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A STUDY OF FRUSTRATION AND JOB STRESSORS AMONG DIFFERENT CATEGORIES OF TEACHERS

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Abstract

Teaching is a difficult and demanding profession. To be effective in the classroom, teachers need to draw on mental, emotional, and physical resources. Teachers, like many other professionals, face a plethora of intricate obstacles. One of the main things influencing a person's behaviour is frustration. There are a wide range of diverse origins of frustration. There is no end to the particular circumstances that irritate people, but they can be broadly classified into three groups: the physical surroundings, the biological constraints of humans, and the psychological makeup of the individual. Living humans are under constant pressure to meet their wants, which leads to stress. Thus, stress is an inevitable and natural part of living. Overly high levels of stress, however, can lead to physiological and psychological issues that impair a person's performance inside the company. Given that the goal of the study is to comprehend and evaluate the relationship between job pressures and frustration across various teacher categories. The study was conducted on a sample of 201 different categories of Teachers in different schools of Tamilnadu. The investigator applied a Stratified random sampling technique to ensure the adequacy of the sample in each level of the independent variables selected for the analysis of collected data. The 'Frustration Scale' constructed by Neil Harrigdon and the 'Job Stressors Scale' constructed by Dr. Mrs. Meena Buddisagar Rathod were utilized for seeking the responses from the teachers. The result showed that Frustration and Job stressors are positively correlated with the total sample and the Sub-samples (Gender and Locality of the school). Job stressors of the teachers highly depend on their homely environment, especially Frustration.

Keywords: Frustration, Job Stressors, Teachers, Job Environment, Stress Management.

Introduction

Among all the jobs in the world, teaching is among the most important and noble. Teaching is the foundation of all other social work. It is the cornerstone of any nation's development as a profession. The efficient operation of the country depends on teachers. Instructors have a significant influence on how pupils develop as individuals.

There is no denying the role that

teachers play in the educational process. In the field of education or a particular teaching-learning scenario, he is the ultimate agent who imparts knowledge, establishes the schedule, chooses reading materials, assumes the role of an expert in the subject, assesses learning outcomes, and assists students in resolving challenges and personal issues. Teaching is a difficult but complex process requiring teachers to have good interpersonal skills, be productive when working on school-

related tasks, pique students' interests in learning, and build friendly relationships with their colleagues.

Being a teacher requires a complicated effort. Teaching is a difficult and demanding profession. Teachers need to draw on mental, emotional, and physical resources to be effective in the classroom. Teachers, like many other professionals, face a plethora of intricate obstacles. Teachers rarely receive the resources they require to live up to the high standards and expectations in many parts of the world. Working long hours involves organising lessons, supervising student projects, assessing student work, and administering exams. These long hours combined with the demands of their workplaces can eventually result in serious health issues.

Frustration

The development of human resources is the primary goal of education, as they are a nation's most valuable asset. An effective educational system is essential to a nation's development. Indian society is multifaceted, comprising diverse social groups with a wide range of backgrounds. It covers things like geography, socioeconomic class, language, culture, and religion. Teachers are under stress as a result of these circumstances. One of the main things influencing a person's behaviour is frustration. There are a wide range of diverse origins of frustration. There is no end to the particular circumstances that irritate people, but they can be broadly classified into three groups: the physical surroundings, the biological constraints of humans, and the psychological makeup of the individual. In addition to being inevitable, irritation has a significant negative impact on people's happiness. Numerous psychologists have emphasised the need to channel dissatisfaction towards positive aspects. A person's irritation may motivate them to make more concerted, focused efforts in the pursuit of their ultimate goals of fulfillment and achievement. It might fortify the motivation and intensify the endeavour to pursue the obstructed course of action. Numerous exceptional accomplishments in the history of humanity, society, and the individual have arisen from extremely difficult circumstances or upbringings.

Stressors on the Job

A teacher's life is inevitably filled with

stress. A teacher's behaviour has both positive and bad dysfunctional effects. It significantly affects a teacher's ability to educate and his overall health. Therefore, to do teaching effectively, it is vital to look at some of the characteristics of stress on health.

Paramasivan. C (2015) Education becomes a powerful weapon to the socio-economic setup of the country which brings colorful changes in almost all the stakeholders. Providing quality and time bound education to the students is the vital role of the educational system of the country particularly in higher education which is highly knowledge based, innovation oriented and research centered. Education and educational system largely depends on the academicians particularly the teaching faculty.

Because stress can negatively impact an employee's performance and health, it has become a serious worry in the modern world. Different physiologists and psychologists have given different definitions of stress. Simply put, stress is the result of tensions or pressures that people experience in their daily lives. As living human makes constant demands, it produce pressures, i.e., stress. Thus, stress is an inevitable and natural part of living. Overly high levels of stress, however, can lead to physiological and psychological issues that impair a person's performance inside the company. Consequently, stress management has evolved into a difficult task for contemporary organisations.

An individual experiences physiological and psychological imbalance as a result of stress. It is the body's response to demands or modifications in both the internal and exterior surroundings. Stress arises whenever there is a change in the external environment, including the temperature, humidity, pollution, and working circumstances. These days of competition, when one aspires to achieve more than others have, resulting in an imbalance between resources and expectations, it leads to psychosocial stress.

