

Study on Reaction to Frustration among Teacher Trainees in Relation to Their Emotional Maturity

Gaganjit Kaur,

Assistant Professor, GuruTeg Bahadur Khalsa College of Education Dasuya, Hoshiarpur, India

Abstract

The objective of the present investigation is to study the Relation between Emotional Maturity and Reactions to Frustration. To achieve the stipulated objective survey method of research was followed. For sampling 'Convenient Sampling' method was used.. A sample of 100 Teacher Trainees, of 'Guru Teg Bahadur Khalsa College of Education, Dasuya' a College affiliated to Punjab University, Chandigarh, with girls students from rural areas as well as semi-urban area, was taken for studying the relation between Emotional Maturity and Reactions to Frustration. The study has shown that from a sample size 100 teacher trainees 33 % subject were having Average Frustration followed by Very High Frustration (19 %), Very Low Frustration (18 %), High Frustration (16 %) and low Frustration (14%). Whereas it has revealed that maximum proportion(58%) of subjects from a sample of 100 were Emotionally Immature followed by Extremely Emotional Immature (36%), Moderately Emotionally Mature (4%) and minimum proportion was of Extremely Emotionally Mature (2 %). Study also revealed that there is no significant Correlation between Emotional Maturity and Reaction to Frustration among Teacher Trainees.

KEYWORDS: Emotions, Frustrations, Reaction to Frustration, Emotional Maturity

INTRODUCTION:

In the present times, youth as well as children are facing difficulties in their lives resulting in many psychosomatic problems such as anxiety, tensions, frustrations and emotional disturbances in day to day life. Among these problems, frustration is a common emotional response to opposition. Related to anger and it disappointment arises from the perceived resistance to the fulfillment of individual will. The greater the obstruction, and the greater the will, the more the frustration is likely to be. Causes of frustration may be internal or external. In people, internal frustration may arise from challenges in fulfilling personal goals and desires, instinctual drives and needs, or dealing with perceived deficiencies such as a lack of confidence or fear of social situations. Conflict can also be an internal source of frustration; when one has competing goals that interfere with one another, it can create cognitive dissonance. External causes of frustration involve conditions outside an individual, such as a blocked road or a difficult task. While coping with frustration, some individuals may engage in passive-aggressive behaviour, making it difficult to identify the original cause(s) of their frustration, as the responses are indirect.

Frustration:

Frustration is the feeling of being blocked in satisfying a need or attaining a goal that individual perceives as significant. Frustration has been defined as the psychological state which results from the blocking of a goal-directed activity (Kisker, 1964). It can be a result of blocking motivated behavior. An individual may react in several different ways.

He/she may respond with rational problem-solving methods to overcome the barrier. Failing in this, he/she may become frustrated and behave irrationally. An example of blockage of motivational energy would be the case of a worker who wants time off to go fishing but is denied permission by his/her supervisor. Another example would be the executive who wants a promotion but finds he/she lacks certain qualifications. If, in these cases, an appeal to reason does not succeed in reducing the barrier or in developing some reasonable alternative approach, the frustrated individual may resort to less adaptive methods of trying to reach the goal. He/she may, for example, attack the barrier physically, verbally, or both.

When a person's striving are thwarted either by obstacles that block progress toward a desired goal or by absence of an appropriate goal, frustration occurs. Frustrations can be particularly difficult for a person to cope with because they often lead to self devaluation, making the person feel that he or she has failed in some way or is incompetent.

Frustration is the one of most dominating factor influencing the individual behavior. In frustration person's goal are thwarted by demands and limits of environment and individual abilities and it results in disorganize behavior and decreased social adjustments. The sources of frustration are diverse and can be categorized into physical environment, individual's biological limitations and psychological make-up.

Freud (1933) reported that aggression is an expression of frustration. According to him frustration occurs whenever pleasure seeking or pain avoiding behavior is blocked feeling the fear of failure thus germinates frustration.

The reactions to frustration are also known as Defense Mechanisms. These defense mechanisms are so called as they try to defend individuals from the psychological effects of a blocked goal. When some employees get frustrated, they become tensed and irritable. They experience an uneasy feeling in their stomach and also show various other reactions of frustration.

