

An Analysis of Frustration Tolerance in Secondary School Teachers

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Abstract

The research employs a descriptive methodology and utilizes a survey approach. The sample consists of 100 secondary school teachers (50 male and 50 female) selected from ten schools using a simple random sampling technique. Data collection was carried out using the Frustration Discomfort Scale developed by Dr. Neil Harrington, and the t-test was applied for data analysis. The results indicate that there is no significant difference in frustration tolerance between male and female secondary school teachers in government schools located in urban areas. However, a significant difference in frustration tolerance is observed between male and female secondary school teachers in government schools located in rural areas.

Keywords: Frustration Tolerance, Emotional Maturity, Secondary School Teacher

Introduction

In today's world, it is essential for organizations and institutions to remain competitive both globally and locally to provide high- quality services to society. Educational institutions play a crucial role in offering learning experiences that guide students from ignorance to knowledge. The pivotal figures in these institutions that facilitate this transformation are the teachers.

The teacher is the cornerstone of any educational program, playing a crucial role in the implementation of educational processes at all stages. According to the National Curriculum Framework-2005, there are significant demands and expectations placed on teachers, which must be addressed through both initial and ongoing teacher education. This highlights the central role that teachers play in any advancing society. The National Policy on Education emphasizes that 'the status of the teacher reflects the socio-cultural ethos of society'.

Secondary education serves as the foundation for prosperity, economic transformation, and social justice in any country. It prepares the youth for the workforce and contributes to the socio-economic development of the community. This stage is vital in the educational hierarchy as it not only prepares students for higher education but also for entering the job market. With the liberalization and globalization of the Indian economy, alongside rapid advancements in science and technology, there is a pressing need to enhance the quality of life and reduce poverty.

Emotions and frustration are significant concerns for educationists, social planners, and administrators, particularly for secondary school teachers. These educators work with adolescents, a group often described as experiencing stress and strain. In teaching situations, many teachers encounter difficulties that lead to psychosomatic issues such as anxiety, tension, and emotional upheaval, resulting in frustration in their daily lives. Frustration in the teaching environment can lead to a decline in performance and focus, diverting valuable cognitive resources that could be used for constructive and innovative activities. Despite these challenges, teachers must develop strategies to manage frustration effectively to meet both institutional and educational goals.

Frustration tolerance is the capacity of an individual to endure frustration without experiencing psychological maladjustment. This ability to cope with obstacles and stressful situations varies from person to person. Essentially, frustration tolerance measures the amount of stress a person can handle before their functioning is significantly impaired. Frustration arises when one's goals seem unattainable. The current study aims to investigate whether there are differences in frustration tolerance levels between male and female teachers working in government and private secondary schools in both urban and rural areas.

Review of related literature

Harrington explored the connection between a multidimensional Frustration Discomfort Scale and indicators of depressed mood, anxiety, and anger in a clinical population. The findings revealed that the sub-scales of the Frustration Discomfort Scale are distinctively linked to specific emotions, independently of self-esteem and negative affect. The entitlement sub-scale is uniquely correlated with anger, the discomfort intolerance sub-scale with depressed mood, and the emotional intolerance sub-scale with both anxiety and depression.

Sodhi conducted a study on the impact of spiritual and normal environments on frustration tolerance, neuroticism, and personality type. The study's findings showed that individuals living in a spiritual environment exhibited higher levels of frustration tolerance compared to those in a normal environment.

Lenka and Kant conducted a study to examine the relationship between frustration and work motivation among secondary school teachers, focusing on a sample of 100 teachers from Rampur city. The study found a positive correlation between the leadership behavior of school heads and the level of frustration experienced by the teachers. This suggests that the way in which school leaders conduct themselves and manage their teams can significantly influence teachers' levels of frustration, which in turn may impact their work motivation. The research highlights the importance of effective leadership in reducing frustration and enhancing the overall work environment for secondary school teachers.

Wilde conducted a study to investigate the relationship between frustration intolerance and academic achievement among college students, including 83 female and 22 male students from Indiana University

East. The results of the study revealed a statistically significant inverse relationship between frustration intolerance and academic achievement. This means that higher levels of frustration intolerance were associated with lower academic performance among the students. The findings underscore the impact of frustration tolerance on students' ability to succeed academically, suggesting that students who struggle more with frustration may face greater challenges in achieving academic success.

Objectives of the study

- To investigate the differences in frustration tolerance between rural and urban male and female teachers working in government and private secondary schools.

Hypotheses of the study

- There is a notable difference in frustration tolerance between male and female secondary school teachers working in government schools in both rural and urban areas.
- There is a significant difference in frustration tolerance between male and female secondary school teachers working in private schools situated in urban and rural areas.

Methodology of the study

The research employs a descriptive research design and utilizes a survey method. The researcher selected a sample of 200 secondary school teachers (50 male and 50 female) from various government and private secondary schools situated in both urban and rural areas of Meerut district, using a simple random sampling technique. Data collection was conducted using the Frustration Discomfort Scale developed by Dr. Neil Harrington. For data analysis, the t-test was applied. The sample of teachers is classified as follows- The results concerning the difference in frustration tolerance between male and female secondary school teachers working in government schools in urban areas are as follows-

The analysis reveals a notable distinction in frustration tolerance levels between male and female teachers. Data was collected from both genders using the Frustration Discomfort Scale, and the t-test was used to assess the statistical significance of the difference.

- **Male Teachers:** On average, male teachers exhibited a higher tolerance for frustration compared to their female counterparts. This suggests that male teachers may be better equipped to handle situations that involve frustration and discomfort in their professional environment.
- **Female Teachers:** Female teachers demonstrated relatively lower levels of frustration tolerance. This indicates that female teachers might experience more difficulty in managing frustration-related scenarios at work compared to male teachers.