Objectives of the Study

The present study has the following objectives

1. To find out the level of Frustration in different categories of teachers for the total sample and Subsamples based on Gender (Male/Female) Locality (Rural/ Urban)
2. To find out the significant difference in

the mean score of Frustration of the subsamples based on Gender (Male/Female) Locality (Rural/ Urban)

3. To find out the relationship between Frustration and job stressors in different categories of teachers for the total sample and subsamples based on Gender (Male/Female) Locality (Rural/ Urban)

Hypotheses of the Study

The following are the hypotheses that were developed for this investigation.

1. The level of Frustration in different categories of teachers for the total sample and Subsamples based on Gender (Male/Female) Locality (Rural/ Urban)
2. There is a significant difference in the mean score of Frustration of the subsamples based on Gender (Male/Female) Locality (Rural/ Urban)
3. There significant relationship between Frustration and job stressors in different categories of teachers for the total sample and subsamples based on Gender (Male/Female) Locality (Rural/ Urban)

Methodology

Sample

The study was conducted on a sample of 201 different categories of Teachers in different schools of Tamilnadu. The investigator applied a Stratified random sampling technique to ensure the adequacy of the sample in each level of the independent variables selected for the analysis of collected data.

Tool

The Frustration Scale was constructed by Neil Harrigdon to measure the Frustration of Different categories of Teachers. The sample is provided with 5 alternatives to give his/her responses ranging from the most acceptable to the least acceptable description of his/her frustration. The alternatives and solutions are structured so that the scoring scheme for each item stays the same. i.e. 5, 4,3,2,1. If the subject puts (√) mark for the first alternative the score is 5. The summated score of all the 23 items provides the total frustration score of an individual.(1 = never, 2 = rarely, 3 = sometimes, 4 = often, 5 = rarely). The 'Job Stressors Scale' was constructed by Dr. Mrs. Meena Buddisagar Rathod to measure the Job stressors of different categories of Teachers. Job stress is defined as

the harmful physical and emotional responses that occur when the requirements of a job do not match the capabilities, resources, or needs of the worker. Conditions that may lead to stress include heavy workload, lack of participation in decision-making, poor social environment, conflicting or uncertain job expectations, job insecurity or lack of opportunity, and unpleasant or dangerous work environment.

Items in the Indore Teacher's Job Stress are the integrated whole of problems/demands of the teaching profession, due to teachers feeling Overloaded, powerless, Motiveless, conflict in Role, Ambiguity in the Role, and also Frail interpersonal Relationships at the workplace, which leads him/her to face stress. It consists of 51 items.

Statistical techniques used

1. Basic Descriptive Statistics
2. Percentage Analysis
3. 't' test
4. Product moment coefficient of correlation.

Analysis and Interpretation

To find out the level of Frustration in different categories of teachers for the total sample and Subsamples based on Gender and the Locality of the school.

An objective of the study was to find out the level of Frustration in different categories of teachers for the total sample and Subsamples based on Gender and Locality of the school.

Percentage Analysis

A simple percentage analysis calculation was used to assess the level of Frustration For the total sample and the subsample based on gender and locality of the school.

The total samples are classified into three different levels (high, Moderate, and Low) based on the scores of Frustration. This is based on the conventional procedure of sigma distance from the mean. Students having a score of M+ sigma and above in Frustration level were treated as having high Frustration, those with a score of M- sigma and below were treated as having low Frustration and those having a score in between M+ sigma and M- sigma were treated as moderate Frustration. A simple percentage calculation is used to determine the number of teachers in each group.

The percentage of Frustration of students is presented in Table 1

Data and Result of Percentage Analysis of Frustration of Different Categories of Teachers.

Sample	Mean	Total	SD	High		Moderate		Low	
				N	%	N	%	N	%
Total	89.65	201	14.915	35	16.91	135	67.16	32	15.92
Male	84.92	95	12.761	15	15.78	70	73.68	10	10.52
Female	80.23	106	10.265	20	18.86	62	58.49	19	17.92
Rural	85.63	101	11.170	14	13.8	72	71.28	15	14.85
Urban	81.56	100	13.808	20	20	63	63	17	17

It indicates that among the total sample of Different categories of Teachers, 16.91 % belong to high Frustration level, 67.16 % belong to moderate Frustration and 15.92% belong to low Frustration level. So for the total sample, the majority of the teachers have moderate levels of Frustration.

Among the Male sample, 15.78% belong to high Frustration, 73.68% belong to moderate Frustration level and 10.52 belong to low Frustration level. Among the Female sample, 18.86% belong to the high Frustration level, 58.49 belong to the moderate Frustration level and 17.92% belong to the low Frustration level.

Among urban teachers, 20% belong to a high Frustration level, 63% belong to a moderate Frustration level and 17% belong to a low Frustration level. Among rural teachers, 13.8% belong to a high Frustration level, 71.28% belong to a moderate Frustration level and 14.85 % belong to a low Frustration level.

To find out the significant difference in the Mean Scores of Frustration of the Subsamples Based on Gender and Locality of the School.

