CHAPTER - VII

SUMMARY, CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

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7.1 Introduction :

This chapter is devoted to summary, conclusion, implication and suggestions for further study. The summary along with principal findings has been reported in the first part. The second part consists of conclusions drawn from the study along with implications and suggestions to extend the scope of the study in new areas as well as to observe the effects of the some other variables influencing the adjustment of teachers.

7.2 Summary :

"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 preparation and creating satisfactory conditions of work in which they can be fully effective." (Education Commission 66).

Henry Van Dyke (27) also reiterated the same fact. In his own words, "I sing the praise of the unknown teacher. Great generals win compaigns but it is the unknown soldire who wins the war. Famous educators plan new systems of pedogogy, but it is the unknown teacher who directs and guides the youngs. He lives in obscurity and contends with hardship. For him no trumpets

blare, no chariots wait, no golden decorations are decreed. He keeps the watch along the borders of darkness and makes the attack on the trenches of ignorance and folly. Patience is his daily duty, he strives to conquer the evil powers which are the enemies of the youth. He awakens sleeping spirits. He quickens the indolent, encourages the eager and steadies the unstable. He communicates his own joy in learning and shares with boys and girls the best treasures of his mind. He lights many candles which, in latter years, will shine back to cheer him. This is his reward. Knowledge may be gained from books but the love of knowledge is transmitted only by personal contact. No one has ever deserved better of the republic than the unknown teacher. No one is more worthy to be enrolled in a democratic aristocracy, "king of himself and servant of mankind".

Now nothing remains to say about importance of the teachers for proper development and well being of the child. But teacher can exert his influence upon the child only when he is himself having sound personality and desirable manners. One of the significant, perhaps most significant, factors in the process of education is the personality of the teachers. There has always been a concern with the personal qualities of teachers, since the educational impact is surely not due solely to what he knows, or even to what he does but in a very real sense to what he is.

Possession of a sound mental health has been accepted to be an essential pre-requisite for an effective teacher. Teacher's sound mental health pertains to his best adjustment within

himself and his surroundings. Obviously, the teacher manifests his mental health in the feelings of satisfaction and dissatisfaction at his job. The optimum level of efficiency is attained by the teacher by virtue of his being satisfied at his job whereas on the contrary dissatisfaction hampers his functioning to any useful purpose. In the phenomenon of teacher-pupil intere action ie. education, it is but of fundamental importance that the teacher should cherish desirable mental health so as to facilitate the children entrusted to his guidance, acquire sound mental health, that is, the smooth alround development of personality which remains to be the ultimate aim of education. A good teacher needs, therefore, not only mastery of subject-matter to be taught but also he must needs possess the quality of adjustment. A teacher who is indifferent to his profession or is lacking in the quality of adjustment, is doomed to failure. In this remarkably complex and complicated world the teachers are constantly subjected to a vide varieties of the physical, social and psychological needs and demands. But the limitations and barriers of the environment stand on the way of satisfaction of their these needs and demands thus producing frustration in themselves.

Since the vocations impose demands and restrictions that can not always be handled successfully therefore they create frustrations. The limitations of a profession may seriously frustrate the functions and abilities as when a person with good intellectual capacity being requested or compelled by circumstances to do work which may be far below his natural abilities or ambitions may be frustrated. Therefore, it is said that if the teacher is

well adjusted in his profession, he will work effectively. Whether the teachers are well adjusted or frustrated in their profession is worth knowing.

If teachers are free from their own problems, frustrations and tensions they can perform their duties more effectively. But who is there to take this responsibility? The answer is, the government, the administrators and even the citizens. It is duty of these people to make them free from the constraints of their daily life and investigators should also go in search for the solutions why these teachers are finding themselves unable to perform their duties properly? What are the causes of their frustrations? What are their behaviours when surrounded by these problems? etc. An intensive survey of related literature revealed that a number of investigators had studied adjustment, frustration and level of aspiration as potential factors of behaviour modification. Singh (79) studied the relationship between level of aspiration and modes of frustration and found no significant difference in modes of frustration of over and under aspirants. Khatry (73) made a comparative study between self concept and their professional adjustment of teachers and found significant relationship between self concept scores and professional adjustment. Pandey (73) studied teacher's adjustment in relation to professional efficiency. He found that institutional and physical factors were responsible for their adjustment. There are also a few studies on student's reactions to frustration and their adjustment problems but as separate variables. Mithal (76) studied the reactions of frustrated and nonfrustrated students towards life situations. Jaiswal (80)

studied, anxiety, frustration and adjustment patterns of girl students at graduation level. All these studies were carried taking students, adolescents or preadolescents as subjects.

