CHAPTER - V

DISCUSSION
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A perusal of the chapter of analysis would reveal that the target sample was divided into two statistically distanced groups of high frustration and low frustration cases among the school teachers for comparison purposes along creativity, intelligence and different personality factors.

So far as intelligence is concerned, as can be seen from table Nos. 4.4 & 4.16 there being no significant difference between the means of male and female teachers as well as the high frustration and the low frustration groups, it is thus reasonably accounted for or controlled. As such further explorations would be only to find out, with reference to frustration, the predictability of creativity and its components i.e. fluency, flexibility and originality and the personality characteristics.

5.1 RESULTS ON FRUSTRATION:

The results give a clear evidence of the existence of frustration among the teachers in schools where atleast 2/3 population is highly or moderately frustrated. Regarding the frustration in male and female teachers the study yielded quite interesting results. On one side, both
the male and female teachers were found to be almost equally frustrated with no significant difference but in aggression the male teachers were found to be markedly more aggressive than their female counterparts while on regression the female teachers were found to be more regressive than the male teachers as can be seen from table No. 4.14. The result is very much in consonance with the nature of the two sexes. It is our every day experience that the male are more aggressive and female more regressive in their behaviour in general. Thus the result is quite interesting and at the same time not very much surprising, as it is also corroborated by Malviya (1978), Sharma (1981), Singh (1987), Blix, Arlene, Gray, Cruise & Mitchell (1994). As such the first hypothesis of the investigator "both among the male and female teachers quite a large number will be found feeling frustrated at the secon
dary school level experiencing frustration of different magnitude" stands confirmed.

5.2 RESULTS ON FRUSTRATION AND CREATIVITY:

When the high frustration and the low frustration groups were compared sex wise, it was found that the high frustration male teachers were significantly different from the low frustration
counterparts on a very important factor of originality on the creativity variable, as can be seen from table No. 4.7, evidencing a very interesting phenomenon - the greater the originality higher the frustration: and this is very much understandable in the sense that the obstacles blocking the greater inner creative forces would certainly make the man more frustrated. As such the second hypothesis of the investigator "that the teachers with greater creative potential would be feeling more frustrated than those with lesser creative urge" also stands partly confirmed as the difference has been found only on originality component of creativity.

5.3 RESULTS ON PERSONALITY CHARACTERISTICS:

The results presented in table No. 4.5 relating to personality differences of the high and low frustration groups certainly give some indication of the accountability of certain personality characteristics i.e. on M, O & Q₄ factors. Thus quite in coherence with the results on originality it has been found that the more imaginative (M), more apprehensive (O) and more tense (Q₄) teachers, in general, including both the male and female teachers are quite naturally and understandably more frustrated also, while the less imaginative (M), less apprehensive (O), and less tense (Q₄) characterize the low
frustration group. The results on creativity and personality characteristics seem to be quite helpful in recognising almost a natural precept: higher the power of imagination and creativity higher the level of frustration - if thwarted externally. Thus there being a sort of inner correspondence between the trends of results on creativity and certain personality factors, the findings on personality characteristics become quite reliably more understandable. Thus the third hypothesis, "certain personality factors may also be found exerting their influence on different magnitude of frustration among teachers" of the present investigator also stands quite reasonably confirmed.

5.4 RESULTS ON SEX DIFFERENCES ALONG CREATIVITY AND PERSONALITY CHARACTERISTICS:

As for the sex differences on creativity or its components a markedly significant difference was found between male teachers and female teachers on one component of creativity i.e. originality as can be seen from table No. 4.15. The male teachers in general were found to be possessing a far higher level of originality than that of the female teachers. The sex difference is more sharply occurring when the male and female teachers are compared in the high frustration group as can be seen from table No. 4.19 the difference becoming
still higher internally validate the result discussed above. Once again a kind of coherence is found between the results on frustration and creativity along the line of sex differences also. It is quite interesting to note that the male teachers are more original than their female counterparts. The result may not be that pleasing to the latter ones, but it is quite difficult to deny that much of the original work done in any field of arts and literature, religion and philosophy, science and architecture, just for example, along the whole span of history belongs to the male. As such the fourth hypothesis relating to creativity is atleast partly confirmed - partly because the difference occurs only on one component of creativity i.e. originality.

When the sex differences are explored along the personality characteristics of male and female teachers the differences occur quite frequently when comparisons are made between the total male and female teachers i.e. on five personality factors namely C, H, M, Q₂ & Q₄ as can be seen from table No. 4.17, meaning by which that the male teachers in comparison to the female teachers are emotionally more stable (C), venturesome (H) and imaginative (M). They are also more self sufficient (Q₂) and tense (Q₄) than their female counterparts. These personality differences are not surprising in the sense that in
our own life experiences men are found to be more stable, courageous, and thoughtful than their female counterparts. Once again it may be humbly submitted that the males have generally exhibited at all occasions of acid test greater control of emotion, greater courage, and they have also acted more thoughtfully than their female counterparts be it a home situation or a challenge in the battle fields.

These results are also corroborated by Jayaswal (1977), Narula (1978), Kumari (1981), Som (1984), Ls'Verne (1985) etc. Personality differences have also been found between the male and female teachers with both the high frustration and the low frustration groups, more so with the low frustration groups. In the high frustration group the male cases have again been found to be venturesome and enthusiastic thus further strengthening the general sex differences discussed above.

In the low frustration group, as can be seen from table No. 4.25, the personality differences are a bit different from the high frustration group yet intensifying and internally validating the results of sex differences in general. Thus again the male cases are found to be more imaginative (M) and tense (Qa) but at the same time also quite sensitive (I). As such the high frustration group and the low frustration
group have their own distinctive characteristics. When all the personality differences are taken together they give a clear evidence of the role of personality characteristics distinguishing the male and female teachers in general, and the high frustration and the low frustration male and female teachers in particular. As such it may be said safely that the fourth hypothesis of the present investigator "in the case of male and female teachers there may appear sex differences both on creativity and personality characteristics" also stands confirmed.

In the light of the discussion, given above, it may be submitted that the present exploratory study of the investigator humbly provides atleast some solid ground to serve as a threshold for further explorations about teachers' frustration and its causal factors; opening thus up quite new vestibules to the vistas of knowledge.

The summary of the findings is presented in the following chapter.