CHAPTER - 1

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

Indian Education Commission (1964-66)

In the present Indian scenario frustration seems to be in the air. Ask any man, if he is feeling happy, contended; generally the answer is in negative. The poets and litterateurs have aired the same feeling in their best poems and plays. It is a great mystery that inspite of aspiring and craving for happiness people are enamouring upon tragedies and loving the saddest poems. Keats very much correctly says "our sweetest songs are those, that tell of saddest thought." Just mention the name of Shakespeare, and people shall come up with his tragedies - Romeo Juliet, Hamlet, Othello and King Lear - corresponding to their maturational levels and tastes. All the sad experiences expressed in the best literature of the world are the sweet and sad stories of hurdles, obstacles and in psychological language blocks frustrating the urges and drives and efforts for the satisfaction of some human need or aspiration. Exploring and analysing the whole phenomenon is too stupendous a task, too big to be tackled by a single investigator. But in the modern time a researcher can at least venture to find out the extent of frustration and its causal factors in a
limited circle of society like teachers for the present exploratory study and present humble research programme.

Needless to say, it has become by now an adage that the effectiveness of education is very much dependent on the effectiveness of its teachers. The importance of a teacher in the educational process is unquestionable. From the time teaching started to gain recognition as a profession, experts as well as common men began to wonder about the effectiveness of the teacher. However, the entire structure of education is unsteady if the teacher is weak and ineffective. In the field of education or in a specific teaching learning situation, he is the ultimate agent who dispenses knowledge, frames the time schedule, selects reading material, plays the role of subject specialist, and helps pupils to overcome their difficulties and personal problems. He influences his pupils by what he says, and even more by what he does. A teacher is the single most important factor in the success of pupil and thereby the entire society. Recognizing the importance of teachers National Policy on Education (1986) has rightly remarked that "no system of education can rise above the level of its teachers."

Cicero said 2000 years ago - what greater or better gift can we offer the republic than to teach and instruct our youth? His words
are as true today as they were 2000 years ago. Teachers still provide valuable and unique professional service to the nation: by guiding students in the development of high ideals and true appreciation of the freedom and responsibilities of any citizenship and by assisting them to develop the skill of clear and critical thinking teachers contribute significantly to the character of adults who will determine the future of nation.

In the words of Ryans (1960) "if competent teachers can be obtained the likelihood of attaining desirable educational outcomes is substantial. On the other hand, although schools may have excellent material resources in the form of equipment, buildings, and text books and although curricula may be appropriately adapted to community requirements, if the teachers are misfits or are indifferent to their responsibilities, the whole programme is likely to be ineffective and largely wasted."

1.1 ROLE OF A TEACHER

In considering the role of the teacher, one possible line of approach is to ask oneself why, society has to have schools and teachers at all, what functions they exist to perform. One of the most sophisticated examples of this approach is to be found in Talcott
Parson's classic article of the late 1950s "The School Class as a Social System" in which he contends that in a further aspect of teacher's role, he should aim at the internalization by his students of a level of social values and norms beyond what the family can be expected to cater for. The teacher must also try to develop in his pupils commitment to the performance of specific types of role within the structure of society. It goes without saying that he is responsible for the transmission to his students of the technical component of the skills enabling them to fulfil their future adult roles in work and other aspects of living. He must also seek to secure that his students develop the capacity for the inter personal behaviour appropriate to their future roles.

Thus it can be said that there is no substitute for a good teacher. The teachers leave indelible impressions upon their students. Naturally if teachers are good they will leave good impression upon their students.

1.2 **TEACHER IS THE FOCUS AND ANCHOR**

The Mudaliar report stated (1952-53) "we are convinced that the most important factor in the contemplated educational reconstruction is the teacher - his personal qualities, his educational
qualifications, his professional training and the place he occupies in the school as well as in the community."

At the back of every great man a good teacher is there who kindled enthusiasm, fostered confidence and guided him to the way of progress. A conqueror of the stature of Alexander The Great said "I owe my birth to my father but life to my teacher."

The Secondary Education Commission (1952-53) points out "every teacher and educationist of experience knows that even the best curriculum and the most perfect syllabus remains dead unless quickened into life by the right methods of teaching and right kind of teachers."

Indian Education Commission (1964-66) rightly said "of all the different factors which influence the quality of education and its contribution to national development the quality, competence and character of teachers are undoubtedly the most significant. Nothing is more important than securing a sufficient supply of high quality recruits to the teaching profession, providing them with the best possible professional preparations and creating satisfactory conditions of work in which they can be fully effective. A programme of high priority in the proposed educational reconstruction, therefore,
is to feed back a significant proportion of the talented men and women from schools and colleges into the educational system. For this purpose it is necessary to make an intensive and continuous effort to raise the economic, social and professional status of teachers in order to attract young men and women of ability to the profession and to retain them in it as dedicated, enthusiastic and contended workers."