Having gone through these researches the investigator arrived at the conclusion that none of the investigators had attempted to study the extent of frustration and professional adjustment of secondary school teachers. Confronted with these problems the investigator made up his mind to explore in this field and to get some clues for the said problems. The present endeavour can be proved to be a mile stone in overcoming such a big task.

The topic conceived for investigation may be stated in the way given below -

7.2.1 Statement of the Problem :

"A Study of the Extent and the Patterns of Reactions to Frustration and Professional Adjustment of Secondary School Teachers".

7.2.2 Objectives of the Study :

The study was carried to completion under following objectives:

(1) To find out the extent of frustration amongst secondary school teachers.

(2) To find out the extent of frustration amongst secondary school teachers in relation to six groups of teachers dichotomized on the basis of

(a) Age

(b) Sex

(c) Status

(d) Teaching Experience

(e) Residence

(f) Academic Stream (Science teachers/Social Science teachers).

(3) To find out the reactions to frustration amongst secondary school teachers dichotomized on the basis of age, sex, status, experience, residence and academic stream.

(4) To find out the difference in the patterns of reactions to frustration amongst secondary school teachers in relation to six dichotomized groups of teachers.(given in objective N.2).

(5) To find out the professional Adjustment of the teachers. Professional Adjustment was studied in the subareas related to -

(a) classroom situations

(b) profession as a whole

(c) closeness with students outside the class

(d) colleagues

(e) principal

(f) management

(g) co-curricular and other activities

(h) salary.

(6) To find out the extent of professional adjustment of the teachers.

(7) To find out the adjustment of highly frustrated teachers.

(8) To find out the coefficient of correlation between frustration and adjustment scores of teachers in relation to six dichotomized groups (given in objective N.2).

(9) To find out the difference in different patterns of reactions to frustration of high and low adjusted teachers.

(10) To find out the differences in different patterns of reactions to frustration taking one pattern and observing its effect on the remaining.

7.2.3 Hypotheses :

The hypotheses formulated were in null form which are given below -

(a) There will be no significant difference in the extents of frustration amongst secondary school teachers.

(b) There will be no deviation of the extents of frustration of different patterns and of frustration as a whole from the normal distribution.

(c) There will be no significant difference in total frustration scores between all the six dichotomized groups of teachers on the basis of age, sex, status, experience, residence and academic stream, taking one dichotomous group at a time.

(d) There will be no significant difference between means of aggression, regression, fixation, resignation, rationalization and projection scores of all the dichotomized groups of teachers.

(e) There will be no significant inter association among all the six reactions to frustration of teachers, taking one pattern and observing its effect or association with other remaining patterns.

(f) There will be no significant deviation of the extent of adjustment of the teachers from the normal distribution of extent.

(g) There will be no significant difference between the means of scores on adjustment of different six dichotomized groups of teachers.

(h) There will be no significant correlation between scores on adjustment and frustration of all the six dichotomized groups of teachers.

(i) There will be no significant difference between means of scores on adjustment of high and low frustrated teachers taking at first over all frustration and then one pattern of reaction to frustration at a time.

7.2.4 Assumptions :

Following assumptions were made before going for the study :

(a) It has been assumed that the observed adjustment was solely due to institutional factors only.

(b) Although no statistical procedure was adopted for random selection of samples (which was also not possible in the case of teachers) but the sample selected was so well distributed in the population that it may be assumed to be random.