Following are the various types of reactions to frustration:

1. **Withdrawal or Resignation** : Behaviours such as asking for a transfer or quitting a job.
2. **Fixation** : Attaching oneself in an un reasonable or exaggerated way to some person or arresting emotional development on a childhood or adolescent level- e.g. individual blames others and superiors for his problems, without knowing complete facts.
3. **Aggression**: Any response made with the intent of harming the person or an object. It is one of the most persistent and frequent responses to frustration.
4. **Regression**: Behaving in an immature and childish manner and may self-pity (to feel sorry for oneself).

Emotional Maturity:

Emotions are the manifestations of the soul and originate from our inner core. Emotion is the energy which makes the mind work. It supplies the energy for survival. Emotions are physical and mental feelings and are necessary for life and stimulate one to behave in a certain way. There is a difference, between emotional maturity and immaturity. The difference lies in careful thought, putting it to use constructively. We can control emotions by: 1- realizing that there are negative and positive ways to react to an impulse that comes into our mind and developing the ability to choose the way we want to react, rather than allowing it to be automatic. In other words, we can reprogram our behavior, 2- understanding that we have been in practice from infancy to react the way we presently do. Since emotions are parts of our core being, we cannot ignore them without consequences. It has been established that people reject, ignore, conquer or "rise above" emotions, resulting in deep inner conflicts that can lead to even more suppression, control and fear of self- awareness. As emotions do play central role in the life of an individual, one is expected to have higher emotional maturity in order to lead an effective life.

Emotional maturity is the ability to differentiate and properly identify one's emotions while granting the freedom to experience whatever emotion is appropriate to a given situation. Emotional maturity can be understood in terms of ability of self control which in turn is a result of thinking and learning. According to Chamberlain (1960), an emotionally matured person is one whose emotional life is well under control.

Emotions are aroused by happenings or circumstances that enhance the gratification of a person's need or the realization of high goal. It has been said that a person's emotion reaction to a happening depends upon both the nature of the happening itself and upon his own inner state. The same thing or happening may create joy in one and grief in another, all depending on the inner state of the individual. A mature person experiences life experiences as learning experiences and, when they are positive, he enjoys and revels in life. When they are negative, he accepts personal responsibility and is confident and can learn from them to improve his life. When things do not go well, he looks for an opportunity to succeed. The immature person curses the rain while a mature person sells umbrellas. When things do not go as anticipated, the immature person stamps his feet, holds his breath and bemoans his fate. When frustrated, an immature person looks for someone to blame while the mature person looks for solution. Hence, It is also true that our behavior is constantly influenced by the emotional maturity level that we possess. Especially, the adolescents and young adults who are observed to be highly emotional in their dealings are also prone to psychological disorders like frustration, anxiety, stress, conflicts etc.

REVIEW OF RELATED LITERATURE

Sharma (2006), in her study compared all the six dimensions of mental health between male and female adolescents. No significant difference was found in emotional stability, over-all adjustment, autonomy, security-insecurity, self-concept, and intelligence measures of mental health between male and females adolescents as well as between those belonging to urban and rural areas.

Jadhav (2010) conducted the research and found that there is a positive and significant relationship between home environment and emotional maturity among the boys and girls

students, including those of rural background, including private college students with low socio-economic status and students more than 20 years age. It is found that, there is no positive and significant relationship between home environment and emotional maturity among the urban students, studying in government colleges, with high socio economic status and students less than 20 years of age.

Kaur, Inderpreet (2011), in her study Frustration among adolescents in relation to their emotional intelligence found a significant difference in main scores of frustration among high achievers and low achievers adolescents. She also found a significant relationship between Emotional intelligence and Frustration among high achievers and low achievers adolescents.

Matheen (2011) found that there are both positive and negative relationships among the nine dimensions of parent-child relationships (Protecting, symbolic punishment, rejecting, object punishment, demanding, symbolic reward, loving, object reward, and neglecting) of both father's and mother's with the emotional maturity including its five categories emotional un-stability, emotional regression, social maladjustment, personal disintegration, and lack of independence.

Dhall and Shikha (2012) in her study "A study of creativity in relation to reaction to frustration and academic achievement of secondary school students", found that reaction to frustration is related positively with creativity for secondary school students, such relationship does not exist in case of boys and girls taken separately. Further no significant relationship between creativity and academic achievement was found. A significant positive relationship was found between reaction to frustration and academic achievement of secondary school students.

