Psychological Problems, Technological Problems, Internet, Stress.

Introduction:

Frustration is a feeling that arises in circumstances where someone is obstructed from attaining the desired result. In common, whenever we attain one of our purposes, we sense delighted and whenever we are prevented from attaining our purposes, we may perish to frustration and sense emotional, aggravated, and furious. Commonly, the better significant the purpose, the bigger the frustration and results resentment or loss enthusiasm. Frustration is not certainly terrible since it can be a helpful pointer of the difficulties in someone's life and, as an impact, it can work as a motivator to alter. Nonetheless, when it yields in irritation, petulance, anxiety, hostility, sadness, or a winding down where we have an emotion of concession or abstaining, frustration can be harmful. Frustration is also a commonly revealed manifestation in a study on responses to information and communication technology and different technologies. A great percentage of information and communication technology stoners appear to reveal temporary and occasionally chronic emotions of

frustration. Frustration can possess a deleterious influence on their psychological essence and wellbeing. Cooper formulated a detailed criterion of computer frustration. He contended that frustration with technology can occur in several paths, although generally, these are associated with incapacity to attain one's objectives favorably. Frustration may expand a person's arousal status and that, while a distinct percentage of arousal directs to optimal achievement, undue arousal can be weakening in terms of both achievement and wellbeing. His research observed the main quotations of frustration in computer use. It comprises period lost due to unclear blunder information, uncertain hesitations in program response periods, poorly constructed interfaces that may occur difficult to understand and manipulate, extremely lengthy times to download, natures that are hard to point out and detect, and losing the link.

Frustration can be severe complications to beneficial usage of technological wellbeing. Unsurprisingly, it has been remarked that frustration with technology can direct to user escape. Nonetheless, with the present accumulation of information and communication technology, it may be difficult for several learners to avert disclosure to this technology. Proceeded with frustration may develop notions of significance and attitude deduction, which certainly will impact an all-around connotation of wellbeing, encompassing recession in the lengthier period.

ICT may evolve an intrusion on ordinary daily life, is a basis of discerned anxiety, and retain other illnesses frequently. ICT use among learners may be a brutal, harmful process of attitude which leads to intrusion lowering rest, time managing, and discerned anxiety as well as essences in students' communication. Sometimes, anxiety can occur from the use of ICT when the percentage of information and needs on communication evolve too big to handle. Excess options give rise to it hard to determine what is not crucial. However responses to anxiety differ largely and actually, the same person can respond contrarily to the exact anxiety aspects at various phases in life. Our response to anxiety relies on initial knowledge, common health, our understanding of the circumstance, discerned efficacy, and anticipated comfort of efficacy. People's mental capacities differ as well, which implies that the same amount of information will generate varying cognitive burdens and power regulations.

Review of Related Literature:

1.   Ajala (2011) had described that ICT has shifted working life in several paths. We no longer require staking a setting to stake information and functioning jointly. Information and communication technology is furthermore outstanding for quantifying and optimizing function procedures. It's simple to discern that ICT has facilitated and simplified our job. There are, nonetheless, tools which are playing role in ICT that can improve the distress of individuals at the office. In the high scramble, this can direct to anxiety and illnesses. Information and communication technology can nourish us knowledge broadly quicker than we are competent to comprehend it. We are restricted by our mental capability, that is to say, our capacity to the procedure, manipulate, and stock input. Mental weight can completely evolve too large. People want a proportion of effort, thinking, and healing. He mentioned that new technology provides us further effort and limited deliberation.

2.   Lehnert (2002) had interpreted anxiety as a complicated, active system of interchange between an individual and his or her life. He clarified further that it is the means we respond physically, mentally, and emotionally to the several situations, modifications, and needs of life. It is a notion viewed as a particular irritating incident, life progression evolutions, and confrontations with either your attitude technique or your surroundings throughout a period. He also classified anxiety as urgent (immediate) which can occur a one-time occurrence that usually appears and takes off rapidly. Its impact he described can last from seconds or

hours to days or weeks. Whereas the persistent (long-term) which can be resulted in by a prolonging procession of aggravating incidence of a lasting circumstance.

3.   Covey illustrated that in some foundation of opinion anxiety is considered to be a comparable word in the connotation that what is disturbing and aggravating to one individual may bring about no discrepancy to another. In his recommendations, he emerged with an idea that "in a dominant circumstance every difficulty is an opportunity".