(c) It was assumed that age, sex, status, experience, residence and academic stream are the variables within the subjects which also affect the professional adjustment and extent of frustration of the secondary school teachers.

7.2.5 Delimitations of the Study :

Keeping in mind the short span of time and approaches which could be done, the study was delimited to the following -

(a) There may be many reactions to frustration depending upon variety of situations and mechanisms of adjustment which are generally utilized by the individuals but the reactions to frustrations taken in the present study are only six viz. Aggression, Regression Fixation, Resignation, Rationalization and Projection.

(b) In the present study only professional adjustment has been taken leaving the other areas.

(c) This study has been restricted to only secondary school teachers who were teaching in government or semi-government institutions which were in the list of grant in aid of U.P.Government in the year 1984-85.

(d) The area for present research work has been restricted to Ghazipur district of the province Utter Pradesh.

(e) The frustration, caused by given situations only, has been taken into account in the present study.

7.2.6 Definition of the Terms used :

The terms used in the statement may be defined as follows -

Pattern - In the present study the term 'pattern' denotes different types of reactions shown by teachers in different given frustrating situations.

Frustration - Frustration applies to "The blocking or interreferenc of the satisfaction of an aroused need through some barrier or obstruction" (Symond 1946).

In the present study 'frustration' has been understood to refer to the situations where the satisfaction of a desire or a need of the teacher is blocked or interfered.

Adjustment - "Adjustment is the process whereby a person attempts to learn ways of satisfying his individual needs and at the same time to develop a hormonious relationship with himself and with others in his life". (Redi & Wattenberg, 1959).

Professional Adjustment - To be adjusted to one's profession or work means to act in such a way that all the essential requirements of the work or profession are fulfilled consistently in an efficient and satisfying manner. The professionally well adjusted person is satisfied with his work, makes reasonably good progress in it and usually capable of meeting whatever demands the profession imposes. In the present study 'professional adjustment' is the scores secured by the teachers on different areas of school adjustment by adjustment inventory constructed by the investigator.

Reactions to frustration - The following reactions to frustration have been taken into account which are shown by the individuals most frequently. Here reactions means types of behaviours shown by the teachers.

Aggression - Aggression is an act whose goal response is injury to an organism (dollard, 1944, p.8) or to the barrier directly. Aggression is essentially a form of response that seeks the reduction of tension and frustration through the medium of behaviour that is demanding, over powering or possessive. Some of the signs of aggression are abusive language, frequent quarreling, name calling, rude answering, direct hitting etc.

Regression - To regress is to go back to a previous state, place,position or activity which was once successful or atleast pleasant. Regression is a process of relieving anxiety or threat by falling back upon the thoughts, feelings of behaviour which worked successfully during an earlier period of life. It results in feeling of lacking self control, home sickness, cries, speech defects, dependence upon others etc.

Fixation - It is the acceptance of the situation. Fixation is much like mechanism of regression except that the individual who employ this does not necessarily go back to an earlier form of pleasant behaviour. One may fixate or remain at a current pleasurable activity whether or not it solves any problem in the future. Fixation is the premature termination of some aspects of personality development. In fixation the process of development is stopped. It results in fears, worries or stereotyped behaviour.

Resignation - Under extreme and prolonged frustration, a subject may simply withdraw or resign himself to his fate and refuse to perform any positive action. In this there is extreme elimination of needs, no plans, no definite relation to the future and no hope. The individual has feeling of committing suicide, longing or loneliness, lacking interest in surrounding.

Projection - Projection is the process of shifting the responsibility for an act or thought from oneself to an outside agency or another person, by this altering his perception of a painful or threatening situation, the individual relieves himself of guilt or anxiety.

Rationalization - One common reaction associated with frustration is the attempt on the part of the individual to find excuses for his failure. Excuse making of this kind is termed as 'rationalization'. It is not a process of reasoning based on the manipulation of sound facts, but rather a process whereby the individual seeks to absolve himself from the Onus of personal inadequacy.