Puja Kochar, in 2012 conducted a study on emotional maturity of adolescents as related to their rigidity. The study revealed that their exist a significant difference between emotional and different dimensions of rigidity and total rigidity of adolescents.

Sandeep Swahney and Neetu Sethi, in 2014, conducted a longitudinal study of reaction to frustration among teacher trainees and found a significant difference among teacher trainees for the mode of frustration viz: Aggression and Regression. No significant difference was found among teacher trainees for the mode of frustration viz: resignation and fixation.

Mohit Dixit in 2014 in his study on frustration of secondary school students in relation to their academic achievements revealed that factors like gender and type of the school influenced academic achievements.

Ashima Bhandari and Mandeep (2015) in a study on Emotional Maturity and Social Adjustment among teacher trainees and engineering students found that there is significant relationship between Emotional Maturity and Social Adjustment of the whole sample taken for study.

Supreet Kaur and Meenu (2015) in her study on emotional maturity of adolescents in relation to family environment revealed that there exists a significant difference in emotional maturity of boys and girls. The results of the study also indicated that there

exists a negative and significant correlation between the emotional maturity and family environment of adolescents.

Kusum Jain and Nidhi Kakkar in 2015 conducted a study on frustration among the secondary school students in relation to their emotional maturity. The study revealed that there is very low positive correlation between frustration and emotional maturity among secondary school students.

SIGNIFICANCE OF THE STUDY:

Most of us are aware that, in some cases, one person's stressor or challenge or blockage is another person's thrill. The different reactions people have to environmental events is due in part to the way in which they perceive the situation- the same event might be interpreted differently by different people. A person who feels overwhelmed and is concerned that he or she will be unable to deal with the stressor is more likely to experience negative consequences from the situation than a person who feels able to manage it.

According to Hurlock (1974) the observation of behavior of people in various frustrating situations whether experimentally induced or occurring in actual life situations have displayed marked individual differences in the way people react to frustrations with each person learning a pattern of behavior best suited to needs and thereby developing his own coping up process for the misadjusting forms of behavior resulting from the frustrating situation.

There has been sufficient research on frustration in relation to family environment, social maturity, self concept and other psychological parameters among adolescents. However, little work has been done on reaction to frustration with respect to emotional maturity among teacher trainees. This study assumes more importance in context that teacher trainees being the future shapers of the destiny of the coming generations and nation builders because an emotionally mature teacher can bring radical changes in the society through transmitting his or her legacy.

STATEMENT OF THE PROBLEM:

STUDY ON REACTIONS TO FRUSTRATION AMONG TEACHER TRAINEES IN RELATION TO THEIR EMOTIONAL MATURITY.

OBJECTIVES:

To determine the Relationship between Emotional Maturity and Reaction to Frustration among Teacher Trainees

HYPOTHESIS:

There is no significant Relationship between the Emotional Maturity and Reaction to Frustration among Teacher Trainees.

METHODOLOGY

For the present study, survey method has been used. The survey studies are conducted to investigate, evaluate existing conditions. Specifically college surveys are concerned with the study of pupil's knowledge, skills, academic achievement, intelligence, aptitudes, study habits, health practices, psychological testing behavioral problems and recreational

aspects. College surveys are some time conducted to study the educational programmes, processes and outcomes. College surveys are useful to get the information about the equipments, supplies such as library books, laboratory, audio-visual aids. Survey method may also be applied to investigate the achievement motivation, concept formation, intelligence testing, personality testing, emotional maturity, anxiety, depression, frustration and other behavioral problems.

Sample:

For sampling 'Convenient Sampling' method was used. For studying the relation between Emotional Maturity and reaction to frustration a sample of 100 Teacher Trainees from the 'Guru Teg Bahadur Khalsa College of Education, Dasuya' was taken. College is affiliated to Punjab University, Chandigarh, with girls students from rural areas as well as semi-urban area.

Tools used:

1. Reactions to Frustration Scale (RFS) by Dr. B.M. Dixit and Dr. D.N. Srivastava(1997): This tool has only 40 items in which 20 are positive items and rest are negative items. There is no time limit to complete the RFS however maximum time limit is of 30 minutes. Reliability of this test is 0.79 and validity is 0.52 in aggression, 0.57 in Resignation, 0.60 in Fixation and 0.58 in Regression.

