

## **A Study of Frustration Tolerance among Secondary School Teachers**

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**Abstract:** It is a descriptive type of research and survey method has used. The investigator has selected 200 secondary school teachers (100 male and 100 female) from ten schools as sample by using simple random sampling technique. In order to collect data, Frustration Discomfort Scale by Dr. Neil Harrington was used and for result analysis, t-test was also applied. The findings of the study revealed that there exists no significant difference in frustration tolerance of male and female secondary school teachers working in government schools located in urban area where as there exists a significant difference in frustration tolerance of male and female secondary school teachers working in government schools located in rural area.

**Keywords:** Frustration Tolerance, Emotional Maturity, Secondary School Teacher.

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### **INTRODUCTION**

It has become imperative today for any organization or institution to be competitive globally as well as locally in order to deliver quality services to society. An educational institution performs a significant function of providing learning experiences to lead their students from the darkness of ignorance to the light of knowledge. The key personnel in the institutions who play an important role to bring about this transformation are teachers. The teacher is the most important element in any educational program and it is the teacher who is mainly responsible for implementation of the educational process at any stage [5]. The National Curriculum Framework-2005 places demands and expectations on the teacher, which need to be addressed by both initial and continuing teacher education. Therefore, we can say that the teacher occupies a pivotal position in any progressive society. The National Policy on Education [5] states that 'the status of the teacher reflects the socio-culture ethos of society'. Secondary education is the gateway for prosperity, for transforming the economy and establishing social justice in any country. It opens the world of work to the youth of the country and contributes to socio economic development of the community. It is considered as a crucial stage in the educational hierarchy as it prepares the students for higher education and also the world of work. With the liberalization and globalization of the Indian economy, the rapid changes witnessed in scientific and technological world and the general need to improve the quality of life and to reduce poverty. Emotions and frustration are one of the serious concerns of the

educationists, social-planners and administrators specially secondary school teachers they teach and handle students who belong to the adolescence age, it is considered as age of stress and strain in human life. In teaching learning situation, there are so my teachers face various difficulties that lead to many psychosomatic problems such as anxiety, tensions, and emotional updates that cause frustration in day-to-day life. In teaching learning situation, frustration may also bring about downfall and divergence, because it wastes valuable thinking capability and concentration, which otherwise would have been utilized somewhere else in constructive and innovative work. Despite of many difficulties, a teacher should possess different strategies how to tolerate frustration in order to fulfil the institutional as well as educational objectives. Frustration tolerance is an individual's capacity to withstand frustration without failure of psychological adjustment. It is the ability to withstand obstacles and stressful situations and differs from person to person. Thus, frustration tolerance refers to the amount of stress one can tolerate before one's integrated functioning is seriously impaired. It is a human emotion that occurs in situations where one's goals remain unreachable. The present study tries to focus, Is there any difference in different levels of frustration tolerance between male and female teachers working in government and private secondary schools located in urban and rural areas?.

### **REVIEW OF LITERATURE**

Harrington [1] investigated the relationship between a multidimensional frustration discomfort Scale (FDS) and measures of depressed mood, anxiety

and anger in a clinical population. Results indicated that FDS sub-scales are differently related to specific emotions, independent of self-esteem and negative effect. The entitlement subscale is uniquely associated with anger, discomfort, intolerance with depressed mood, and emotional intolerance with anxiety and depression.

Sodhi [2] explored a study on effect of spiritual environment and normal environment on frustration tolerance neuroticism and personality type. The findings of the study indicated that high level frustration tolerance has been found in the people living in spiritual environment than normal environment.

Lenka and Kant [3] examined frustration and work motivation of secondary school teachers into taking account of 100 secondary school teachers of Rampur city. The findings of the study revealed there is positive relationship between leadership behaviour of heads and frustration of secondary school teachers.

Wilde [4] explored a study on the relationship between frustration intolerance and academic achievement in college taking into account of 83 female and 22 male students of Indiana university east. The findings are there is statistically significant and also had an inverse relationship in Frustration intolerance and academic achievement of the students in college.

### Objective of the study

- To explore the difference in frustration tolerance among rural and urban female and male teachers working in government and private secondary schools

### Hypotheses of the study

- There exists a significant difference in frustration tolerance of male and female secondary school teachers working in government schools located in rural and urban areas.
- There exists a significant difference in frustration tolerance of male and female secondary school teachers working in private schools located in urban and rural areas.