7.2.7 Plan and Procedure :

In the present study the purpose was to go in search for the extent and reactions to frustration as well as professional adjustment of secondary school teachers. Therefore, need was felt for appropriate tools for the study of reactions to frustration and side by side for professional adjustment of the teachers. Therefore, investigator attempted to construct his own tools for both the purposes viz. to study the reactions to frustration and professional adjustment of secondary school

teachers separately.

7.2.8 Description of the Tools :

(a) Frustration Study Tool

One of the tools utilized in the study was frustration study tool. This was constructed in two parts. In the first part investigator has given full instructions for responding the tool. To make, the subjects well understood one example has also been cited just after the end of the instruction. Second part was the main body of the frustration study. There were twenty four situations which were drawn from the activities and problems related to school environment. All these situations were framed in such a way that the person who, if facing these situations, will feel more or less frustration. There were six expected reactions related to these situations, according to six patterns of reactions to frustration taken in the study, which were given separately for each of the situations. Constructor has also given one continuum containing four points inscribed as 'Always', 'often', 'sometimes' and 'Rare' from left to right for the extent of frustration. This continuum was given just against to the situations and reactions. The respondents had to make tick marks (_/), showing their reactions, at the intersection point of any one of the reactions and any one of the columns of the continuum for each situation. In this way they had to make one tick mark for every situation.

(b) Adjustment Inventory

Second tool was 'Adjustment Inventory'. It has also two parts, one for instruction and other for the statements. In the instruction part it has been tried to describe the manner in which the respondents had to respond. In second part thirty four statements have been given which are in interrogative form and are related to school environment. The answers of questions (statements) could be given in 'Yes' or 'No' by making tick mark (_/) against the statements and under any one of the columns.

(c) Personal Information Blank

In this blank attempt has been made to get full and relevant information from the teachers related to their personal as well as academic life viz. name, age, sex, qualification, status, academic stream, teaching subject, number of family members, residence, caste, participation in co-curricular activities as well as in other activities allotted by the principal time to time.

7.2.9 Brief Description of the Construction of Tools :

(a) Frustration Study Tool

In the construction of frustration study tool the main and important part of the task was collection of appropriate situations. Ten teachers of five different institutions (five male and five female) were requested to give at least ten situations related to the teaching profession which were most

frustrating to them. These situations were related to different facets of teaching profession viz. leave matters, academic activities, monetory conditions, co-curricular activities, personality traits, administration, principal, promotion and other routine works as well as casual arrangements of the school time table. After collecting the situations, five secondary school teachers and five research scholars doing research in Centre of Advanced Study in Education, M.S. University, Baroda were requested to construct real incidents related to these situations. On the basis of maximum frequency on the types of incidents, situations were accepted and proper modification was done with respect to language with the help of language experts. In this way forty two situations were retained.

The next part of the tool was construction of statements for reactions to frustration which must elicit only one of the reactions taken ie. they should be specific in nature. Again ten fellow researchers were requested to cooperate in this task and with the help of fellow researchers, for all the forty two situations, statements showing different reactions to frustration were constructed. After all these statements were numbered randomly for each of the situations.

When tool was completed, five staff members of Psychology Department and ten members of research fellows were selected and requested to judge the nature of the statements. After their judgement, on the basis of maximum agreement statements were accepted and remaining were modified to get the require meaning. At last a continuum consisting of four columns 'Always', 'Often',

'Sometimes' and 'Rare' was added to the tool. On the first page full instruction was also given explaining the way to give the responses. The tool thus constructed was tried out for reliability, and maximum effort was done to achieve the content validity of the tool while constructing them with the help of judges and the teachers teaching in different institutions.

(b) Construction of the Adjustment Inventory

All of the steps, taken in the construction of frustration study tool, were again repeated in the construction of Adjustment Inventory viz. collection of statements, selection of statements and judgement of the nature of statements (whether they were positive or negative). In this way an adjustment inventory consisting of 34 statements of interrogative type was constructed (Before item selection number of statements was 58). For each of these statements two columns with inscription, 'Yes' and 'No' were also given for indicating the reactions for teachers. Instruction was also given in the beginning.

Reliability was calculated with the help of point biserial correlation.