2. Emotional Maturity Scale by Dr. Yashvir Singh and Dr. Mahesh Bhargava(2005): The scale consist of 48 items with 5 dimension viz: Emotional Stability with 10 items, Emotional Progression with 10 items, Social Adjustment with 10 items, Personality integration with 10 items and Independence with 8 items. The reliability of the test by product movement correlation is 0.75 . The internal consistency for Emotional Stability, Emotional Progression, Social Adjustment, Personality Integration and Independence is 0.75, 0.63, 0.58, 0.86 and 0.42 respectively. The Concurrent Validity of the total test is 0.64.

RESULTS AND DISCUSSION

The present study is aimed at to find out to determine the Relationship between Emotional Maturity and Reaction to Frustration among Teacher Trainees. The study endeavours to test the Null Hypothesis that 'There is no significant Relationship between the Emotional Maturity and Reaction to Frustration among Teacher Trainees'.

A sample of 100 Teacher Trainees from Guru Teg Bahadur Khalsa College of Education, Dasuya, District Hoshiarpur was taken for investigation for studying the relation between Emotional Maturity and Reactions to Frustration. Sample consists of girls students from rural areas as well as semi-urban area.

For collecting data on Reactions to Frustration 'Reactions to Frustration Scale' (RFS) by Dr. B.M. Dixit and Dr. D.N. Srivastava(1997)' was used whereas For collecting data on Emotional Maturity 'Emotional Maturity Scale' by Dr. Yashvir Singh and Dr. Mahesh.

Means and Standard Deviations of data of Emotional Maturity and Reaction to Frustration were calculated and are represented in tables and below, respectively.

Table. 1: Mean and Standard Deviation of Emotional Maturity among teacher Trainees

N	Mean	S.D
100	114.90	22.04

Table. 2 : Mean and Standard Deviation of Reaction to Frustration among teacher Trainees

N	Mean	S.D
100	105.20	11.77

The comparison of Standard Deviation for Emotional Maturity and Reaction to Frustration as in table. 1 and table. 2 reveals that there is comparatively higher standard deviation in case of Reaction to Frustration than that of Emotional Maturity which indicates that the scores tend to spread out over a wider range of values to the mean.

Figure. 1: Comparison of Means and S.D.s of Emotional Maturity and Reactions to Frustration among 100 subjects

