



# A Study of frustration of the Secondary School Teachers of Ahmedabad

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## 1. Introduction

Frustration is a very common problem being faced today. Every individual will experience frustration in one or the other time. The term frustration has many definitions, Lazarus and Folkman (1984) have defined frustration as “an internal state which can be caused by physical demands of body or by environmental and social situations, which are evaluated as potentially harmful, uncontrollable, or exceeding our resources for coping”.

According to David Fontana “frustration is a demand made upon the adaptive capacities of the mind and body”. These definitions indicate that frustration represents those conditions under which individuals have demand made upon them, which they cannot physically or psychologically meet, leading to breakdown at one or other of these levels. Frustration is usually thought of in negative terms. But it can manifest itself in both positive and negative way. It is said to be positive when the situation offers an opportunity for one, to gain something.

Eufrustration (the Greek word ‘eu’ means good) is the term used to describe positive frustration. It is often viewed as motivator, since in its absence the individual lacks the spirit necessary for peak performance. Almost any change in the environment- even a pleasant change such as a joyful trip- demands some coping, and a little frustration is useful in helping us to adapt. What acts to produce difrustration varies from person to person, but some events seem to be frustrationors for every person. Lots of the people experience frustration at one time or another. People often work well under certain frustration leading to increase productivity. Many times they don’t know in advance and the frustration periods may be sudden. The situation may not be under control. They should know their level of frustration that flows them to perform optimally in their life. Thus, frustration can be defined as a state of that result from a transaction between them and the things around them. Frustration may be different according to area, urbanization and rural. The people of rural area mostly live with normal life, though they also suffer from frustration like, illiteracy, unemployed, sort of schools, their education system. The people of urban area live with high life style, busy schedule, achieving more education etc, so there is frustration according to this situation. etc. so frustration has its own part according to situation, no one can escape from frustration. According to this condition, now we will study about frustration of secondary teachers by which they may overcome their frustration and adjust themselves with their situation.

## 2. Statement of Problem

**A Study of frustration of the Secondary School Teachers of Ahmedabad**

## 3. Defining of the Phrases of the Problem

### 3.1 Frustration

Folkman (1984) have defined Frustration as “an internal state which can be caused by physical demands of body or by environmental and social situations, which are evaluated as potentially harmful, uncontrollable, or exceeding our resources for coping”.

According to David Fontana “Frustration is a demand made upon the adaptive capacities of the mind and body”.

The term frustration refers to interval state, which result from unsatisfying conditions. A certain level of frustration is unavoidable. A physical or psychological stimulus that can produce frustration reaction that may lead to illness.

Frustration is the body’s reaction to a change that requires a physical, mental or emotional adjustment or response. Frustration can come from any situation or thought that makes you feel frustrated, angry, nervous or anxious.

In present research frustration means the response received by the Secondary teachers on Questionnaire

#### 4. Objectives of the Study

The objectives of the present study are as under:-

1. To Know the Frustration of Secondary School Teachers of Ahmedabad city.
2. To study the effect of gender on the frustration of Secondary School Teachers of Ahmedabad city.
3. To study the effect of Types of school on the frustration of Secondary school teachers of Ahmedabad city.
4. To study the effect of Experience on the frustration of Secondary school teachers of Ahmedabad city.

#### 5. Variables of the study

In present study the following variables were selected

**Table 1: Table showing types of variable and its level**

Sr.	Types of variables	Variables	Level
1	Dependent	Frustration	---
2	Independent	Gender	1.Male 2.Female
3	Independent	Types of School Management	1.Granted 2.Self Finance
4	Independent	Experience	1More than 10 years 2Less than 10 years

#### 6. Hypotheses of the Study

The null hypothesis formed by researcher are as follows :-

There will be no significant difference between mean score of frustration of male and female Secondary school teachers on Rating Scale.

There will be no significant difference between mean score of frustration of teachers of Granted and Self finance Secondary school on Rating Scale .

There will be no significant difference between mean score of frustration of secondary school teachers having more than 10 years experience and less than 10 years experience on Rating Scale.

#### 7. Importance of the Study

In every profession the person felt too much of frustration. As every human being passes through frustration in different situation, so the secondary school teachers also passes through frustration. As the present time, value of education has been raising to an extent level, so the work, responsibility and performance of the teachers have also raised. Many times they are unable to manage with their work as well as with themselves. They become on the verge of exhaustion. There must be some remedies or step of relaxation, so teachers may handle themselves by relaxation. According to this situation of frustration as per the demand of relaxation the study of the frustration is necessary.

## 8. Limitations

The Limitations of the study are as following.

1. This Study is limited to the Secondary School Teachers of GSEB only
2. This Study is limited to the Secondary School Teachers of the year 2018
3. This study is limited to the Secondary school teachers of Gujarati Medium School.

## 9. Population of the Study

In present research all the secondary teachers affiliated to GSEB board is population

## 10. Sample of the Study

To constitute the sample the researcher has got the list of secondary school affiliated with GSEB from DEO office. Then she divided schools in granted and self finance school. Next the researcher selected 15 schools randomly by lottery method. Eight granted schools and Seven self finance school were selected from population. All the Teachers present on the day of data collection were the sample of the present research. Thus the researcher used stratified random sampling technique to select the sample. Researcher selected 100 secondary school teachers in sample.

