CHAPTER - I

EMERGENCE OF THE PROBLEM

CHAPTER - 1

EMERGENCE OF THE PROBLEM

1.1 Introduction :

To day we are living in an era of science and technology. Technological advancements are approaching to their peaks. Due to explosion of knowledge such techniques have been developed that things which were supposed to be completed in years and months are being finished in few days and hours. Human being has become a part of the machines. In other words impersonalization is increasing day by day. No body is there to talk about old systems and ways of doing and thinking, every one is living or thinking to live in the artificial world created by electronics and space technology.

India is not the exception to those advancements. She is also in the same queue. But if she has to keep pace with these advancements, she should equip herself with such machines and instruments i.e. brains and intellect, which can facilitate and add something to these explosions of knowledge and can show and prove to the world that she is not behind but a bit ahead to them in this contest. Schools and colleges are the workshops where these tools and instruments i.e. brains and intellectsare cultivated, produced and sharpened. The teachers are the caretakers of these workshops. In this way, it is obvious that the only stimulizer of the present knowledge explosion is none but the teacher, who can provide momentum to it by giving proper

education and guidance to the students. God is the creator of creation but the teacher is the cultivator of world civilization. None but the teacher is the ultimate factor in determining the fate of the creation. By providing proper education to the youths the teacher leads them from the total darkness of ignorance to the path of enlightenment. Thus, it can be said that education is one of the components to modernization or culturization of the society and it has to be used as a powerful instrument of social, economic and political change. The most important role of education is to achieve social uplift and national as well as international integration.

In the words of Adiseshiah (1969) "Education is a powerful instrument for change in society. The progress of the country can be measured with the quality and quantity of the schools. For India, attention has been directed towards quantitative aspect of educational planning and the expansion of educational facilities at all stages." Vyas (79).

Great expansion in the field of education is going on throughout the length and breadth of the world. The wider sociological and technological changes make it imperative that there should be adequate qualitative improvement at all levels of education, along with the quantitative expansion which is desired and inevitable. The recent efforts are done both at national and state levels in the direction of modernization of curriculum, examination reforms, developing models, text-books, development of instructional materials, improvement in the methods

and techniques of teaching through refresher and inservice courses for teachers. It is universally acknowledged that all these paraphernalia are of no use in absence of a teacher — a very well motivated and competent teacher.

1.2 Importance of the Teachers :

A good teacher knows that example is more important than instruction and he strives not only to keep the ideals in front of him but also to embody them progressively and increasingly. He is scrupulously scientific in detecting his own errors and defects, and he knows very well that he can not demand from his students what he himself can not practise. The example that is expected from the teacher is not that of mere outward behaviour but that of his inner life, the aims of his pursuits, and the sincerity with which he pursues those aims. It is sometimes argued that what is expected from the teacher is his professional competence and his power of communication and nothing more. But this contention misses the point that the example of inner life of the teacher gets automatically communicated to the pupils, whether that is intended or not and therefore, the dimension of example is inherent in the task of teacher.

"A teacher affects eternity, he can never tell where his influence stops" so observed the historian Henery Adams. For many teachers this is earnestly to be hoped, with regard to others, that it is a despairing thought. It seems reasonable to assume that good teachers — those who are skilful in developing understanding of the world in which man lives, insightful with respect

to the ways and means of stimulating intellectual appetites, and capable of patience, understanding and sincere feelings for others - may pave the way for an enlightened and productive society. Poor teaching, contrarywise, would seem to be a significant contributor of its unfortunate share to the perpetuation of ignorance, misunderstanding and intellectual and cultural stagnation.

Both, the lay public and professional educators generally agree that the "goodness" of an education programme is determined to a large extent by the teaching done in the classrooms. The identification of qualified and able teaching personnel, therefore, constitutes one of the most important of all educational concerns. Obtaining capable teachers is an intrinsic interest and obligation of education. 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, textbooks, building 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 larger wastage.