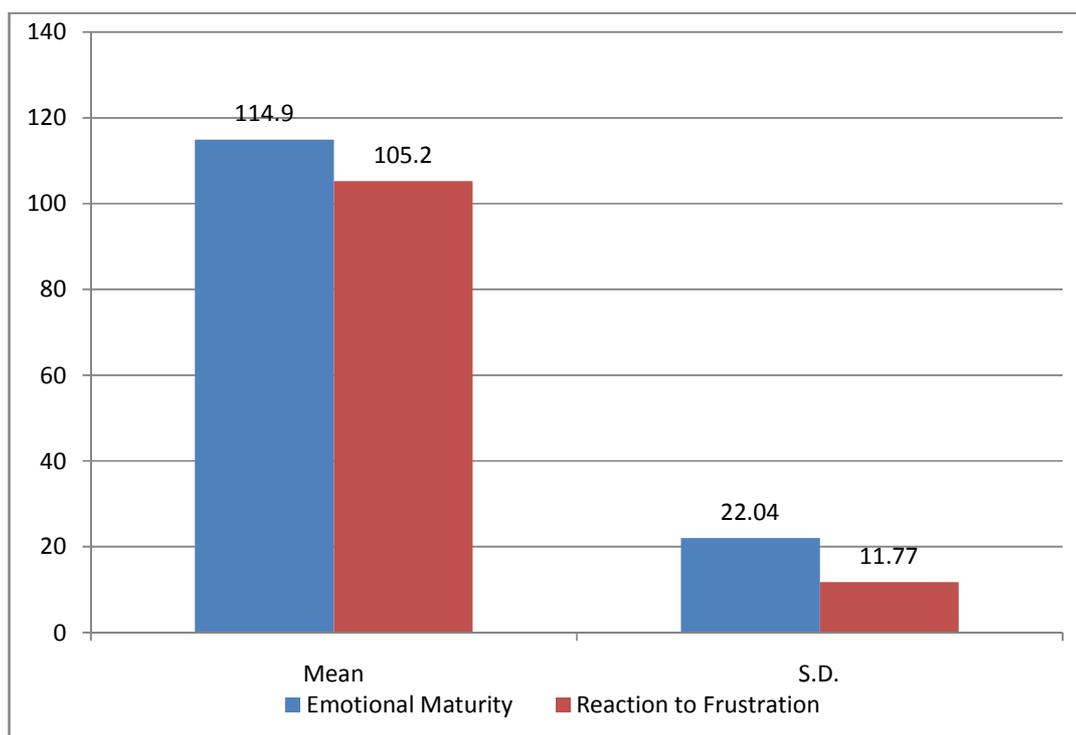


Table. 3 Frequency Distribution of Emotional Maturity among 100 Teacher Trainees

Class Interval	Mid Values	Frequency EM (f)	Deviations from Mid Values (x)	(fx)	fx ²
70-79	74.5	7	4	28	112
80-89	84.5	11	3	33	99
90-99	94.5	13	2	26	52
100-109	104.5	7	1	7	7
110-119	114.5	19	0	0	0
120-129	124.5	12	-1	-12	12
130-139	134.5	15	-2	-30	60
140-149	144.5	16	-3	-48	144
				4	486

Table. 4 Frequency Distribution of Reaction to Frustration among 100 Teacher Trainees

Class Interval	Mid Values (Y)	Frequency RTF (f)	Deviations from Mid- value (y)	fy	fy ²
70-79	74.5	2	3	6	18
80-89	84.5	5	2	10	20
90-99	94.5	30	1	30	30
100-109	104.5	33	0	0	0
110-119	114.5	25	-1	-25	25
120-129	124.5	3	-2	-6	12
130-139	134.5	1	-3	-3	9
140-149	144.5	0	-4	0	0
150-159	154.5	1	-5	-5	25
				7	139

Table.5: the Interpretation of Frequencies of Emotional Maturity

Level of Emotional Maturity	Class Interval	Frequency - Emotional Maturity
Extremely Emotionally Mature	50-80	2
Moderately Emotionally Mature	81-88	4
Emotionally Immature	89-106	58
Extremely Emotionally Immature	107-150	36

Figure. 2: Chart Showing Relationship between Emotional Maturity and Reaction to Frustration among Teacher Trainees