4.   National Association of School Psychologist (2012) specified three main streams of anxiety; anxiety from the academy, anxiety from family, and anxiety from friend group. Anxiety from the academy can occur from an unformed classroom, ambiguous or unfair goals, or stress of disappointment. Anxiety from home occurs through an absence of family routines, over-scheduling, lengthened or severe disease, poor nourishment, fluctuation in the family circumstance, economic difficulties, family battle or mishandling, or ambiguous or unfair intentions. Anxiety from peer-related can be an outcome of altering school edifices, retaining to handle with a hector, belonging in the throng, or moving to modern society. Anxiety inclines to be additive in essence and with children can occur in improper attitudes, educational complications, or health difficulties.

5.   Nawe had also illustrated how role-conflict can result in anxiety. Library and information experts have several administrators who do not concede on what the worker should be accomplishing. Whereas anxiety is also occurred by role obscurity which is attending when a worker does not recognize that for which he or she is accountable. She clarified also that when workers do not utilize their abilities, it can be as aggravating as being exhausted whereas librarians may encounter stress in boosting supporters because they do not possess time to evolve a specialist on each and every policy.

6.   Kinman had not noted from his research that there were no crucial differences establish between men and women of United Kingdom (UK) educational and similar research in structures of anxiety degrees, nor were there gender discrepancies in terms of odds of future job-associated anxiety. But he conveyed that degrees of revealed work associated stress was related to age. He indicated that anxiety points improved with age, to perform in the decades 41-50 and 51-60 while a feeling of anxiety reduced considerably, nonetheless in the decade 61-70

7.   National Association of School Psychologist (2012) also recognized some aspects that enable in the deterrence of anxiety as favorable difficulty solving and bearing abilities; near and conformational connections at home and school; obvious goals from an assignment; consent and ability to learn from errors; expanding aptitudes (educational, social, extracurricular, and life skills); density, favorable domain; capacity to convey emotions properly; sensing physically and emotionally comfortable; adequate food and workout and time to calm or do active recreations.

Objectives of the study: The main objectives of the study were:

1.   To study the causes of the frustration of secondary school students while accessing education through online-mode.

2.   To suggest the possible methods taken by the institutions to eliminate the frustration of secondary school students while accessing education through online-mode.

Methodology: An Exploratory study method was employed by the investigator to conduct the existing survey. The technique was used because it is an adequate and fruitful means of surveying during like ongoing pandemic time and social distancing norms.

Population and sample:

The sampling technique has been adopted for this study was the Snowball sampling technique. The sample is consisted of 200 respondents (100 male and 100 female) and their age is ranging from 11 to 18 years who are accessing education through online mode to achieve their education from secondary schools.

Tools Used

The researcher has used both secondary data and primary data to meet the estimated requirements. A self-structured questionnaire has been developed by the researcher. The questionnaire consisted of 8 questions. The researcher has used the Likert scale for collecting answers from students. The data are collected by uploading on Google forms and distributed through sharing the hyperlink through e-mail and WhatsApp medium to reach the respondents. Percentage analysis is done by using Microsoft excel. The unstructured telephonic interview schedule is also used for collecting some relevant and authentic data and information from students, teachers, and heads of the institutions. The reliability of the questionnaire has estimated conducting a pilot study on another 20 secondary school students studying through a virtual platform.

Findings and Results:

In this study, the data has been interpreted by following the Likert scale for collecting responses from students. The findings and results with the scheduled questions are as follows:

Figure No. 1. Internet issues such as slow network, password policy, etc are causes of frustration while accessing education through the internet.
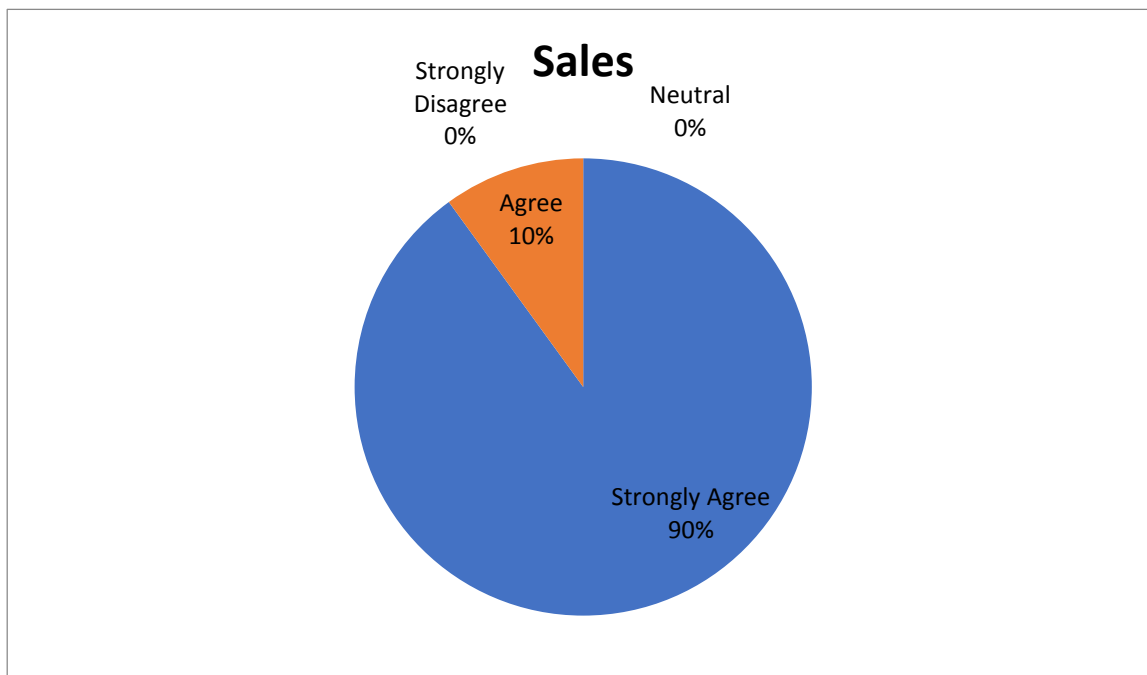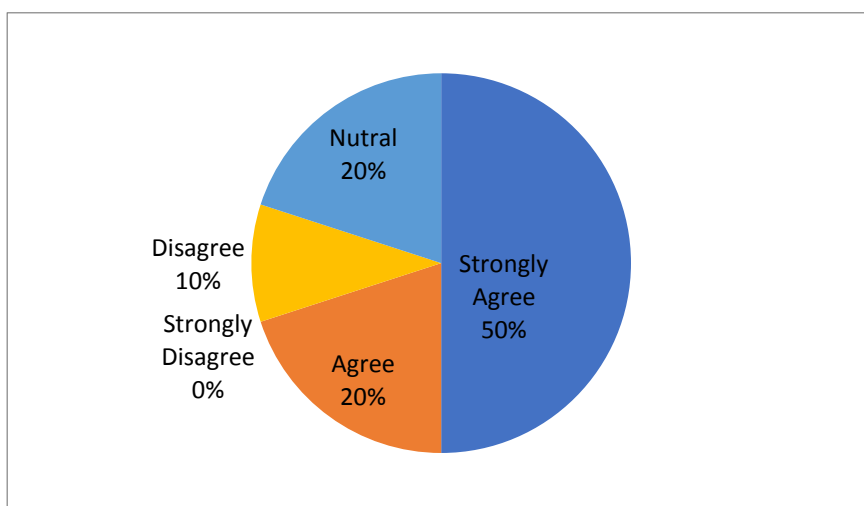
Figure-1 shows 90% of students responded strongly agree and 10% of students responded agree regarding internet issues such as slow network, password policy, etc are causes of frustration while accessing education through the internet. And so, it is clear that the majority of the students think that Internet issues created a problem and hindrance at the time learning in online mode.

**Figure No. 2. I feel isolated while accessing education through online mode.**
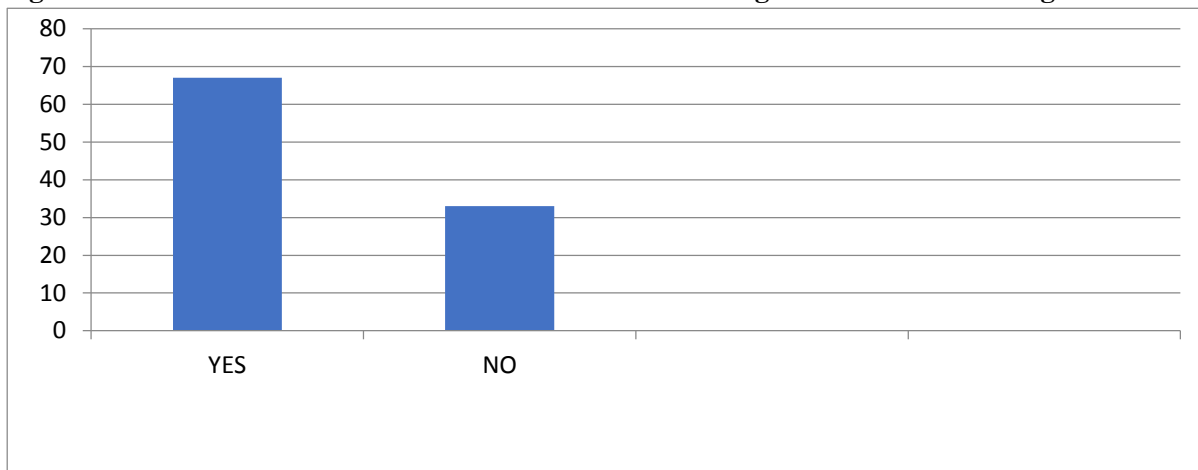
The above figure 2 shows that a maximum of students fell isolated while accessing education through online mode. So, emotional connectivity is important between teachers and taught in an online mode of education as physical interaction is missing in it.