7.2.10 Sampling :

Keeping in view that sample should be representative of the total population of teachers teaching in secondary schools of the Ghazipur District, two schools (at pilot study phase) were chosen randomly from each of the four Tahsils, taking one from rural and other from urban sector. Purposive sampling was done in case of female teachers because girls colleges were very

few (only eleven) in the district. In this way two girls colleges were taken. While selecting male and female teachers from the schools it was also remembered to include all the variables related to teachers ie. according to age, status, experience, residence and academic stream. Therefore, at this stage random sampling was not possible. On the whole 100 teachers were selected for pilot study but on the basis of informations furnished by teachers, required in the tools, only fifty were retained for item analysis.

In the final phase of the study, thirty per cent schools were thought to be taken to secure representativeness of the population. It was done in random order but the number of teachers from different schools to be taken was not in random order but was dependent upon the variables taken and availability of the teachers in different schools. In this way 600 teachers from twentynine schools were taken, out of which 60 were female and 540 male teachers. (Total number of schools in district was 100 and that of teachers 2214 in the sesseon 1984).

7.2.11 Administration, Scoring and Analysis of the Data :

Although the tools were administered to 600 teachers of different schools of the Ghazipur District of province Uttar Pradesh, but only 400 teachers out of them had furnished appropriate informations for the final study. Therefore the answers collected from these teachers only were scored and master data sheet was prepared.

In frustration study tool there were four alternatives, 'Always', 'Often', 'Sometimes', and 'Rare' where teachers could

indicate their reactions for different situations. Therefore, for scoring purpose, 4, 3, 2 and 1 weights were assigned respectively to the four alternatives and all the weights given to a particular subject in all the situations were added to give total frustration score for a particular subject. In this way scoring was completed for frustration study.

In Adjustment Inventory there were only two alternatives, 'Yes' and 'No' where subjects could indicate their responses. Side by side the statements were also of two types ie. positive and negative. Therefore, for scoring purpose 1 weight was assigned to 'Yes' alternative for positive statements and, to 'No' alternative for negative statements. Zero weight was assigned to other alternatives. In this way after adding all the weights total adjustment scores were obtained. After scoring data was analysed to get following

i) Total frustration scores for each of the subjects.

ii) Patterns of reactions to frustration of teachers dichotomized on the basis of age, sex, status, experience, residence and academic stream.

iii) Extent of frustration among teachers in terms of high, low and medium categories.

iv) Extent of frustration amongst teachers dichotomized on the basis of age, sex, status, experience, residence and academic stream.

v) Differences between means of scores on different patterns of dichotomized groups of teachers.

vi) Test of independence for different patterns of reactions to frustration.

vii) Effect of one pattern on the remaining by t-test.

viii) Extent of adjustment in teachers.

ix) Adjustment of high and low frustrated teachers.

x) Adjustment of teachers dichotomized on the basis of age, sex, status, experience, residence and academic stream.

xi) Difference in different patterns of reactions of high and low adjusted teachers.

xii) Coefficient of correlation between frustration and adjustment scores (over all).

xiii) Coefficient of correlation between frustration and adjustment of teachers dichotomized on the basis of age, sex, status, experience, residence and academic stream.

7.2.12 Statistics used in the Analysis of the Data :

To arrive at various conclusions following measures were accepted for the analysis of the data -

Mean, standard deviation, quartile deviation, coefficient of correlation, t-value, X^2-value, point biserial correlation etc.

7.2.13 Major Findings of the Study :

1. The mean age of the sample of teachers selected for study was 38.70 years with standard deviation 7.75.

2. The mean teaching experience of the teachers selected was 15.59 years with standard deviation 7.60.

3. Difference between means of frustration scores of upper and lower age group of teachers was significant at .05 level of significance showing effect of age on the frustration of teachers. Teachers who were from upper age group were having high frustration.

4. Differences between means of frustration scores of teachers dichotomized on the basis of sex, status, experience, residence and academic stream were not significant showing no effect of these variables on the total frustration of teachers.

5. Difference between means of scores on Aggression of male and female teachers was significant at .05 level. Which showed sex difference in Aggression of teachers, male teachers being more aggressive than female teachers.