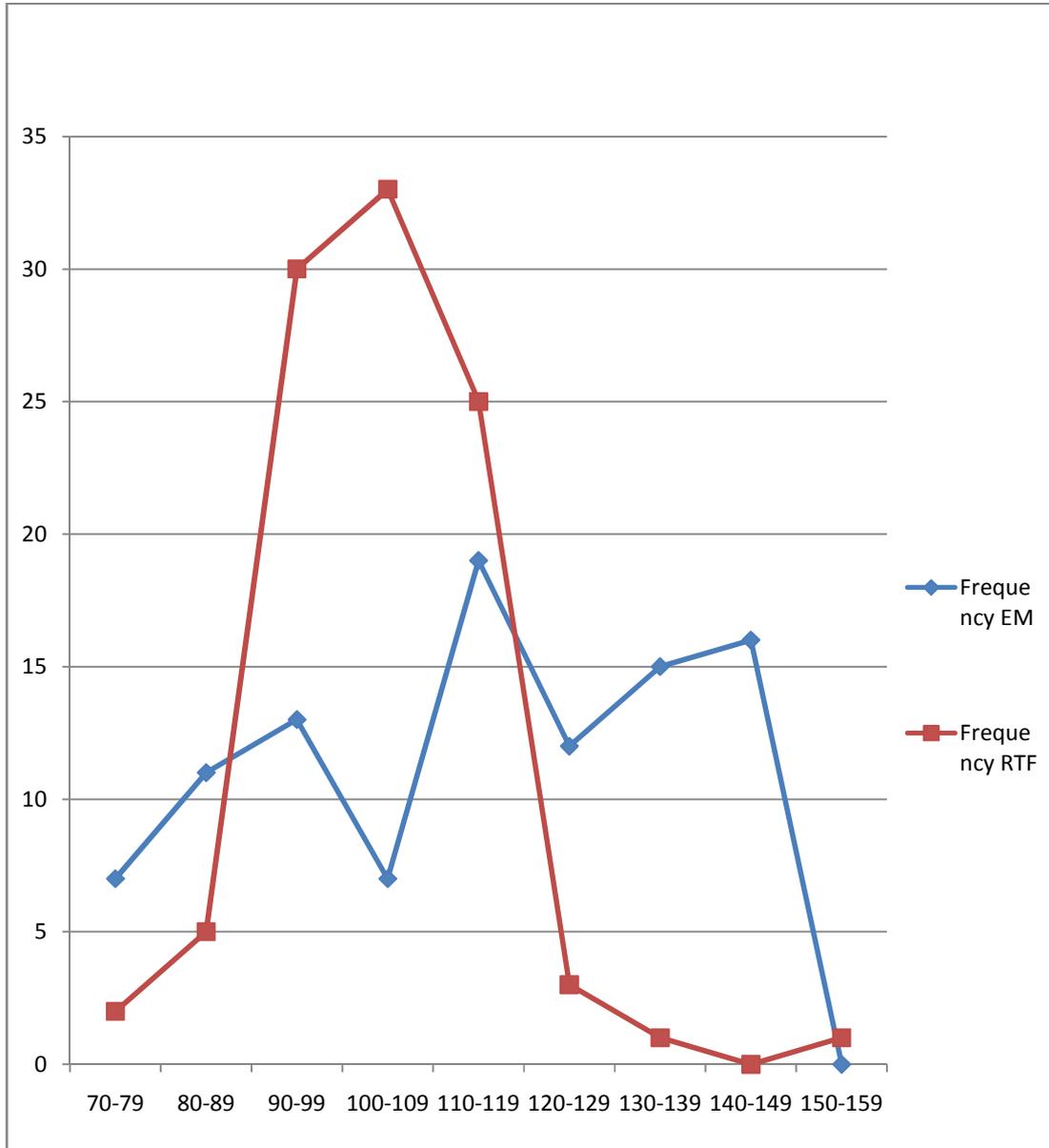


Figure 4. Proportion of different levels of Emotional Maturity of Sample of 100 Teacher Trainees