3. I cannot engage myself in the learning process, while accessing education through online mode due to lack of motivation.
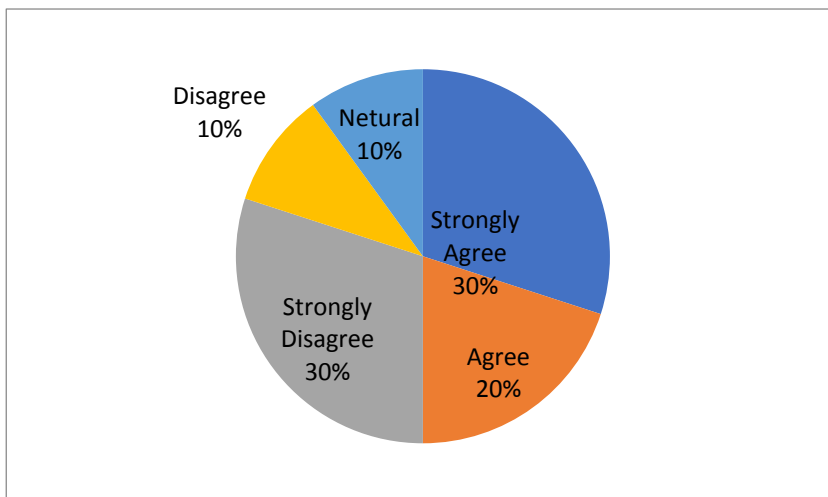

Above figure-3 shows that 50% of the students responded strongly agree, 20% of students responded agree, 10% of students responded disagree and 20% responded neutral in regard to when the students cannot engage themselves in the learning process, while accessing education online mode due to lack of motivation.

**4. I do not get any interest in the online mode of learning.**
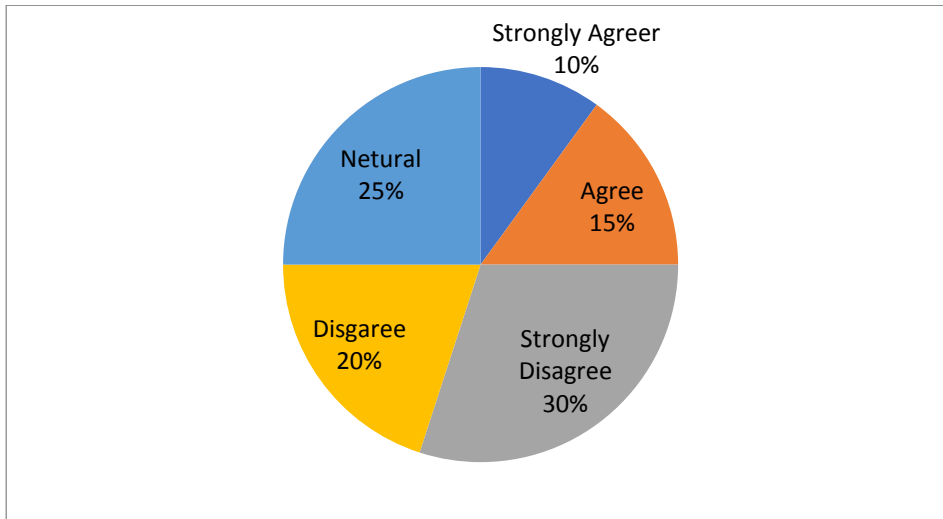
Above figure 4 shows that 10% of the students responded strongly agree, 15% of the students responded agree and 30% of students responded strongly disagree, 20 responded disagree and 25% responded neutrally about showing interest in education in the online mode of education.