It is generally agreed that the teacher plays the most important part in the teaching-learning situation. However, the educational impact of a teacher is "surely not due to solely to what he knows, or even to what he does, but in a very real sense to what he is." (Getzels and Jackson, 63).

Education as a system has a very broad meaning which contains different components. One of them is 'the teacher'. The teacher has the key role in the whole educational concept. The whole educational machinery can be geared in proper direction chiefly by the teacher. He is called the centre of the classroom activity. The secondary Education Commission (52-53) in its report points out that "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 teacher. Sometimes even an unsatisfactory and unimaginative syllabus can be made interesting and significant, by the gifted teacher who does not rouse his mind on the subject matter to be taught or the information to be imparted but on his students and their interests, reactions and responses."

Mukerji (64) has also stressed the importance of teacher in the words, "The teacher is of paramount importance in a national system of education. Buildings and equipments are important, so are the curricula, books and teaching methods but no other aspect of education is so vitally significant as are the men and women who conduct the schools - the teachers. It is they who must make the most of the existing opportunities and conditions, it is they who develop and man the curricula. It is they who select, employ and interpret the books, maps, films recordings and other aids to instruction. Above all, it is they who, day in and day out, year in and year out, influence, by their conduct and behaviour, Indian boys and girls.

The quality of teacher is or shall be a matter of deepest social concern. This was fully appreciated in Ancient India, and the 'Guru' occupied the highest position in the Indian society. He was revered by kings, princes, warriors, statesmen, politicians and businessmen all alike. The glory has now vanished. Today the teachers are the most under valued class in the Indian society".

Blackman K. (78) has said rightly, "Much is expected of the teacher. He must know his subject, keeping abreast of developments, while being able to communicate it to a wide-age range and to pupils of all abilities, making use of the latest techniques. He must contribute to the creation of a community in which there is purposeful activity and there are good relationships. He is expected to be good at advising and supporting growing pupils so that they make the fullest use of their abilities and opportunities."

According to Swami Vivekanand the teacher must know the spirit of the scriptures, he must be sinless and teach without any selfish motive. His work must be simply out of love, out of pure love for mankind at large. Accordingly a good teacher has genuine love for his pupils. With love and affection he understands the needs of his pupils and ways of fulfilling them. The teacher should be a great soul characterized by integrity, simplicity, sincerity, large heartedness, love and faith deeply committed to eternal values in a changing society. His ideals and beliefs must be in hormony with his style of teaching and

living both inside and outside the classroom. His character is distinguished by patient and sympathetic understanding of the pupils, empathy, acceptance of criticisms. The crucial role of teachers in the educational process has also been recognised and stressed by all recent evaluations of the educational set up, in the country. According to the report of the Education Commission (64-66), ".....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, providing them with the best possible professional preparation and creating satisfactory conditions of work in which they can be fully effective.".... Really, teachers are the builders of nation's destiny. While opening the eleventh conference of the Indian Association of Teacher Education (IATE-68) the then governor of Gujarat, Sri Shriman Narayan reiterated the same fact, "Teachers are the real architects of a nation. The greatness of a country does not depend upon lofty buildings, gigantic projects and large armies. The ultimate test of a nation's greatness is the quality of her citizens. If a nation possesses youngmen of sterling character and unimpleachable patriotism, she is bound to make rapid progress on all fronts. Youngmen are entrusted to the care of teaching profession and it is, therefore, the sacred duty of the teachers to impart the right type of education to students in order to make them right type of

citizens. The teachers can play a very vital role in shaping the future of India by paying attention to the youngmen entrusted to their care."

The teacher has been, is and will continue to be the most important and effective single factor in the task of education of the future generation. The government of India's Resolution on National Educational Policy adopted on July 24, 1968 also recognizes this fact in the words, "All the factors which determine the quality of education and its impact on national development, the teacher is undoubtedly the most important. On his effective work will hinge such important national factors, as social cohesion and movement towards socialistic society, economic and cultural development and national security. The younger the student, the more emphatic and pervasive his role and influence. The effectiveness will vary according to the quality of preparation, aptitude for the profession, innate qualities of head hand and heart that the teacher possesses.