1.3 PURPOSE OF THE STUDY

There appears to be 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. Such a teacher will not only be a popular figure among his students and their parents but will greatly influence the personality of his students. 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. If the attitude of a teacher towards his profession is such an important factor, a study of it will be useful and of great practical value to educational authorities and to all others concerned within education.

Research on teachers in India has so far been concentrated mainly on issues and problems regarding management, curriculum, teaching, indiscipline etc. There have been hardly any serious attempt to study the sociological and psychological problems of teachers. Therefore, there is an urgent need to attempt to examine and resolve certain basic issues regarding the teacher community with special reference to frustration and causes related to it. Because it is the teacher community that can help to generate healthy academic atmosphere in educational institutions. Society should ensure that its teachers take full interest in their work and discharge their responsibilities to the maximum of their abilities.

There is an all round perception among teachers and those who study their behaviour that they suffer a great deal of occupational stress. Teaching including its administration is seen as a highly stressful profession perhaps more stressful than many others. This is perceived to occur because of the powerful interpersonal demands of the job and its attendant roles as well as its large task demands
and expectations.

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.

Furthermore there is a research evidence that indicate that work related stress among teachers has serious implications for their work performance, health and psychological status of these professionals (e.g. Capel 1987, Cooper 1986, Pierce and Molloy 1990). Studies in Britain, Australia, Newzealand and the United States of America have found approximately 1/3 of teachers surveyed who have reported their job as highly or extremely highly stressful (e.g. Manthei & Soleman 1988, O'Connor and Clarke 1990).

Some studies of occupational stress have focused on the range and intensity of stressors that are common to teachers and their relationship to psychological and physiological symptoms (e.g. error making and burnout). Teaching context and personal factors also can strongly affect a teacher's level of stress (e.g. Smith & Bourke

A few studies have been conducted in India and abroad to explore the causes of frustration and the relationship between frustration and other cognitive, motivational and background variables. Kyriacou, Sutcliffe (1978) & Smilansky (1984) found four factors of teacher stress as pupil misbehaviour, poor working conditions, time pressure and poor school ethos. There are certain socio-ecological factors significantly and negatively related with teacher frustration such as recognition by society, suitable housing facilities, suitable facilities for children's education, suitable recreational facilities and a congenial home atmosphere (Sahni Vinod & Chadha 1991). Teacher stress is primarily a direct function of workload and student misbehaviour (Friedman, Boyle, Borg, Falzon and Baglioni 1995).

Pithers and Fogarty (1995) in their article on the symposium on teacher stress have summarised some of the most important findings in this area which show commonly found stressors, such as work overload, staff relationship, classroom discipline, lack of resources and conflict, as well as lack of professional recognition among many others.
Pupil recalcitrance and excessive demands on teachers' time as strong contributors to teachers stress (e.g. Manthei, Gilmore, Tuck and Adair 1996). Dussault, Deaudelin, Royer & Loiselle (1999) found professional isolation as the major source of teacher stress. Physical and mental exhaustion were found as the major causes which influence intention to leave the profession (e.g. Weisberg & Sagie, 1999).

Stress in teaching has a number of problematic outcomes. It influences teachers' behaviour, teaching styles and related activities in schools. Thus teachers' stress has become major concern while planning of teacher effectiveness.

Therefore, there is a need to study this population thoroughly and in exhaustive manner. The present study thus attempts to Study Frustration Among Teachers in Relation to Creativity and Certain Personality Factors.

1.4 STATEMENT OF THE PROBLEM

The present investigation, in specific terms is therefore, "A Study of Frustration Among Teachers in Relation to Creativity and Certain Personality Factors." For a better cognizance of the phenomena, therefore, the investigator seeks to explain the conceptual aspects of the problems to begin with.
1.5 FRUSTRATION : CONCEPT AND DEFINITION

Encyclopedia of Psychology (1951) defines "frustration is any interference with a goal response or with the instrumental acts leading to it."

According to Lexicon Universal Encyclopedia (1983) "frustration is the blocking of an organism's ongoing activity toward a goal".

According to the Oxford Advanced Learner's Dictionary (2000) "frustration is the feeling that make somebody feel annoyed or impatient because they cannot do or achieve what they want."