### METHODOLOGY

It is a descriptive research and survey method has used. The investigator has select 200 secondary school teachers (100 male and 100 female) working in different govt. and private secondary schools located in urban and rural areas in Gurdaspur district of Punjab as sample by using simple random sampling technique. In order to collect data, frustration discomfort scale by Dr. Neil Harrington was used and for result analysis, t-test was also applied. The classification of teachers as sample is given:

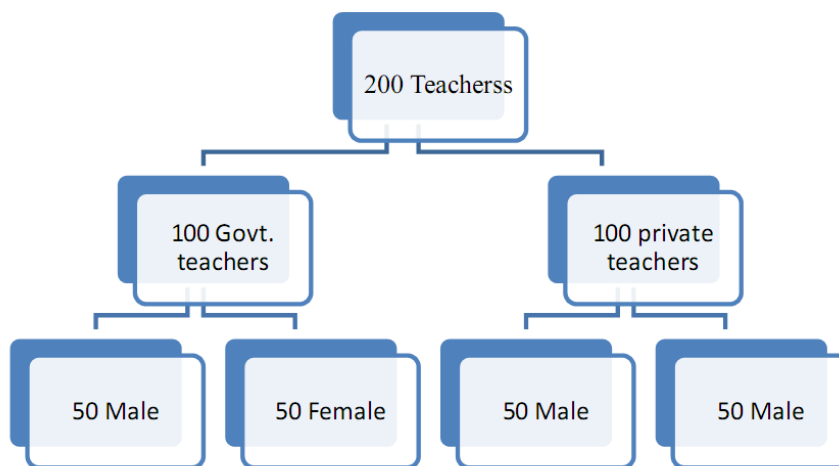


Fig-1: classification of teachers

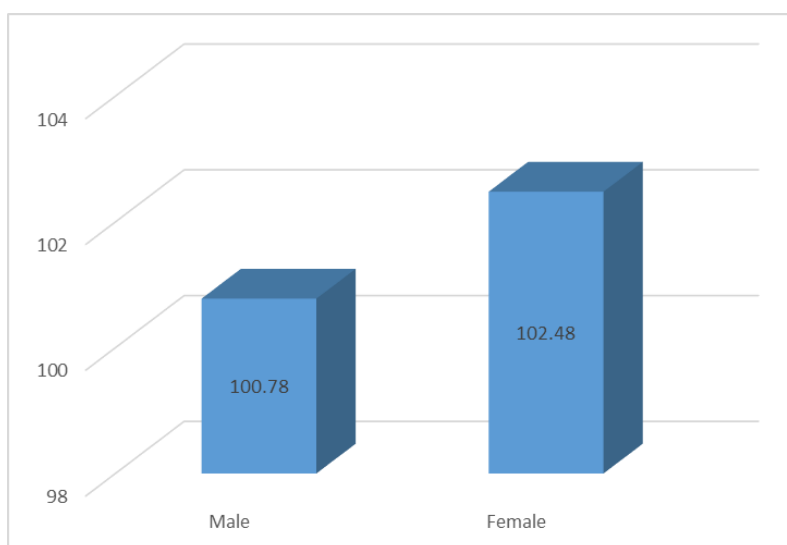
### Result pertaining to the difference in frustration tolerance between male and female secondary school teachers working in government schools located in urban area.

In order to study the difference in frustration tolerance between male and female secondary school teachers working in government schools located in urban area. t-test was applied and the result was presented in table no.1

Table no 1 shows that the obtained t-ratio is 0.62 which is found to be insignificant at both the levels. Therefore, it can be interpreted that there exists no significant difference in frustration tolerance of male and female secondary school teachers working in government schools located in urban area. Hence, the proposed hypothesis stands rejected. The difference in mean scores between male and female is presented graphically.

