

Investigating the Frustration of Teachers working in Residential and Non-Residential schools

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Abstract

The present study is an attempt to investigate the frustration in teachers working in residential and non-residential schools. It was conjectured that stress, working hours and work conditions of work place is positively correlated with frustration resulting in reactions of Aggression, Resignation, Fixation and Regression. The sample comprised of 64 teachers, out of them 32 teachers (16 male and 16 female) were from residential schools and 32 teachers (16 male and 16 female) were from non-residential schools selected randomly from four schools (two residential and two non-residential schools) of district Sonipat, Haryana. A Reaction to Frustration Scale (RFS) By Dixit B. M. and Srivastava D. N. (1997) was administered to the selected sample to assess their frustration level. The data so collected was analyzed statistically by employing mean, SD and t-test. The results revealed that there is significant difference between teachers working in residential and non-residential schools with regard to their frustration. However, there is no significance difference was found between male and female teachers regarding their frustration whether they are from residential or non-residential schools.

Introduction

The task of a teacher has always been held at zenith with high esteem. The success of a teacher depends not only what he is, but what he does. Behavior of teachers generally depend upon the working conditions they experience in their institutions. Different people have different attitudes and different means of coping with environment. People in discussion may display a variety of negative emotions, e.g., distrust, disappointment, frustration, shame, confusion, worry, anger, or fear. Frustration represents an act of adjustment to the surrounding environment, being part of the continuous interaction between the body and the environment, within the process of assimilation and adjustment (Pavelcu, 1970).

Sources of frustration may be *internal* or *external*. Internal sources of frustration involve personal deficiencies such as lack of confidence, fear of social situations, conflict etc. External causes of frustration involve conditions outside the person. The responses to frustration by individuals can be either adaptive or maladaptive (Shorkey & Crocker, 1981). Adaptive responses are constructive and are implemented to solve the problem that is blocking goal attainment. Maladaptive responses, on the other hand, are characterized by a lack of constructive problem solving and often make the frustrating experience worse by creating additional problems. These maladaptive responses may be further categorized into objective (aggression, regression, withdrawal, fixation, resignation) and subjective (extrapunitive, intropunitive, impunitive) responses (Britt and Janus 1940).

The credit for developing the concept of frustration in human beings goes to Freud (1933). He has developed a frustration-aggression theory in a systematic way where frustration occurs whenever pleasure seeking or pain avoiding behavior is blocked. Frustration is a state of emotional stress characterized by confusion, annoyance and anger (Stagner,1961) . Interruption to goal seeking behavior causes frustration. The person's awareness of his inability to satisfy his drives and his failure to reach the goals he has set for himself makes him helpless and he suffers from injured pride leading to frustration (Writ,1956). Frustration is expressed in various modes-Aggression, Resignation, Fixation and Regression (Eysenck, 1972). According to Freud, Aggression is an expression of Frustration. Frustration always leads to some form of aggression (Filer, 1952); (Miller, 1941). Sometimes frustration leads to resigned behavior. There is extreme elimination of needs, no plans, no future orientations, withdrawal from social contacts, isolation, lack of interest in the surroundings. Persons with severe frustration may try to escape or withdraw from certain situations (Dixit, 1985). For the present study frustration deals with the emotional state of mind relates to negative consequences among secondary school teachers.

Objectives of the study

The main objectives of this investigation are as follow:

1. To find out whether secondary school teachers working in residential and non-residential schools significantly differ on frustration.
2. To find out whether male secondary school teachers working in residential and non-residential schools significantly differ on frustration.
3. To find out whether female secondary school teachers working in residential and non-residential schools significantly differ on frustration.
4. To find out whether male and female secondary school teachers working in residential schools significantly differ on different frustration.
5. To find out whether male and female secondary school teachers working in non-residential schools significantly differ on different frustration.

Hypotheses

1. Secondary school teachers working in residential and non-residential schools do not significantly differ on frustration.
2. Male secondary school teachers working in residential and non-residential schools do not significantly differ on frustration.
3. Female secondary school teachers working in residential and non-residential schools do not significantly differ on frustration.
4. Male and female secondary school teachers working in residential schools do not significantly differ on frustration.
5. Male and female secondary school teachers working in non-residential schools do not significantly differ on frustration.

Methodology

Population and Sample

In this study investigator consider secondary school teachers of Sonipat city (Haryana State) as population. In this population investigator randomly selected two residential and two non-residential schools for selecting the sample. 16 male teachers and 16 female teachers from residential schools and 16 male teachers and 16 female teachers from non-residential schools were selected randomly as sample.

Tools Used

Reactions to Frustration Scale (RFS) By Dixit B. M. and Srivastava D. N. (1997).RFS covers four reaction namely- aggression, resignation, fixation and regression. It consists of 40 items out which each reaction to frustration has 10 items equally divided into positive and negative items. These items are presented in the simple statements and provide six alternative responses options graded on a six point scale.