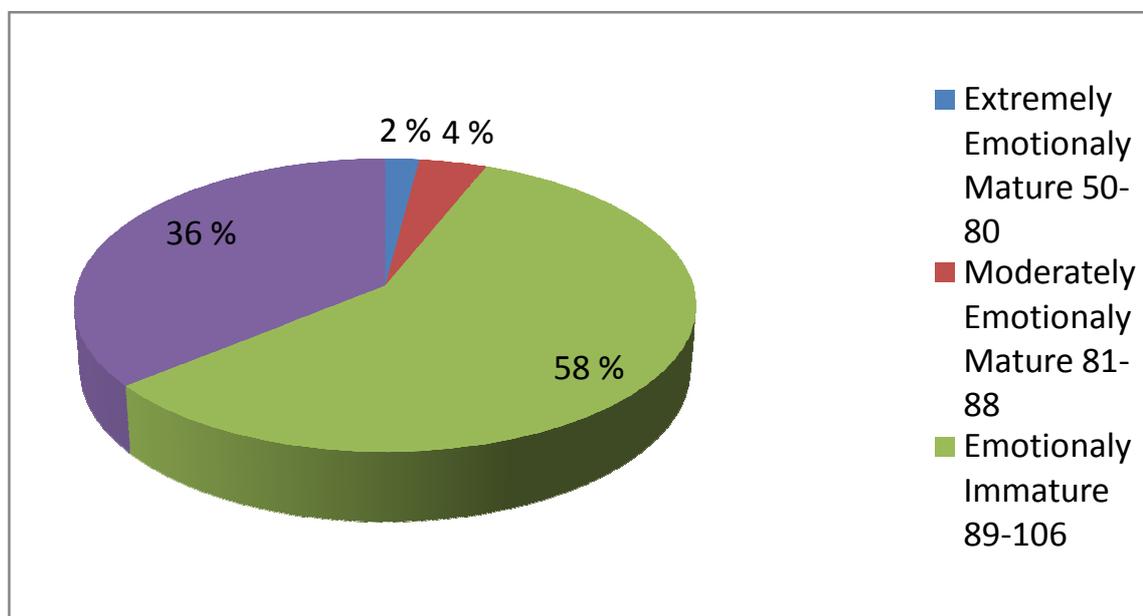
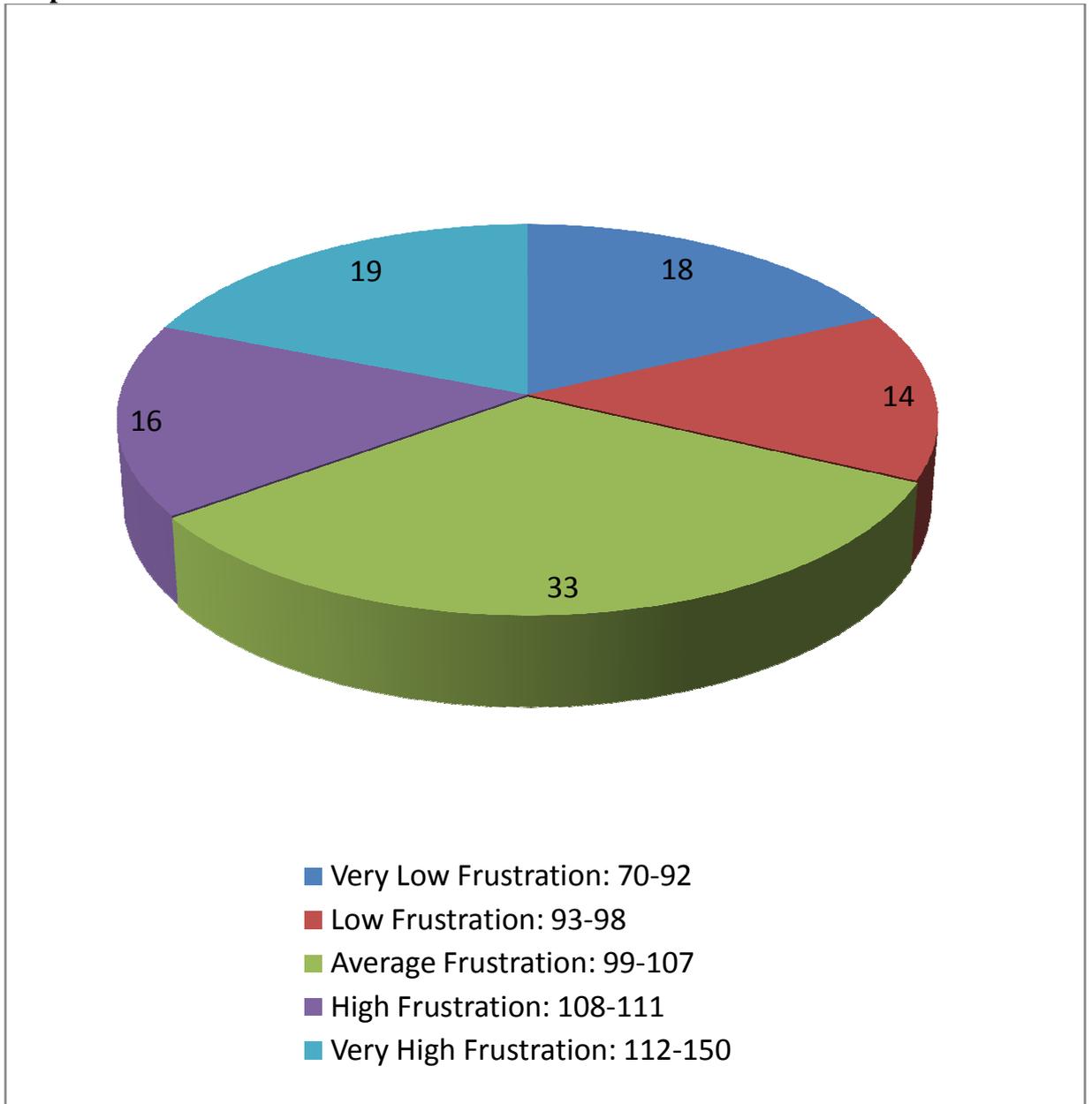


Figure. 4 reveals that maximum proportion (58%) of subjects from a sample of 100 are Emotionally Immature followed by Extremely Emotional Immature(36%), Moderately Emotionally Mature (4%) and minimum proportion was of Extremely Emotionally Mature (2%).

