CHAPTER - VI

SUMMARY
"The destiny of India is now being shaped in her classrooms."

Indian Education Commission (1964-66)

The purpose of the present investigator was primarily to identify the magnitude of frustration among teachers in relation to creativity and certain personality factors. There is no gainsaying that the welfare and prosperity of a nation depends on its natural and human resources, human resource is perhaps more important than the natural resource because the later can only be profitably utilised if the former is efficient. Thus human resource is of paramount importance for the progress of a country. The teacher being a catalytic agent in the process of education, dispenses knowledge, forms the time schedule, selects reading material, plays the role of subject specialist and helps pupils to overcome their difficulties and personal problems. If the teacher is frustrated it can hardly be imagined how much damage shall it cause to the progress of the new generation or the future citizens.
Success of students in any course depends on the effectiveness of teachers. However, the entire structure of education is unsteady if the teacher is weak and ineffective. There appears to be a general agreement on the fact that educational attainment of children depends to a large extent on the attitude of the teachers towards their profession. It is largely true that the professional performance of the teacher is indirectly related to his profession. If he has a wholesome attitude towards his profession he teaches with interest, takes pains and makes efforts and even sacrifices his personal comfort and ambition to be a good teacher. It will be his utmost effort to see that his students not only make progress in academic field but also in other aspects of life. Naturally a teacher with favourable attitude towards his profession would produce the right type of youths, while the one with an unfavourable attitude towards the profession would produce unbalanced personalities.

There is a feeling among some people and even among a section of teachers also that people enter this profession with hope, enthusiasm and vigour, but something either in the system of education itself or the social and economic environment of the school demoralize them, reduce their interest and produce psychologically unfavourable attitude towards this profession. If the attitude of
teacher towards his profession is such an important factor, a study of it will be useful and of great practical value to those concerned with education.

Few attempts have also been made to identify the causes of frustration among teachers. Some of the attempts made in this regard are: Cooper, 1986; Capel, 1987; Manthei & Soleman, 1988; O Conor & Clarke, 1990; Pierce & Molloy, 1990; Sahni & Chadha, 1991; Smith & Bourke, 1992; Tuetteman & Punch, 1992; Friedman, Boyle, Borg, Falzon and Baglioni, 1995; Manthei, Gilmore, Tuck & Adair, 1996; Dussault, Deaudelin, Royer & Loiselle, 1999; Weisberg & Sagie, 1999.

The present study in specific terms is therefore, "A Study of Frustration Among Teachers in Relation to Creativity and Certain Personality Factors."

6.1 **OBJECTIVES OF THE STUDY** :

The present work has thus been carried out with the following objectives:

(1) To find out the extent of frustration among the male and female teachers at the secondary school level.
(2) To identify statistically the relationship between frustration and creativity and its components i.e. fluency, flexibility and originality.

(3) To find out if certain personality factors may be accountable for frustration among teachers.

(4) To explore if there were any sex differences along creativity and personality characteristics, among the male and female secondary school teachers.

6.2 HYPOTHESES OF THE STUDY:

The hypotheses formulated for the present study were as under:

(1) Both among the male and female teachers quite a considerable number will be found to be feeling frustrated at the secondary school level - experiencing frustration of different magnitude.

(2) It is expected that the teachers with greater creative potential would be feeling more frustrated than those with lesser creative urge.

(3) Certain personality factors may also be found exerting their influence on different magnitude of frustration among teachers.

(4) In the case of male and female teachers there may appear sex
differences both on creativity and personality characteristics.

6.3 **SAMPLE:**

The present study was conducted on a sample of 300 teachers from eight secondary schools of Aligarh city.

6.4 **TOOLS:**

In the present investigation the investigator employed the following standard tools and measures.

(1) Frustration test developed by N.S. Chauhan & G.P. Tiwari.

(2) Hindi version of Baqer Mehdí's verbal test of creative thinking.

(3) The culture fair intelligence test (scale 2) by R.B. Cattell and A.K.S. Cattell.

(4) R.B. Cattell's sixteen personality factor questionnaire (form A) covering sixteen personality dimensions (16 PF).

6.5 **PAIRS OF GROUPS COMPARED:**

Following were the six groups formulated for comparison on different variables.

(i) High frustration group vs. Low frustration group.

(ii) High frustration male teachers vs. Low frustration male teachers.
(iii) High frustration female teachers vs. Low frustration female teachers.

(iv) Male teachers vs. Female teachers.

(v) High frustration male teachers vs. High frustration female teachers.

(vi) Low frustration male teachers vs. Low frustration female teachers.

6.6 **FINDING SIGNIFICANCE OF DIFFERENCE:**

The 't' test was employed to find out the significance of difference between the six pairs of groups. The results of the 't' test have been presented in the tables 4.1 - 4.25.

6.7 **CONCLUSIONS:**

The findings of the present investigation may be summarized as follows:

(1) The high frustration group was found to be higher on regression, fixation, resignation, aggression and total frustration than the low frustration group.

(2) There was no significant difference between the high frustration group and the low frustration group on the measure of fluency,
flexibility, originality and total creativity.