## 11. Research Method

In the present study the researcher has employed the survey method. It is the most popular and most widely used researcher method in education researcher can gather information in terms of individual scores by a standardized test.

## 12. Tool of the study

In present research researcher has used Standardize tool prepared by Dr. Atul K. Vyas. There are 40 statements included in it, and it is of 5 point Rating Scale. The reliability of tool by test-retest method is 0.81.while validity of tool is 0.79. This tool is developed to measure frustration of Gujarati Medium School teachers.

## 13. Data Collection

So far as the data regarding Teachers' frustration is concerned, the investigator collects the Rating Scale from the school. After the collection of data from the different teachers, the filled in Rating Scale will score according to their respective scoring keys. The scores provide the data for the present study to test different hypothesis proposed.

## 14. Analysis and Interpretation

An A careful planning of the analytical framework should, therefore, be envisaged by the researcher. Mean, Standard Deviation and t – test will be used.

**Table 2: Statistics of Male and Female**

Gender	N	Avarage	S.D.	Error of Mean	t-score	Sig. level
Male	55	45.18	11.47	0.32	3.46	0.01
Female	45	44.07	11.22			

In above table 2 we can see that mean values of Male and female are 45.18 and 44.07 respectively. The S.D. value is 11.47 and 11.22. SED is 0.32. With the help of all these values computed t is 3.46 which is higher than the tabulated value 2.58 at 0.01 level so null hypothesis

**Ho<sub>1</sub>** There will be no significant difference between mean score of mental frustration of male and female Secondary school teachers on Rating Scale is not accepted. Therefore we can say that there is significant difference between the average score of Male and Female on Frustration scale. Frustration of Male teachers is higher than that of Female teachers. It means there is an effect of gender on Frustration.

**•Standard Error of Mean, t-value and significant level of scores on Frustration scale of teachers of Granted and Self finance Schools**

The standard error of mean, t-value and the significant level of score Frustration Scale of teachers of Granted and Self finance schools are computed for testing the null hypothesis. This detail is given in below Table-3

**Table- 3 Statistics of teachers of Granted and Self finance Schools**

Gender	N	Avarage	S.D.	Error of Mean	t-score	Sig. level
Granted	57	43.91	11.51	0.46	0.77	NS
Self finance	43	44.27	11.35			

In above table 3 we can see that mean values of teachers of Granted and Self finance schools are 43.91 and 44.27 respectively. The S.D. value is 11.51 and 11.35. SED is 0.46. With the help of all these values computed t is 0.77 which is not higher than the tabulated value 1.96 at 0.05 level so null hypotheses.

**Ho<sub>2</sub>: There will be no significant difference between mean score of frustration of teachers of Granted and Self finance Secondary school on Rating Scale.**” is accepted. Therefore we can say that there is no significant difference between the average score of teachers of Granted and Self finance on Frustration scale. It means there is no effect of types of school management on Frustration. The Frustration found to be equal for both Granted and Self finance secondary school teachers.

**•Standard Error of Mean, t-value and significant level of scores on Frustration scale of teachers having experience more than 10 years and less than 10 years**

The standard error of mean, t-value and the significant level of score Frustration Scale of teachers having more and fewer experiences are computed for testing the null hypothesis. This detail is given in below Table-4.

**Table 4: Statistics of teachers having more and less experience**

Gender	N	Avarage	S.D.	Error of Mean	t-score	Sig. level
More than 10 years	52	45.28	11.59	0.08	2.625	0.01
Less than 10 Years	48	45.07	11.84			

In above table 4 we can see that mean values of teachers having more and less experience are 45.28 and 45.07 respectively. The S.D. value is 11.59 and 11.84. SED is 0.08. With the help of all these values computed t is 2.625 which is higher than the tabulated value 2.58 at 0.01 level, so null hypothesis.

**Ho<sub>2</sub>: There will be no significant difference between mean score of frustration of secondary school teachers having more than 10 years experience and less than 10 years experience on Rating Scale** is not accepted. Therefore we can say that there is significance difference between the average score of teachers having more and less experience. We can see that the frustration of teachers having experience more than 10 years are higher than the teachers having experience less than 10 years. It means there is effect of Experience on Frustration.

**15. Findings of the Study**

The findings of the present study are

- There is significant effect of Gender on Frustration. The Frustration of male teachers are found higher than the female teachers.
- There is no significant effect of Types of Management on Frustration. The frustration found equal in both granted and self finance secondary school teachers.
- There is significant effect of Experience on Frustration. The Frustration of teachers having experience more than 10 years found higher than the teachers having experience less than 10 years.

**16. Suggestions**

Suggestions of the study are as following.

1. Since there is significant difference in the Frustration of the male and female of secondary school teachers the changing in programme could be conducted.
2. The meditation should be handled in school.
3. The Yoga programme also conducted for teachers.
4. The guidance and counseling programme should be held for teachers.

### 17. New Areas of Research

To widen the scope of the present study, certain other areas can be undertaken:

1. The present study may be undertaken at different levels as primary, higher secondary, college or University.
2. The Sample size for the study of secondary teachers can be enhanced for more reliability of the results.
3. The present study based on variables i.e. Gender, Types of school Management and Experience. It can be studied on other variables like Age, Caste, and Area etc.
4. The present study undertaken at Ahmedabad city where it can be undertaken at various other districts.

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