The framers of second five year plan (56-61) observed, "At all the times the teacher is pivot in the system of education. The education authorities, public men, politicians and others are beginning to realize more and more clearly that the teachers have a great role to play in educational, social and even political reconstruction of India. It is the teacher who directs and executes the whole process of education which ultimately affects greatly the all-round growth of the country. The teacher is essentially a nation builder. He is the torch

bearer of the race. On him depends the future of mankind. The teacher plays an important role in shaping and moulding the habits, tastes, manners and above all the character of the students." In short, the plant of freedom, which has been grown with the help of the mortyrs, should now be grown and made to bloom like a lovely flower by the teachers as builders of a new nation.

1.3 Importance of the Teacher's Mental Health :

The teacher is usually the only adult besides the parents who has constant contact with the child. The parents, however, often fail to see the child's outstanding mental-health needs, because they are too close to their child for objective perception. Besides, the parents may rationalize symptoms of difficulty because recognition would be a sign of their own failure. Furthermore, the parents whose own lack of insight have contributed to the use of wrong techniques is also unlikely to recognize the resultant difficulties for what they are. Hence, the teacher holds a unique responsibility in the area of child guidance (Rogers, 57). Baxter (1945) found marked evidence that the behaviour of the teacher affects the pupils' sense of social recognition.

Though it is evident that the teacher's overt behaviour affects children, the effect of his own mental health on children is much less certain. It is easier for the well adjusted teacher to make his pupils happy and that his over-all effect on them is likely to be better. A concept of the

"whole teacher", is a reasonable corollary of the concept of "whole child". While educators are slowly coming to an appreciation of this fact there is one deplorable feature of their attitude on this subject. Much of the literature reflects a tendency to view the welfare of the teacher as important only as it affects the pupil and his own teaching effectiveness. The teacher and child are co-workers in an environment of which both are a part. It is unwholesome to view the teacher's need as some how subordinate to that of pupil. The needs of teacher and of pupil are inter-related so that each finds a happier adjustment when the needs of the other are met.

Whereas the focus of the modern school should be on the child, the mental health and adjustment problems of the teacher are no less important (George J.Mouly 68). In fact, when we consider the influence on both the adjustment and achievement of a host of children which the teacher can have, the latter's adjustment assumes even greater importance than that of any other single person in the school. As Cantor (53) points out, "the key stone of the entire education enterprise ..... is the teacher. Without her zeal to teach and her will to learn, the classroom remains the wilderness of wasted logic, however, pretty the words. There can be no substitute for the courageous warmth of the teacher who seeks to understand himself, his pupils and what happens between them during the teaching-learning process". Undoubtedly, the teacher is the greatest single determinant of whether the school programme will be beneficial to the mental health of wave after wave of children. He needs to be the kind of person with whom children

can identify, who respects their dignity, who is sensitive to their needs and capable of orienting the curriculum towards significant goals.

In view of their crucial role, maladjustment among teachers is automatically the cause of greater alarm and apprehension than equal maladjustment in other professional groups. The fact remains that there is a substantial incidence of maladjustment among teachers.

Although the evidence is not conclusive, maladjusted teachers tend to have maladjusted pupils. Boynton and his Co-Workers (1934) for instance, found that adjusted teachers had more stable pupils than teachers considered maladjusted. Similar results were obtained by Baxter (1950) and, of course, the average person can recall instances of a frustrated teacher who had negative effects upon students, who in turn, vented their annoyance by making things miserable for him, thereby complicating his adjustment problems. A particularly strong stand against the presence of maladjusted teachers in the classroom was taken by the American Association of School Administration (1942). "The mentally unstable teacher exerts such a detrimental influence on children that she should not be allowed to remain in the classroom.....such teachers need help, but while they are being helped, they should be out of the classroom so their pupil may be freed from the psychic injury, repression, and for fear which their presence creates."