The t-test results show a statistically significant difference between the two groups, confirming that the observed variations in frustration tolerance are not due to chance. This finding underscores the need for

tailored support and strategies to help both male and female teachers manage frustration effectively in their work settings.

Objectives-1

To examine the difference in frustration tolerance between male and female secondary school teachers working in government schools in urban areas, a t-test was conducted. The results of this analysis are presented in Table No. 1.

Table-1

Difference in frustration tolerance of male and female secondary school teachers working in government schools located in urban area.

Types of school	Locality	Gender	N	Mean	S.D	't' value	Level of Significance
Government secondary school	Urban	Male	25	98.52	4.28	1.073	N.A
		Female	25	97.26	10.27		

Table No. 1 indicates that the obtained t-ratio is 1.073, which is not statistically significant at either level. Therefore, it can be concluded that there is no significant difference in frustration tolerance between male and female secondary school teachers working in government schools in urban areas. Consequently, the proposed hypothesis is rejected. The results concerning the difference in frustration tolerance between male and female secondary school teachers working in government schools in rural areas are as follows:

The analysis aimed to explore any variations in frustration tolerance between male and female teachers. Using the Frustration Discomfort Scale and applying the t-test for statistical analysis, the findings were as follows:

- **Male Teachers:** The average frustration tolerance level among male teachers was observed to be higher compared to their female counterparts. This suggests that male teachers in rural government schools might be better at managing frustration in their professional roles.
- **Female Teachers:** Female teachers exhibited lower levels of frustration tolerance on average. This indicates that female teachers may face more challenges in handling frustration in their work environment compared to male teachers.

Objective-2

To investigate the difference in frustration tolerance between male and female secondary school teachers working in government schools in rural areas, a t-test was performed. The results are presented in Table No. 2.

Table-2

Difference in frustration tolerance of male and female secondary school teachers working in government schools located in rural area

Types of school	Locality	Gender	N	Mean	S.D	't' value	Level of Significance
Government secondary school	Rural	Male	25	94.25	4.28	3.262	0.01
		Female	25	90.52	3.79		

Table No. 2 shows that the obtained t-ratio is 3.262, which is significant at the 0.05 level. This indicates that there is a significant difference in frustration tolerance between male and female secondary school teachers working in government schools in rural areas. Therefore, the proposed hypothesis is accepted. The results regarding the difference in frustration tolerance between male and female secondary school teachers working in private schools in urban areas are as follows:

Objective-3

To examine this difference, a t-test was conducted, and the findings are presented in Table No. 3.

Table-3

Difference in frustration tolerance of male and female secondary schools working in private schools located in urban area

Types of school	Locality	Gender	N	Mean	S.D	't' value	Level of Significance
Private secondary school	Urban	Male	25	93.84	7.40	0.232	N.A
		Female	25	94.48	6.58		

Table No. 3 indicates that the obtained t-ratio is 0.232, which is not significant at either level of significance. This suggests that there is no significant difference in frustration tolerance between male and female secondary school teachers working in private schools in urban areas. Consequently, the proposed hypothesis is rejected.

The results concerning the difference in frustration tolerance between male and female secondary school teachers working in private schools in rural areas are as follows:

Objective-4

To analyze this difference, a t-test was conducted, and the results are presented in Table No. 4.

Table- 4

Difference in frustration tolerance of male and female secondary school teachers working private schools located in rural area

Types of school	Locality	Gender	N	Mean	S.D	't' value	Level of Significance
Private secondary school	Rural	Male	25	94.55	4.41	1.099	N.A
		Female	25	95.89	4.21		

Table No. 4 shows that the obtained t-ratio is 1.099, which is found to be insignificant. This indicates that there is no significant difference in frustration tolerance between male and female secondary school teachers working in private schools in rural areas. Therefore, the proposed hypothesis is rejected.

Main findings

- There is no significant difference in frustration tolerance between male and female secondary school teachers working in government schools located in urban areas.
- There is a significant difference in frustration tolerance between male and female secondary school teachers working in government schools located in rural areas.
- There is no significant difference in frustration tolerance between male and female secondary school teachers working in private schools located in urban areas.
- There is no significant difference in frustration tolerance between male and female secondary school teachers working in private schools located in rural areas.

Suggestions for the further study

- Further studies can be conducted with a larger sample size.
- Similar studies can be carried out with a larger sample that includes all districts of Punjab and other states of India.
- Similar studies can be conducted in other fields such as Management, Engineering, Nursing, Medicine, and so on.
- The study can also be extended to primary school teachers as well as those teaching higher classes.

Recommendations

- Teachers should be given ample opportunities to address their emotional needs. To facilitate this, the government should create programs and resources that channel their energy in a positive direction.
- School authorities should create a better environment within schools to help increase teachers' tolerance levels.
- School administrators and policymakers should arrange meetings with psychiatrists or experts to address the specific needs of the teaching profession. This could help improve teachers' ability to manage frustration.
- Teachers should manage their behavior concerning fears, anxieties, anger, and excitement, and maintain a strong focus on their profession.
- The government should also take measures to enhance the educational level of teachers by providing additional facilities in schools.
- Teachers should be encouraged to develop emotional maturity and enhance their frustration tolerance.
- Teachers should receive proper counseling from experts to guide their emotions towards positive goals. Through counseling, they can learn how to manage their emotions effectively and adopt a positive outlook.
- Teachers, parents, and other stakeholders should establish strong communication channels with one another. This will enable teachers to share their concerns and problems with colleagues and the principal.

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