6. Differences between means of scores on Aggression of teachers dichotomized on the basis of age, status, experience, residence and academic stream were not significant showing no significant effect of these variables on the aggression of teachers.

7. Differences between means of scores on regression of all the teachers dichotomized on the basis of age, sex, status, experience residence and academic stream were not significant showing no effect of these variables on the regressive pattern of frustration.

8. Difference between means of scores on fixation of upper and lower age group of teachers was significant at .05 level of significance showing significant effect of age on the fixation of teachers. The teachers of lower age group were more fixating than teachers of upper age group.

9. Differences between means of scores on fixation of teachers dichotomized on the basis of sex, status, experience, residence and academic stream, were not significant, showing no significant effect of these variables on the fixation of the teachers.

10. Differences between means of scores on resignation of all the groups of teachers dichotomized on the basis of six variables were not significant showing no effect of these variables on the fixation of teachers.

11. Difference between means of scores on rationalization of high and low experienced teachers was significant at .05 level of significance showing significant effect of teaching experience on the rationalization of teachers. Teachers having low teaching experience were more rationalizing than high experienced teachers.

12. Differences between means of scores on rationalization of teachers dichotomized on the basis of age, sex, status, residence and academic stream were not significant showing no significant effect of these variables on the rationalization of teachers.

13. Difference between means of scores on projection of lecturers and assistant teachers was significant at .05 level of significance showing significant effect of status on projection of teachers. Assistant teachers were highly projecting than lecturers.

14. So far as extent of frustration was concerned 15% were found to be highly frustrated, 15% low frustrated and 70% in average category.

15. X^2 value on assumption of equal probability of extent of frustration was not significant showing that frustration was not equally distributed in the sample of teachers.

16. X^2 value on assumption of normal occurrence of extent of frustration was significant at .05 level showing that extent of frustration was normally distributed in the sample.

17. Similarly on the assumption of normal distribution of extent of different patterns of frustration, X^2 values were calculated and on the basis of significance at .05 level following results were found.

    (a) Aggression was not normally distributed in the sample.
    (b) Regression was normally distributed in the sample.
    (c) Fixation was not normally distributed in the sample.
    (d) Resignation was not normally distributed in the sample.
    (e) Rationalization was normally distributed in the sample.
    (f) Projection was not normally distributed in the sample.

18. For the test of dependence of one pattern on the other X^2 values were computed and on the basis of test of significance at .05 level follwoing results were found -

(a) All the remaining five patterns of reaction to frustration were associated with Aggression.

(b) Regression was associated with aggression, fixation and rationalization but not with resignation and projection.

(c) Fixation was associated with aggression, regression, resignation and Rationalization but not with projection.

(d) Resignation was associated with aggression, fixation, Rationalization, but not with regression and projection.

(e) Rationalization was associated with aggression, regression, fixation, resignation but not with projection.

(f) Projection was associated with aggression, butinot with regression, fixation, resignation and rationalization.

(g) Adjustment was associated with aggression, resignation and rationalization but not with regression, fixation and projection. Again it was inversely associated with aggression and resignation while directly with rationalization.

19. More than 50% of the teachers selected showed their adjustment towards all the six areas related to class-room, colleagues, principal and co-curricular activities but only 30% showed their adjustment towards problems related to salary and 17% with management.

20. Mean of the adjustment scores of the sample was 18.47 with standard deviation 4.16 which was representative of the total teacher's population.

    The occurance of extent of adjustment in the sample was not normal.

21. Age, sex and status had significant effect on the adjustment of teachers while there was no significant effect of experience, residence and academic stream of teachers towards their adjustment.

22. Highly aggressive teachers were significantly less adjusted than less aggressive teachers.

    Regression, fixation and projection exerted no significant effect upon adjustment of teachers.

    The teachers who were high resignating and less rationalizing were less adjusted and those who were less resignating and high rationalizing were highly adjusted.