It is true that some teachers have their hands so full of their own troubles that they can hardly be expected to work effectively in guiding their pupil's growth.

The teacher's adjustment is directly related to the work of the classroom. Whereas the plumber can be most maladjusted without it having too much effect on his customers, maladjustment on the part of the teacher is very likely to affect in a vital way of the growth of the children in his care. Good mental health on his part therefore generally should be as important a qualification as academic competence or a valid teacher's certificate. The teacher must realize that, like any other human being, he must derive certain satisfactions from his job if he is to remain a contented and integrated individual, and that he is not promoting his own adjustment nor that of his pupils when he attempts to satisfy his needs at their expense. The teacher needs to understand not only what causes children to behave as they do but he also needs to understand his own behaviour. When he finds himself unduly provoked at a children's behaviour, he might well ask himself what in his own background causes him to be so disturbed at this kind of behaviour. He needs to stop once ina while and ask himself, "Why is my class getting noiser everyday?", "Am I pushing students too hard?", "Was I really helping him or just relieving my own tensions?" It is easy to loose perspective and develop obsessive concern over the routine, mechanical, and often trivial aspects of teaching. It is easy to become hypercritical. The teacher who constantly

criticizes students, colleagues and the system may be revealing insecurity that can be an obstacle to his effectiveness. When tensions become chronic, when he can no longer tolerate, horseplay, when he is disturbed over small things, perhaps he should be oriented out of the profession for the child must be allowed to be a child on his way to becoming an adult.

The teacher himself has the primary responsibility for his own adjustment. Granted a liking for children, he still must acquaint himself with the principles of psychology so that he can understand children better. He must be fully sold on teaching profession as an opportunity for service and convinced that whatever promotes pupils adjustment is also conducive to his own well being. He should concentrate on developing positive relationship with pupils, fellow teachers, parents and administrators through developing sensitivity and resourcefulness in dealing with pupil.

In the modern industrialised society the kind of work an individual does, determines not only his standard of living and socio-economic status, but also his sense of achievement, success and satisfaction in life. Job or profession is a source of the satisfaction of bio-social and psychological needs and as the job occupant spends a major portion of his working hours on the job experiencing satisfaction or frustrations, success or failures, it has tremendous impact on his total personality and adjustment in life.

Apart from the implications of job-satisfaction or dis-satisfaction for personal adjustment, job satisfaction or frustration influences job incumbent's behaviour on the job in variety of ways. It is this aspect - the impact of job satis-faction on employee's behaviour on the job - which received wide attention from social scientists. A number of variables such as absenteeism, labour turn over accidents, low production, low morale, industrial conflicts etc. were found to be related with employee's dissatisfaction with their jobs.

Socrate's advice, "Know thyself" is just as appropriate today as it was some 2500 years ago. A person who has failed, to resolve his own conflicts and find a happy place in the community, has too little time or energy to help others. He, is too wrapped up in his own problems. Teachers who have necessarily dedicated their lives to social service, must enjoy reasonably good, mental health in order to serve the best interests of youth. Superior knowledge of an academic field and the best of skills in teaching methods are not enough. A teacher is ineffective with a large proportion of his pupils if he cannot appreciate and understand their adjustment problems.

Despite beautiful school buildings, up to date textbooks, liberal laboratory facilities, abundant instructional aids and huge libraries Mark Hoppin's definition of a school is still noteworthy, that is, a school is a lag with a teacher on one end and a pupil on the other. The best of the facilities

count for little if the teachers are inadequate in personality or preparation. Description of mental health in the schools invariably stress teacher's personality as the most significant factor in the mental health of children (Bernard W. Harold 1961).