**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	M	S.D	df	SEd	t-ratio
Government secondary school	Urban	Male	23	100.78	8.28	46	2.75	0.62
		Female	25	102.48	10.27			
Level of significant at 0.05 = 2.02 and 0.01 = 2.69								



**Fig-2: Difference in frustration tolerance of male and female secondary school teachers working in government schools located in urban area**

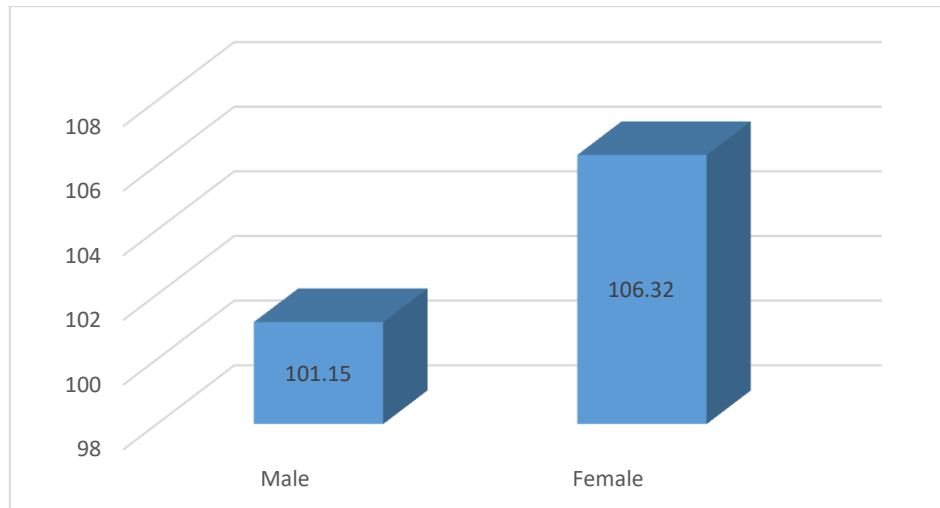
**Result pertaining to the difference in frustration tolerance between male and female secondary school teachers working in government schools located in rural area.**

In order to study the difference in frustration tolerance between male and female secondary school teachers working in government schools located in rural area, t-test was applied and the result was presented in table no. 2

Table no 2 shows that the obtained t-ratio is 2.19 which is found to be significant at 0.05 the level. Therefore, it can be interpreted that there exists a significant difference in frustration tolerance of male and female secondary school teachers working in government schools located in rural area. Hence, the proposed hypothesis is accepted. The difference in mean score between male and female secondary school teachers is presented graphically.

**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	M	SD	df	SEd	t-ratio
Government secondary schools	Rural	Male	27	101.15	10.18	50	2.36	2.19
		Female	25	106.32	6.58			
Level of significant at 0.05 = 2.01 and 0.01 = 2.68								



**Fig-3: Difference in frustration tolerance of male and female secondary school teachers working in government schools located in rural area**

**Result pertaining to the difference in frustration tolerance between male and female secondary schools working in private schools located in urban area.**

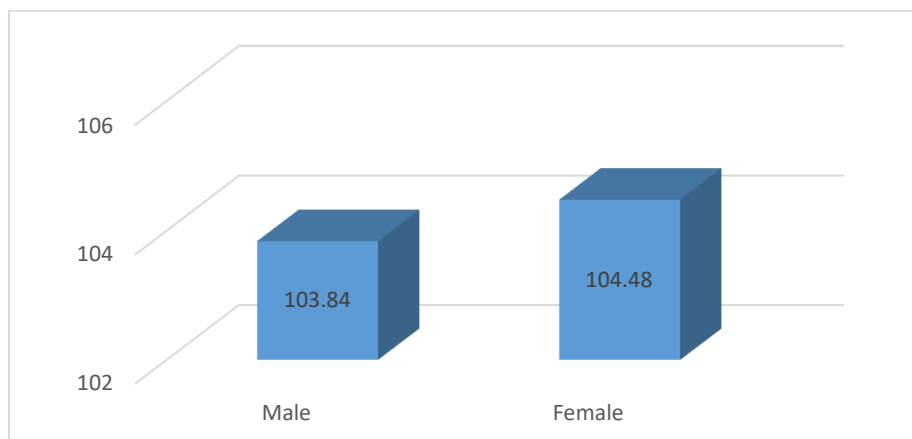
In order to study the difference in frustration tolerance between male and female secondary schools working in private schools located in urban area, t-test was applied and the result was presented in table no. 3

Table no 3 shows that the obtained t-ratio is 1.12 which is found to be insignificant at both the levels of significance. Therefore, it can be interpreted that there exists no significant difference in frustration tolerance of male and female secondary school teachers working in private schools located in urban area. Hence, the proposed hypothesis is rejected. The difference in mean scores between male and female teachers is presented graphically.