## 5. There is a lack of interaction between teachers and students in the online mode of learning.

From the above figure 5, it is seen that 30% of students responded strongly agree and 20% of students responded agree, 30% strongly disagree, 10% disagree and 10% neutral responded with that there is a lack of interaction between teachers and students in the online mode of education.

## 6. Teachers are not well trained for online teaching.
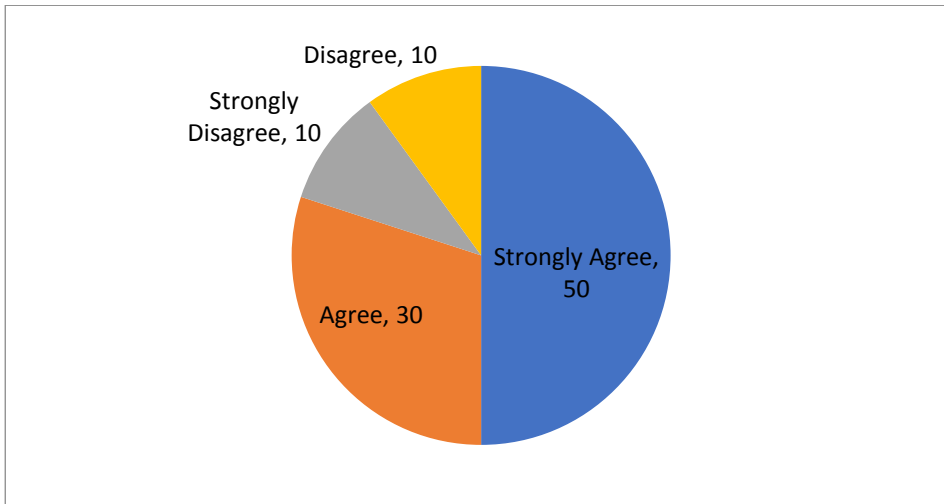
It was found from the above figure 6 that 50% of the students strongly agree and 30% of the students just agree that there is a lack of online trained teachers and 10% of the students responded disagree and 10% strongly disagree with it.

7. There is an external disturbance while accessing education through online mode.
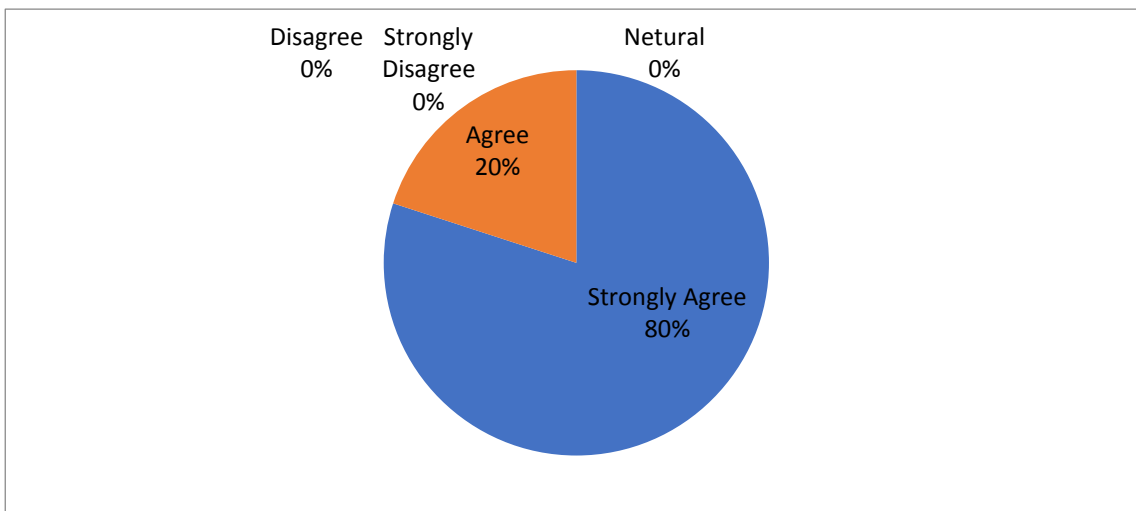
Encase of online learning one of the major problems is external disturbances which are shown by the above figure, 80% of the students responded strongly agree and only 20% of the students responded with agree, so this inferred that external disturbance is one of the major problems of while education accessing through online mode.