23. There was significant but negative correlation between frustration and adjustment scores of upper age group of teachers, female teachers, highly experienced teachers, low experienced teachers, rural and urban teachers and lecturers as well as social science teachers.

Coeffecients of correlation between frustration and adjustment sof scores of lowage group of teachers, male teachers, assistant teachers and science teachers was not significant at .05 level of significance. These correlations were also negative.

24. The difference between means of the scores on frustration of high and low adjusted teachers was significant at .05 level of significance.

25. The difference between means of the scores on aggression of high and low adjusted teachers was highly significant at .05 level.

26. The differences between means of the scores on regression, fixation, and projection of high and low adjusted teachers were not significant at .05 level of significance.

27. The differences between means of scores on resignation and rationalization of high and low adjusted teachers were significant at .05 level of significant.

7.3 Conclusions :

In the light of various findings of the investigation following conclusions can be drawn -

The sample of teachers selected for the study was representative of the total population of secondary school teachers, of Ghazipur district, with reference to frustration and adjustment in the profession. It was found that the occurrence of frustration in the sample was normal while that of adjustment was not normal. The teachers of upper age group were found to be

more frustrated than the teachers of lower age group. Other groups of teachers were similar in reactions to frustration. Male teachers were more aggressive than female teachers. Teaching experience also contributed towards aggressiveness of teachers but its effect was not significant. No significant effect was found on the aggressive pattern due to age, status, location of residence and academic stream of the teachers. The teachers of upper age group were found to be more fixating in nature, in comparison to teachers of lower age group. There was no effect of sex, status, residence experience and academic stream on fixation of teachers. All the teachers were more or less similar in regression and resignation patterns. It was found that teachers having less teaching experience were showing more rationalizing tendency than the teachers of high experience. Similarly assistant teachers were showing high projecting tendency in comparison to lecturers. So far as extent of overall frustration was concerned, number of high and low frustrated teachers was almost the same which was fifteen per cent and remaining were in average category.

From the findings regarding different patterns of reactions to frustration, it can be concluded that aggression, fixation, resignation and projection patterns were not normally distributed in the sample while distribution of regression, and rationalization were normal in the sample of teachers in other words it can be said that no set pattern was found in reactions to frustration of teachers.

From the results of tests of independence it can be concluded that highly aggressive teachers were highly regressive and highly resignating but they were less fixating, less rationalizing, less projecting and less adjustive and vice versa.

Highly regressive teachers were found to be less aggressive but high fixating and high rationalizing in nature. Again it is clear that regression was not significantly accosiated with resignation, projection and adjustment.

Highly fixating teachers were less aggressive, less regressive, less resignating and highly rationalizing in their behaviour.

Highly resignating teachers were highly aggressive but less fixating, less rationalizing and less adjusting in their behaviour.

Highly rationalizing teachers were highly fixating and highly adjusting but less aggressive, less regressive and less resignating in their behaviour.

Highly projecting teachers were less aggressive in behaviour.

Highly adjusted teachers were less aggressive and less resignating but high rationalizing in their behaviour.

The areas of professional adjustment identified from the study were matters related to classroom activities, profession as a whole, closeness with students outside the classroom, colleagues, principal, management, co-curricular activities and monatory conditions. In all of the areas more than fifty per cent

teachers showed their better adjustment except in the areas related to management and salary. Thus it can be concluded that managerial system and monetary conditions are the main constraints in the way to better adjustment of the teachers.

According to the point of view of adjustment of different dichotomized groups of teachers, it can be concluded that upper age group of teachers were well adjusted in comparison to lower age group of teachers. Similarly male teachers has shown better adjustment than female teachers and lecturers than assistant teachers. Other dichotomized groups exhibited no significant differences in their adjustment.

In present study effect of adjustment on different patterns of reactions have also been discussed. From the discussion, it is found that highly aggressive and highly resignating teachers were less adjusted and vice versa. But highly rationalizing teachers were highly adjusted. In other words aggression and resignation were inversely related to adjustment while rationalization was directly related to it.

No significant effect of other patterns of reactions were found on the adjustment of the teachers.