In the present study, the definition provided by Chauhan and Tiwari (1972) has been accepted for its greater comprehensiveness, as a working definition. Frustration has a different set of behaviour mechanisms. Its intense cathecticity and conativeness get expressed in various modes such as aggression, fixation, regression, resignation (Chauhan & Tiwari, 1972).

Aggression has been defined as an act whose goal response is injury to an organism. Aggression results where punishment is inflicted (Sears, Robert, R. 1951). Frustration results in aggression (Frustration - Aggression Hypothesis of the Yale group, Weller and Suleman, 1968). Aggression may be defined operationally in terms
of rude answering to elders, irritation, feeling of unfairness, carrying grudges, frequent quarrelling, broken engagement, impulses to take revenge, and reactionary attitudes to traditions and beliefs.

Fixation has been taken as a defence against anxiety by stopping the process of development (Symonds, 1946). In fixation, it is noted that behaviour appears that tends to be repeated over and over again without variations and shows a degree of resistance to change. Fixated behaviour may be taken in terms of interests and emotional attitudes to designate the attachment generally interpreted to belong to an early stage of development. The fixated persons experience difficulty in forming new attachments, developing new interests or adaptations. Fixation may occur in one's behaviour due to trauma or due to frustration of the normal expression of instinctual drive, or its over gratification. It weakens the ego of a person. It may be defined operationally in terms of cherishing for deep and lasting hurts, persistence of childhood fears, worries of hypoweight, feeling of being physically handicapped, falling health and negligence etc.

Regression in Freudian terms means a return to an earlier mode of adjustment. It is an 'acting out' i.e. resistance in analysis against the remembering of painful ideas. Operationally regression may be defined in terms of a behaviour characterised by bashfulness, finicky
about foods, feel lacking in self control, wish to be again escapist, homesick when away from home, cries easily, speech defective, excessively day dreams, exorbitantly ambitious etc.

Resignation is an emotionally tinged attitude shown by cessation of active response to a situation which we have previously been making efforts to alter. In resignation behaviour, we obtain extreme elimination of needs, no plans, no definite relations to the future; either no hopes at all or hopes which are not taken seriously (Zawadski and Lazaresfeld, 1935). The resigned behaviour possesses limitation of all needs, no plans, no social contacts, frequent and serious consideration of committing suicide, longing for loneliness, retreatism, returning within one's self, and lack of interest in surroundings etc.

1.6 CREATIVITY : CONCEPT AND DEFINITION

Once the phenomenon of creativity emerged on the horizon of behavioural sciences, researches and explorations on its manifold aspects were slowly to come up.

Guilford (1950) has made a distinction between two types of thinking abilities convergent thinking and divergent thinking. He defines divergent thinking as a kind of mental operation that leads
significantly away from the beaten track. Divergent production involves novel responses to a given stimulus unlike convergent thinking where the outcome is conventional.

Guilford relates divergent thinking to certain well known ability factors which seem to go with creative output. The primary traits, related to divergent thinking and therefore, to creativity, have been enumerated to include: sensitivity to problems, flexibility of thinking, fluency of thinking, originality, redefinition and elaboration.

In terms of product, creativity is recognised by the features of novelty and usefulness of the thing produced. The product may be an idea, a poem, a scientific theory or an invention or a masterpiece of art.

Jastrow (1932) observed that the triumphs of science, our inventions and discoveries, our own modest contributions and solutions are the results of some body constantly "thinking up something new."

Dravdahl (1956) states that creativity is the "capacity of a person to produce compositions products or idea of any sort which are essentially new or novel and previously unknown to the producer."
Attempts have also been made to explain the term creativity from the viewpoint of the personality of the creative person, some of the most important personality characteristics which have been found to be associated with creativity are openness to experience persistence, a high level of energy, dominance and a reserved but assertive temperament. Other traits mentioned include humours, curiosity, fantasy, sensitivity and tolerance for ambiguity. Dellas and Gaier (1970) stated that the roots of creativity lie in personality and motivation.

Farisha (1978) discovered that "throughout the literature of creativity, personality variables emerge as factors significantly affecting the utilization of imagery and the development of creativity."

Some definitions of creativity emphasize imagination as an important factor in making a person creative. Osburn (1953) described creativity as "imagination combined with intent and effort."

Arieti (1976) stressed the importance of imagination as a precursor of creativity.

Parnes (1977) related the function of imagination to the functions of knowledge and judgement as they form together the essence of the creative process.
There seems to be as many definitions of creative thinking as there are psychologists. Goldman (1964) talks of creativity as an "umbrella term" and points out that it is over used to such an extent that it has come to mean nothing.