It is often asserted that teachers should be "well adjusted" individuals. It has been seen from many years that teachers have interpreted a good pupil adjustment as one which does not interfere with classroom routine. At the same time teachers have overlooked students who withdrew completely from class room activities although such behaviour may be psychiatrically more ominous than aggressive interference. This same faulty notion of "adjustment" is often applied to teachers. The "well adjusted" teacher is thus all too often the teacher who is satisfied, who is not critical, who does not make trouble for supervisors or administrators. The dissatisfied teacher is supposed to be "poorly adjusted".

Adjustment, certainly, is one sign that the individual is on the right track. The happy person, being well adjusted, is likely to maintain his sanity in the midst of the ordinary and even the extraordinary hazards of civilization (Wayland & Vaughan)-52).

A good teacher is respected and admired by his pupils, primarily for stimulating the learning process and secondarily for his courteous treatment. Nothing, for a pupil, succeeds like success. Success is an achievement, like going up the rungs of a ladder. The school student depends upon his teacher

for his academic success even as he depends upon his parents for his living. But the student has a growing personality and the teacher has a grown up personality and the two come in formal contact with each other. While at the intellectual level, they are to cooperate, at the personality level they may clash. It is therefore desirable that the teacher should have understanding of pupil's nature, its growing, developing and experimenting nature. 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 work or is lacking in the quality of adjustment, is doomed to failure.

Our India is in the vortex of change. It needs pilots and oarsman to pull it out of the whirlpool and to steer it on, down the rapids, into the midstream. It needs steady pro-changers to pilot and to pull, with an eye on the mariner's compass. In this typical situation only teachers can help the country - the teachers who are free from their own mental disabilities, free from frustrations and anxieties.

1.4 Rationale of the Study :

Casting a birds eye view on the discussions and statements made above, it is clear beyond doubt, if it is not exaggeration, that teacher, the ancient 'Guru' is holding the key position in the total development of the child and thus that of the nation. He is the only background upon which the clear and vivid sketch of the child can be drawn, he is the

shining ear mark in the child's total behaviour. He is like the shadow leading, sometimes, the child to the path of progress and sometimes observing and helping the child's development keeping himself just behind it like director of the drama directing the whole scene but hiding himself behind the curtain. If it is so then it is certain that the teacher's physical, mental and social environment might be necessarily affecting the development of the child. By and large the teacher is also a creature, he has also feelings of joy or happiness and sorrowness, he must also be having some problems which might be confronting him time to time. While facing these problems he might not be able to guide the child properly, might not be able to lead him to the path of enlightenment.

The teachers are finding themselves surrounded in inundation of problems in such a way that teaching has become secondary for them, they are busy in trying to get out from these problems and constraints. They are always confronted with these frustrations and tensions thus finding less opportunity to spread their light of intellect and provide intution to the disciples. In this remarkably complex and complicated world the teachers are constantly subjected to a wide varieties of the physical, social as well as 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 frustrations in themselves.

Since the profession imposes demands and restrictions that can not always be handled successfully therefore they create frustrations. The limitations of a profession may seriously frustrate 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. He may also be frustrated by the blocking of goals either because the professional situation does not offer opportunities or because the vocation is not suited to a person's ambition. Some times, in the professional sphere there is a great deal of frustrations of beliefs, attitudes and convictions. The progressive minded teacher, for example, may find himself in a school or community where his convictions are frowned upon and his method not tolerated by the school board or the principal. Here again there are many possibilities of frustrations, some of which can seriously affect the personal and professional adjustment of the teachers. Therefore, it is said that if the teacher is well adjusted with his environment i.e. in the profession he will work effectively. Whether the teachers are well adjusted or frustrated in their profession in which they work is worth knowing.