So far as overall frustration and adjustment is concerned it was found that frustration and adjustment were inversely related to each other and there was negative and significant correlation between them ie. highly frustrated teachers were less adjusted and vice versa.

Coefficients of correlation found between frustration and adjustment of upper age group of teachers, female teachers, lecturers, highly experienced, less experienced, rural, urban and social science teachers were significant but negative. But coefficients of correlation between lower age group of teachers male teachers, assistant teachers and science teachers were also negative but not significant.

7.4 Implications :

The present study presents some observations and findings which require to be studied from the point of view of their educational implications in order that aspirant researchers and policy makers may take a hint from this research in various aspects. It also points out the dire need for an improvement in the educational system for the general advancement and progress of teachers as well as those of students. It is high time for the parents, teachers, society and government to observe and acknowledge that striking at the roots will be best way to steer the growing young people towards evolving a new and better world.

Teachers of high age group were found more frustrated than those of lower age group of teachers. So the older group of teachers may be given continuous training and refreshar courses should be arranged to change their behaviour. More over younger group should be preferred for teaching and older group may be given non-instructional work to the extent up to which it is possible.

It was found further, that science teachers were more frustrated than social science teachers. Therefore the curriculum in science subjects should be so constructed that these teachers can be provided more chances in utilization of their talents and in devoting their leisure time in some productive work and thus can be made more adjusted in their work. The findings of the present study have their implications related to the status of teachers also. It has been found that teachers with status of assistant teachers were less adjusted in the profession. In service training may help them to have more insight into their own behaviour related to college environment as well as student's behaviour. Seminars and workshops on human relations for inservice teachers may be organized which will work as an effective means of developing facilitative communication skills which improves their behaviour repertoire. Therefore the distinction of high and low among teachers working at different levels may be discarded. Differentiation on the basis of high and low status should also be avoided by the administrators so that the teachers community may become united in its aim and mission of achieving the national goals ie moral, physical and economic emancipation of millions entrusted to them.

Yet the study has its implications that teacher's adjustment in their profession should be taken into account. Further it becomes the duty of society and the managements as well as that of government to provide the facilities to the teachers so that they may feel well adjusted in the profession. A teacher of a free society has a tremendous load of responsibilities to

attain the goals which are concerned with faith and democratic ways of life. Adjustment in the profession is not just a matter of money alone, it is also a matter of human relations, types of administrations and kinds of recognitions and rewards given to teachers. An all-out effort, therefore, should be made to increase the level of adjustment among teachers. In particular, way must be found to cut through the authoritarian patterns of educational administration in which little encouragement is given for initiative, creativity and experimentation. There is a need to make teachers feel that they have had some influence in developing change. In addition, the initiative of the administrators, their effective administration, their willingness to listen to the suggestions of teachers will all contributs to increase the level of adjustment of the teachers.

A teacher of a free society has a tremendous load of responsibilities to attain the goals which are concerned with faith in democratic ways of life. In this field the teachers are supposed to play a major role which can train the students from the very beginning for human relations so that the coming younger generation may generate a democratic society.

7.5 Suggestions for Further Research :

Every research opens up new avenues for further research side by side it raises some questions or finds unable to give answers of some questions due to the limitations faced during the investigation or some other problems. In this way so many new problems may be picked up for generation of new

knowledge and research. On the basis of conclusions drawn from the present work following suggestions may be given for the further researchers - for investigation.

Some case studies may be conducted taking highly frustrated and low adjusted teachers or low frustrated low adjusted teachers.

Frustration and its effect upon class room behaviour of teachers. Reactions to frustration of primary school teachers.

Reactions to frustration of effective and non effective (in terms of pupil's achievement) school teachers.

Professional adjustment and its relation with organizational climate of the school. Reactions to frustration and ego-involvement of teachers.

Attitude of highly and low frustrated teachers towards new emerging education policy.

Professional adjustment and family life of secondary school teachers, family life in the sense of climate of the family.

Comparative study between student's ratings and adjustment scores of the teachers.

Extent of frustration and its effect upon achievement of students.

Professional adjustment of teachers and their success in terms of student's achievement.