**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	M	SD	df	SEd	t-ratio
Private secondary schools	Urban	Male	19	103.84	17.40	48	4.13	1.12
		Female	31	104.48	5.98			

Level of significant at 0.05 = 2.01 and 0.01 = 2.68



**Fig-4: Difference in frustration tolerance of male and female secondary schools working in private schools located in urban area**

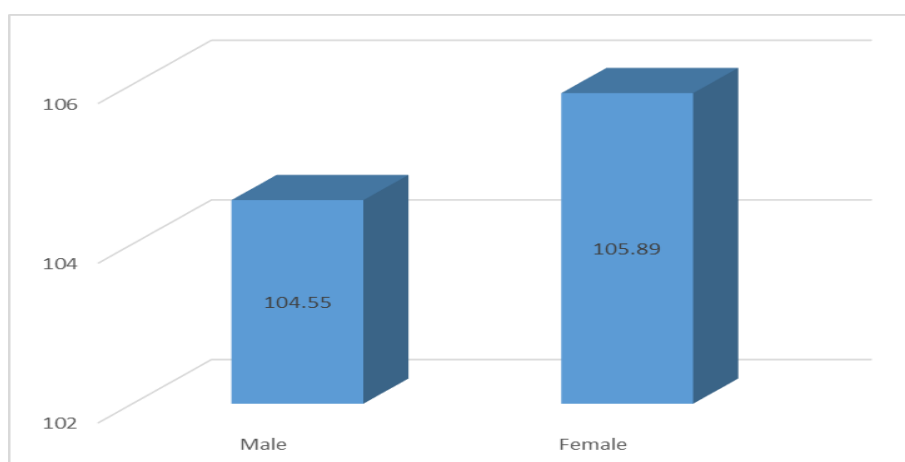
**Result pertaining to the difference in frustration tolerance between male and female secondary school teachers working private schools located in rural area.**

In order to study the difference in frustration tolerance between male and female secondary school teachers working private schools located in rural area, t-test was applied and the result was presented in table no. 4.

Table no. 4 shows that the obtained t-ratio is 1.03 which is found to be insignificant. Therefore, it can be interpreted that there exists no significant difference in frustration tolerance of male and female secondary school teachers working in private schools located in rural area. Hence, the proposed hypothesis is rejected. The difference in mean scores of between male and female secondary school teachers is presented graphically.

**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	M	S.D	df	SEd	t-ratio
Private secondary schools	Rural	Male	31	104.55	4.88	48	1.30	1.03
		Female	19	105.89	4.15			
Level of significant at 0.05 = 2.01 and 0.01 = 2.68								



**Fig-5: Difference in frustration tolerance of male and female secondary school teachers working private schools located in rural area**

**MAIN FINDINGS**

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

**Suggestions for the further study**

- The further study can be conducted on a large sample.
- Similar studies can be conducted on large sample covering all the other districts of Punjab and other states of India.
- Similar studies can be carried out on other streams like Management, Engineering, Nursing, Medical etc.
- The study can also be conducted on primary school teachers and teachers who are teaching higher classes also.

**Recommendations**

- The teachers should get all opportunities in fulfilling their emotional needs. For this purpose government should provide such

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opportunities which channelize their energy in right direction.

- School authorities should provide better environment in schools, so that it will able to increase tolerance level of the teachers.
- School administration and policy makers should organize meetings with psychiatrist or expert to discuss the needs of teaching profession and it may help to gain tolerance power of frustration.
- The teacher should control his behaviours around fears, anxieties, anger and excitement, and should be focused on his profession.
- The Government should also take measure to improve the educational level of the teachers by providing them more and more facilities in the school.
- The teachers should be motivated to be mature by emotions and to tolerate their frustration.
- Proper Counseling should be provided to teachers by experts for directing the emotions towards the proper goal. Through counseling they learn how to handle emotions and take it positively.
- The teachers, parents and other stake holders should develop strong communication with each other. So that teacher can share their problems with other teachers and principal.

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