(3) The high frustration group and the low frustration group were similar on the measure of intelligence.

(4) The high frustration group was found to be imaginative (M), apprehensive (O), and tensed (Q₄). Low frustration group was found to be practical, self assured and relaxed.

(5) High frustration male teachers were significantly higher on regression, fixation, resignation, aggression and total frustration than the low frustration male teachers.

(6) High frustration male teachers scored higher than the low frustration male teachers on the measure of originality. But on fluency, flexibility and total creativity they were similar.

(7) The high frustration male teachers and the low frustration male teachers were almost similar on the measure of intelligence.

(8) No significant difference was found between the high frustration male teachers and the low frustration male teachers on sixteen personality factors.

(9) The high frustration female teachers were found to be higher on regression, fixation, resignation, aggression and total
frustration than the low frustration female teachers.

(10) There was no significant difference between the high frustration female teachers and the low frustration female teachers on the measure of fluency, flexibility, originality and total creativity.

(11) Both the groups i.e. the high frustration female teachers and the low frustration female teachers were similar on the measure of intelligence.

(12) The high frustration female teachers were found to be imaginative (M), shrewd and calculating (N), apprehensive (O), and tense (Q₄) while the low frustration female teachers were found to be practical, natural, self assured and relaxed.

(13) Female teachers had significantly greater regression than the male teachers.

(14) Male teachers had significantly greater aggression than the female teachers.

(15) Male and female teachers were similar on the measure of fixation, resignation and total frustration.

(16) Both the male and female teachers were similar on the measure of fluency, flexibility and total creativity.
(17) On the measure of originality male teachers scored significantly higher than the female teachers.

(18) There was no significant difference between the male and female teachers on the measure of intelligence.

(19) Male teachers were found to be emotionally stable (C), venturesome (H), imaginative (M), self sufficient (Q_2), and tense (Q_4). Female teachers were found to be affected by feelings, shy, practical, group dependent and relaxed.

(20) High frustration female teachers were found to be higher on regression.

(21) The high frustration male teachers were more aggressive than the high frustration female teachers.

(22) On the measure of fixation, resignation and total frustration both the groups i.e. the high frustration male teachers and the high frustration female teachers were almost similar.

(23) The high frustration male teachers and the high frustration female teachers were not significantly different on the measure of fluency, flexibility and total creativity.
(24) High frustration male teachers were significantly higher on the measure of originality than the high frustration female teachers.

(25) High frustration male teachers and the high frustration female teachers were almost similar on the measure of intelligence.

(26) High frustration male teachers were found to be happy go lucky (F), venturesome (H). High frustration female teachers were found to be sober and shy.

(27) The low frustration female teachers scored significantly higher than the low frustration male teachers on the measure of regression.

(28) There was no significant difference between the low frustration male teachers and the low frustration female teachers on the measure of fixation, resignation, aggression and total frustration.

(29) Both the groups i.e. the low frustration male teachers and the low frustration female teachers were not much different on the measure of fluency, flexibility, originality and total creativity.

(30) The low frustration male teachers and the low frustration female teachers were once again almost similar on the measure of intelligence.
(31) The low frustration male teachers were found to be tender minded (I), imaginative (M) and tensed (Q₄). Low frustration female teachers were found to be tough minded, practical and relaxed.

6.8 SUGGESTIONS:

The investigator would like to submit her humble suggestions in the light of her experience and the results of the present study.

(1) The teachers' personality characteristics being only partly and moderately responsible for the feeling of frustration among teachers. The causal factors may be explored in such external phenomena as the social climate of the schools, work load, interactional patterns between the teachers and children, teachers and administrators, and teachers and parents.

(2) For the committed teachers, the slow progress of children including the problems of motivating them to learn and insufficient time to perform necessary teaching tasks, may also be a very interesting field for further explorations.

(3) Poor salaries and lack of recognition in the society affecting the job satisfaction can also be a provoking subject for a researcher in the field of teachers' frustration.
(4) The magnitude of frustration may be comparatively studied at different levels of education e.g. primary, secondary and the university level.

(5) The extent of frustration and their causal factors may quite profitably be identified and compared in different professional courses also like among the teachers of IIT, engineering colleges, medical colleges and teacher training institutions etc.

(6) Experimental studies may be conducted involving the control groups to find out effective remedial measures for at least minimizing the damaging effects of frustration among teachers both on their health and level of performance.

6.9 **EDUCATIONAL IMPLICATIONS:**

Frustration among teachers is a vitally important topic in the teaching profession because it has been found to be increasingly affecting not only the health of the teachers but also their work performance resulting in lowering of the standards of education as reported by Pithers and Fogarty (1995). Quite understandably if the causal factors of frustration among teachers are reliably identified and the remedial measures are experimented upon and adopted in the real situations it would not only -
(i) relieve the teachers at different levels of education, of their mental tension causing unnecessary anxiety, stress and frustration; (ii) but also raise their standard of teaching performance; (iii) and the levels of students learning resulting in a continuous rise in the curve of educational standards not only in India but throughout the world.