8. I think I don't have sufficient knowledge of the educational technologies used for online education.
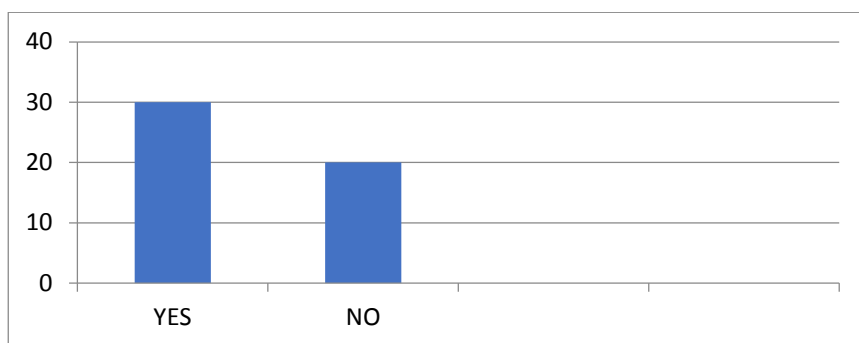
The above interpretation shows that the maximum of students (80%) has sufficient knowledge of the educational technology where only 20% of students do not have sufficient knowledge of online education while accessing education through online mode.

Discussion:

From the above figures referred to the pieces of evidence, that maximum of the students thinks online mode of education created a problem and hindrances in the learning process, due to a slow network , password policy, etc. It was also observed that the maximum of the students feels isolated, while accessing education through online mode. Another remarkable observation was found from the study that in the online mode of learning students not showing that much motivation which was found in physically present teaching. The interest of the students in online mode of education is also less, because of the less of equipment and can be done multiple tasks with a single device, which was found from the observation in general. Online mode of education was conducted through the digital platform, and it was found that the maximum of the students agrees that in the online mode of learning there is a lack of interaction between the teacher and the taught. And also the maximum of the students agreed with the fact that there is a lack of well-trained teachers for conducting online effective teaching for learners. External disturbances can create havoc in the learning process is another significant finding from the study which was strongly agreed upon by maximum of the students.

 Suggestions and Recommendations:

The recommendations in case of future research in this area can include- students' exam phobia, anxiety, lack of interest, positive attitude, and other related variables concerning education through online mode of education, in the online mode of learning has its advantages and disadvantages and sometimes it become very difficult to access it from different location and situation especially from rural or high traffic urban areas.

Online mode of education is very important and significantly plays a very vital role in the field of education. We are living in the era of ICT (Information and Communication Technology), the world is now considered a global village, with a single click we can get all the information and regarding the worldwide of the different aspect of life. But in this rapid growth of development require specially trained experts, who can give the effective and provide the right amount of knowledge to the students. The online mode education is very different from the traditional model of education, though for long time we are using the traditional mode of learning with some modification or changes and it is mainly concern with the physical presence of the teacher and taught which is lacking in the online mode of education that's why there is no proper emotional bonding between teacher and taught and both suffer from a different psychological problem, frustration is one of the major cause of them. That's why the blended mode of education can reduce the mental suffering of the teachers and students. Due to the lack of trained teachers students may not be showing interest in the online mode of education, there should be a provision of the online teaching training program for teachers. Online education required an expensive hardware and software application, which is another hindrance to the online

teaching, there should be a well organized department of ICT in every educational Institution, trained teachers should appoint for operating ICT, and training and service condition should also be improved, there should be available hardware requirements and software operating knowledge, give stress to provide education through ICT with the help of different tools and techniques

Conclusion:

The result of this study has signified that vital consideration of proper internet connection is very essential for successive online mode of learning. From the results, it has been observed that students' frustration of online mode of learning is the obligation in many cases. Maximum of students feel not motivated in education while it accessing through online mode, in traditional learning that means the students have experienced effective learning by developing emotional well-being among each other and with the teacher. The same like maximum of students agree that there is a lack of trained teachers for conducting teaching through online mode. It is also observed that slow network and complex steps of conducting online teaching make hindrances in improving students' learning outcomes in the online mode of learning as a maximum of students are agreed with this statement. Teachers should take initiative to make students feel happy and enjoying in the technology-supported online mode of the learning environment and for not feeling isolated when they are accessing education in online such environments because a maximum of students agreed that they feel uninterested, unsecure and isolated when accessing learning through online mode. Maximum of students strongly believed that knowledge about technological equipment can make the teaching more effective and useful for their better improvement and can give the better strategies for exam preparation and can develop their achievement performance and can facilitate self-regulated learning in an online mode of the learning environment.

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