Procedure

Descriptive survey method of research was employed for the present study. The tool employed in the study was administered on the teachers of residential and non-residential schools. The response received was analyzed through statistical applications using percentage for study the level of frustration of teachers and t-test for comparison of frustration of teachers in the light of objectives.

Result and Discussion

Hypothesis 1:Secondary school teachers working in residential and non-residential schools do not significantly differ on frustration

Table 1:Shows the mean, standard deviation and t- ratio for testing the significant differences of frustration among residential and non-residential teachers

Category	N	M	S.D	S.Ed.	t-value	Level of significance
Residential	32	102.06	8.61	2.03	3.30	Sig.
Non-residential	32	95.36	7.6			

Table 1 shows that there is significant differences between the teachers working in residential schools and non-residential schools on frustration as the obtained t-values (3.30) is significant at 0.05 levels of significance. The teachers working in residential schools feel more frustration as the mean value of this group is greater than the mean value of non-residential school teachers. Hence the hypothesis first, i.e., "Secondary school teachers working in residential and non-residential schools do not significantly differ on frustration." is rejected.

Hypothesis 2:Male secondary school teachers working in residential and non-residential schools do not significantly differ on frustration.

Table 2:Shows the mean, standard deviation and t- ratio for testing the significant differences of frustration among male teachers of residential and non-residential schools

Category	N	M	S.D	S.Ed.	t-value	Level of significance
Residential	16	101.12	8.27	2.75	2.04	Sig
Non-residential	16	95.5	7.29			

Table-2 denotes that there is a significant difference between the male teachers of residential and non-residential schools regarding their level of frustration as the obtained t-value-2.04 is significant at 0.05 level of significance. The mean value of the male working in residential schools is higher on frustration than the male teachers of non-residential schools. It reveals that the residential school teachers experience more

frustration. Hence the hypothesis second, i.e., “Male secondary school teachers working in residential and non-residential schools do not significantly differ on frustration” is rejected.

Hypothesis 3: Female secondary school teachers working in residential and non-residential schools do not significantly differ on frustration.

Table 3: Shows the mean, standard deviation and t- ratio for testing the significant differences of frustration among female teachers of residential and non-residential schools

Category	N	M	S.D	S.Ed.	t-value	Level of significance
Residential	16	103	8.84	2.96	2.70	Sig
Non-residential	16	95	7.90			

Table-2 shows that there is a significant difference between the female teachers of residential and non-residential schools regarding their level of frustration as the obtained t-value- 2.70 is significant at 0.05 level of significance. The mean values of the female working in residential schools and non-residential schools on frustration are 103 and 95 respectively. It reveals that the women who are working in residential schools experience more frustration than those who are working in non-residential schools. Hence the hypothesis that female secondary school teachers working in residential and non-residential schools do not significantly differ on frustration is rejected.

Hypothesis 4: Male and female secondary school teachers working in residential schools do not significantly differ on frustration.

Table 4: Shows the mean, standard deviation and t- ratio for testing the significant differences of frustration among male and female teachers of residential schools

Category	N	M	S.D	S.Ed.	t-value	Level of significance
Male	16	101.12	8.27	3.02	0.62	Not sig.
Female	16	103.00	8.84			

It is evident from the Table 4 that the mean scores of male and female teachers of residential schools on frustration are 101.12 and 103.00 with S.D.=3.02. The t-ratio of both groups is 0.62 which is not significant at 0.05 level of significance. It indicates that in residential schools male and female teachers experience more or less same level of frustration. Thus hypothesis 4 that Male and female secondary school teachers working in residential schools do not significantly differ on frustration is retained.

Hypothesis 5: Male and female secondary school teachers working in non-residential schools do not significantly differ on frustration.

Table 5: Shows the mean, standard deviation and t- ratio for testing the significant differences of frustration among male and female teachers of non-residential schools

Category	N	M	S.D	S.Ed.	t-value	Level of significance
Male	16	95.5	7.29	2.69	0.11	Not sig.

Female	16	95.19	7.90			
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Table 5 shows that there is no significant differences between the male and female teachers working in non-residential schools as the obtained t-values (0.11) is not significant at 0.05 level of significance. The mean values of the male teachers and female teachers on frustration are 95.5 and 95.19 respectively. It may be safely concluded that male and female teachers of non-residential schools feel same level of frustration. Hence the hypothesis that male and female secondary school teachers working in non-residential schools do not significantly differ on is accepted.

Findings of the Study

It is found that the teachers working in residential and non-residential schools differ significantly in their frustration.

The male teachers of residential and non-residential schools differ significantly in their frustration.

Further it was found that the female teachers of residential and non-residential schools also differ significantly in their frustration.

The male and female teachers of residential schools do not differ significantly in their frustration.

The male and female teachers of non-residential schools also do not differ significantly in their frustration.

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