Table.6 : Interpretation of Raw Scores (Girls) of Reactions to Frustration.

Reactions to Frustration Level	Scores -Class	Frequency
Very Low Frustration	70-92	18
Low Frustration	93-98	14
Average Frustration	99-107	33
High Frustration	108-111	16
Very High Frustration	112-150	19

Figure.5: Proportion of Different Levels of Frustration among Teacher Trainees of sample size 100



From the table-6 and figure-5 it is revealed that from the sample size 100 of teacher trainees 33 % subject were having Average Frustration followed by Very High Frustration (19 %), Very Low Frustration (18 %), High Frustration (16 %) and low Frustration (14)

Table: 9: Coefficient of Correlation between Reaction to Frustration and Emotional Maturity

Variable	Sample Size (N)	Mean(M)	Standard Deviation(σ)	Coefficient of Correlation
Reaction to Frustration	100	105.20	11.77	0.0216
Emotional Maturity	100	114.90	22.04	

For establishing relationship between Emotional Maturity and Reaction to Frustration among Teacher Trainees, Pearsons Product Moment Correlation was worked out with the help of Scattergram as in Figure. The r-value i.e Pearsons Product Moment Correlation was worked out to be 0.021, which when compared with tabulated value 0.195 for N=100 and 98 degrees of freedom at 0.05 level of significance and tabulated value of 0.254 at .01 level of significance suggests that there is no significant Correlation between Emotional Maturity and Reaction to Frustration among Teacher Trainees.. Hence It is evident, there is no significant Relationship between the Emotional Maturity and Reaction to Frustration among Teacher Trainees. Thus Null Hypothesis is accepted at 0.01as well as 0.05 level of significance.

CONCLUSION

The objective of the present investigation is to study the Relation between Emotional Maturity and Reactions to Frustration. To achieve the stipulated objective ‘Survey method of Research’ was followed. For sampling ‘Convenient Sampling’ method was used. A sample of 100 Teacher Trainees of Guru Teg Bahadur College of Education, Dasuya, a College affiliated to Punjab University, Chandigarh, with girl students from rural areas as well as semi-urban area, was taken for studying the relation between Emotional Maturity and Reactions to Frustration. For collecting data on Reactions to Frustration ‘Reactions to Frustration Scale (RFS) by Dr. B.M. Dixit and Dr. D.N. Srivastava(1997)’ was used whereas For collecting data on Emotional Maturity ‘Emotional Maturity Scale by Dr. Yashvir Singh and Dr. Mahesh

The study has shown that from a sample size 100 teacher trainees 33 % subject were having Average Frustration followed by Very High Frustration (19 %), Very Low Frustration (18 %), High Frustration (16 %) and low Frustration (14%). Whereas it has revealed that maximum proportion(58%) of subjects from a sample of 100 were Emotionally Immature followed by Extremely Emotional Immature (36%), Moderately Emotionally Mature (4%) and minimum proportion was of Extremely Emotionally Mature (2 %).

Mean, variance, standard deviation of the data was worked out. For establishing relationship between Emotional Maturity and Reaction to Frustration among Teacher

Trainees, Pearsons Product Moment Correlation was worked out with the help of Scattergram as in Figure. The r-value i.e Pearsons Product Moment Correlation was worked out to be 0.021, which when compared with tabulated value 0.195 for N=100 and 98 degrees of freedom at 0.05 level of significance and tabulated value of 0.254 at .01 level of significance suggests that there is no significant Correlation between Emotional Maturity and Reaction to Frustration among Teacher Trainees.. Hence It is evident, there is no significant Relationship between the Emotional Maturity and Reaction to Frustration among Teacher Trainees. Thus Null Hypothesis is accepted at 0.01 as well as 0.05 level of significance.

This study reveals that there is no significant relationship between the Reaction to Frustration and Emotional Maturity among 100 Teacher Trainees.

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