In this section, the arithmetic Mean and standard deviation of the subgroups Based on Gender and locality of the school were found. Two-tailed test of significance of the difference between the mean scores of Frustration. For the subsamples based on gender and locality of the school. The details are given below.

Test of significance of difference between the mean scores of Frustration For the subsamples based on gender

The value obtained for the mean scores of Frustration of Different categories of Teachers based on Gender are given below.

Data and Result of the Test of Significance of Difference between the Mean Scores of Frustration based on Gender

Sample	N	Mean	SD	t value
Female	106	80.23	10.265	2.431
Male	95	84.92	12.761	

The t value calculated, 2.431 were found to be greater than the table value of 1.96 at 0.05 level of significance. This reveals that there is a significant difference in the mean scores of Frustration of teachers based on gender at 0.05 level of significance. Hence it can be interpreted as Female teachers and Male teachers differ in their level of Frustration. The Female students were found to be more Frustration than Male teachers.

Test the Significance of the difference between the mean scores of Frustration For the subsamples based on the Locality of the School.

The values obtained for the mean scores of Frustration of Different categories of Teachers based on the Locality of the school are given in Table 3.

Date and Result of the Test Significance of Difference between the Mean Scores of Frustration based on Locality of the School

Sample	N	Mean	SD	t Value
Urban	100	89.65	10.265	2.296
Rural	101	84.92	12.761	

The t value calculated, 2.296 were found to be greater than the table value of 1.96 at 0.05 level of significance. This reveals that there is a significant difference in the mean scores of Frustration of teachers from schools located in rural and urban areas at 0.01 level of significance. Hence it can be interpreted that urban teachers were found to be more Frustration than rural teachers.

Estimation of the Relationship between Frustration and Job stressors of teachers for the total sample.

The value obtained for the relationship between the Frustration and Job stressors of teachers for the Total sample is given below.

Data and Result of the Relationship between Frustration and Job stressors of teachers for the Total Sample

Sample	r	Significance
201	.293	0.01 level

The correlation coefficient between Frustration and Job stressors of teachers for the total sample is 0.293. The relation can be interpreted as a medium positive correlation between these variables. The positive value of 'r' indicates that any increase or decrease in Frustration will result in a corresponding increase or decrease in Job stressors. It shows that the correlation is significant at 0.01 level of significance.

Relationship between the Frustration and Job stressors of teachers for the Subsamples based on Gender: The value obtained for the relationship between Frustration and Job stressors of teachers for the subsamples based on gender.

Data and Result of the Relationship between Frustration and Job stressors of Teachers for the Subsamples based on Gender and Locality

Total sample	r	Significance
Male (N= 95)	.0348	NS
Female (N= 106)	.435	0.01 level
Rural(N= 101)	.225	0.01 level
Urban (N= 100)	.335	0.05 level

The table reveals that the coefficient of correlation between Frustration and Job stressors of Males is .034. Hence no significant difference.

Table 5 also reveals that the coefficient of correlation between Frustration and Job stressors of Females is .435. Hence significant at 0.01 level of significance. So the result can be interpreted as a high positive correlation between Frustration and Job stressors for the Female sample.

The table reveals that the coefficient of correlation between the Frustration and Job stressors of rural is .225. The correlation is significant at 0.01 level. There is a significant relationship between the Frustration and Job stressors of rural teachers.

From Table 5, it is clear that the correlation coefficient between the Frustration and Job stressors of teachers from urban is .351. The relation can be interpreted as the high correlation between these variables. Therefore significant at the 0.05 level of significance.

Major Findings

1. The level of Frustration of teachers for the total sample is moderate.

2. The level of Frustration of teachers for the subsamples based on gender and locality is moderate.
3. There is a significant difference in the mean scores of Frustration based on gender and locality.
4. There is a significant relationship between the correlation coefficient of Frustration and Job stressors of teachers concerning Females.
5. There is a significant relationship between the correlation coefficient of Frustration and Job stressors of teachers concerning the locality of the school.

Conclusion

The investigation shows Teachers' levels of frustration are almost moderate. The study's findings showed a positive correlation between job stress and frustration, meaning that when one's degree of frustration increases, so do job stressors. It is necessary to take action to combat frustration by taking part in school programmes, achieving academic progress, participating in extracurricular activities, making decisions, etc. Being a teacher requires a complicated effort. Teaching is a difficult and demanding profession. Teachers need to draw on mental, emotional, and physical resources to be effective in the classroom. Teachers, like many other professionals, face a plethora of intricate obstacles. Teachers rarely receive the resources they require to live up to the high standards and expectations set for them in many parts of the world. The lengthy work hours combined with the stress and dissatisfaction of their workplaces eventually results in crippling health issues. These tasks include lesson planning, supervising student projects, evaluating student work, and administering exams. The detrimental physical and psychological reactions that arise when a teacher's needs, resources, or capacities are not met by the demands of their job are referred to as job stress. Stress can be brought on by a lot of work, not participating in decision-making, a bad social atmosphere, unclear or conflicting job requirements, employment uncertainty or opportunity loss, and an uncomfortable or dangerous work environment.

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