Through this one realises that creative thinking is elegant, elusive, unique, new and original. It may be mental power, ability, skill and talent expressed through different media.

1.7 INTELLIGENCE : CONCEPT AND DEFINITION

Intelligence is very important characteristic of personality but it is quite difficult to define intelligence precisely as no definition is independent and complete in itself. All the definitions emphasize different aspects of intelligence.

Intelligence the dictionary says is "the capacity to acquire and apply knowledge."

Stern (1914) defines intelligence as "a general capacity of an individual consciously to adjust his thinking to new requirements."

It is also the capacity to perform intellectual tasks by carrying on abstract thinking and to handle new practical tasks requiring the use of concrete media. Terman (1921) considered intelligence as "the ability to carry out abstract thinking."
Stoddard (1943) presented comprehensive description "intelligence is the ability to undertake activities that are characterised by (1) difficulty (2) complexity (3) abstraction (4) economy (5) adaptiveness to a goal (6) social values and (7) the emergence of originals, and to maintain such activities under conditions that demand a concentration of energy and a resistance to emotional forces."

Guilford (1957) has suggested that mind is composed of three dimensions namely operations, content and products. Every intellectual ability in the structure is characterized in terms of type of operation, the content and sort of products which results.

Mc Nemar (1964) has described intelligence as "the process or operation by which a given organism achieves an intellectual response."

According to the Advanced Learner's Dictionary (2000) "intelligence is the ability to learn, understand and think in a logical way about things."

So on the whole, intelligence is considered as the mental capacity or mental energy which enables the individual to handle his environment concerned with abstract, concrete or social situations successfully.
1.8 PERSONALITY: CONCEPT AND DEFINITION

It has always been a very complex and intricate problem for the psychologists to comprehend and explain what personality really refers to. There are a number of popular definitions of personality having for themselves different meanings attached to the term personality.

According to Morton Prince (1924) "personality is the sum total of all the biological, innate dispositions, impulses, tendencies appetites and instincts of the individual and the acquired dispositions and tendencies - acquired by experience."

R.S. Woodworth (1929) was led to deny personality and substantive intent and gave it a purely adverbial meaning thus "personality refers not to any particular sort of activity such as talking, remembering, thinking or loving but an individual can reveal his personality in the way he does any of these things."

Emphasis is also laid on the integrative aspect of personality and its definite pattern of organization. According to Warren's Dictionary (1934) "personality is the integrated organization of all the cognitive, affective, conative and physical characteristics of an individual as it manifest itself in focal distinctiveness from others."
Allport (1937) defines personality in a comprehensive manner covering physical, psychological, motivational and morale aspects of human personality. He defines it as follows: "personality is the dynamic organisation within the individual of those psycho-physical systems that determine his unique adjustment to his environment."

Since personality is a comprehensive and elusive psychological phenomena, psychologists have tried to understand and measure it from different dimensions and characterized it by the quality of uniqueness Guilford (1959) defines personality "An individual's personality then, is his unique pattern of traits ------ A trait is any distinguishable, relatively enduring way in which one individual differs from another."

Thus we see that different approaches have been made to define personality but there is no agreement on a single definition of personality. Fredenburgh (1971) in his book. The Psychology of Personality and Adjustment tried to summarize the various definitions in a single definition which runs as "personality is a stable system of complex characteristics by which the life pattern of the individual may be identified."
Mark Sherman (1979) defined personality as "the characteristic pattern of behaviours, cognitions and emotions which may be experienced by the individual and/or manifest to others."

The individuals who do not choose their careers according to their level of ability land in failure. Every job can be described in terms of personality characteristics it requires for the person to be happy and satisfied in it. It is only through the study of personality that the relevant differences among individuals can be made clear.

In the light of discussion given above it may be humbly concluded that it is vitally important for the educational institutions to find the degree of frustration experienced by their teachers, as the teachers' active participation with full commitment and devotion is possible only when the teachers are free from frustration of all colours and hues.

Thus the present study humbly deals with the identification of the magnitude of frustration among teachers in relation to creativity and certain personality factors and the topic runs as A Study of Frustration Among Teachers in Relation to Creativity and Certain Personality Factors.
1.9 **OBJECTIVES OF THE PROBLEM**

In the light of the discussion given above the present research programme was taken up 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 among creativity and personality characteristics, among the male and female secondary school teachers.

1.10 **HYPOTHESES OF THE PROBLEM**

Keeping in mind the objectives given above and consequent upon the discussion regarding frustration among teachers in the present introductory chapter it was hypothesized that -

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 magnitudes of frustration among teachers.

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

A review of related literature is presented in the next chapter.