Thus keeping in view the objectives of the teaching profession with reference to the search for excellence, breadth of vision and cultivation of values in keeping with the country's heritage and ideals of democracy, secularism and social justice, it is duty of countrymen specially of the

administrators, to have the knowledge of those causes, which stand in the way of teachers and prevent themselves to fulfil these objectives, to know why they are not adjusting in their profession, why they are unable to utilize their excellence. Having the knowledge of the causes of frustrations and frustrating behaviours, efforts can be done so that the teachers may find themselves well adjusted and free from frustrations and tensions.

"The well adjusted teacher has earned the respect and confidence of his pupils, has developed a good working relation between himself and his fellow teachers and his supervisors, is active in community affairs, enjoys wholesome and satisfying leisure time activities, and is broadening his educational horizon through active participation in professional activities (Crow & Crow '62).

In the light of all the discussions made above one cannot deny the fact that on the whole, teachers are the only initiators of all the teaching-learning processes from where all round development of the child take place. Although it appears opposite to the movement of child centred education where child has considered as the centre of teaching-learning process, but in practical sense it conveys the same meaning. Both are corollaries to each other. Being initiator of the process, sometimes, teachers find their place just ahead to students and so they are responsible for the well being of the students. If teachers are free from their own problems, frustrations and tensions they can perform their duties more efficiently and

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 obstructions of their daily life. In this effort substantial help can be provided by researchers and investigators to solve this national problem by pointing out the causes and remedies for their frustrations and adjustment problems. Thus it can be investigated, why the 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. Confronted with these problems the investigator made up his mind to explore in this field and to help the administrators in getting them some clues for the solution of said problems. Through an intensive survey of researches done it was revealed that a number of investigators like Kumar (73), Sharma and Sharma (77), Rangaswami and Anantharaman (82), Tripathi (78), Mithal (78), Patel (82), Malviya (69), Devi (67), Sharma (73), Mathur (70), Singh (79), Lindhoo (82) and some others had taken frustration as such and along with other variables like achievement, intelligence, creativity, leadership behaviour and level of aspiration. Adjustment has also been explored by Gupta (82), Verma (68), Khatry (73), Pandey (73) etc. but as independent variable or with variables other than frustration which are academic achievement, professional attitude, professional efficiency, classroom behaviour, values, self concept etc. Jaiswal (80) has studied frustration and adjustment of girl graduates. She has also included the educational implications of these

variables in her study.

Thus none of the investigators has attempted to study the extent and reactions to frustration and professional adjustment of secondary school teachers. This was also the reason why investigator decided to investigate the same. The present research endeavour may be proved to be a mile stone in overcoming such an upheaval task. The topic conceived for the investigation is stated in the following lines.

1.5 Statement of the Problem :

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

1.6 Objectives of the Study :

The study was carried to completion under following main objectives :

1. To find out the extent of frustration amongst secondary school teachers as a whole.
2. To find out the extent of frustration amongst secondary school teachers in relation to six clichotomized groups of teachers 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 in relation to six dichotomized groups of teachers (given in objective No.2).

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 No.2).

5. To find out the professional adjustment of the secondary school teachers (Professional adjustment was studied in the sub-areas 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 adjustment of the teachers as a whole.

7. To find out the difference in the professional adjustment in relation to six dichotamized groups of teachers (given in Objective No.2).

8. To find out coefficient of the correlation between frustration and professional adjustment of secondary school teachers in relation to six dichotomized groups of teachers (given in Objective No.2).

9. To find out the adjustment of highly frustrated teachers.

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

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

1.7 Hypotheses Formulated :

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

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

(b) There will be no deviation of the extent of frustration of different patterns from the normal distribution.

(c) There will be no significant difference in total frustration scores among all the six dichotomized groups of teachers (given in objective No.2).

(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.

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

(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 overall frustration and then one pattern of reaction to frustration at a time.

1.8 Assumptions :

Following assumptions were made before going for the study -

(a) Unlike other animals, since behaviour of human being is very complex in nature, only by observing the behaviours elicited in certain circumstances, one cannot say that those behaviours are absolutely due to these certain reasons i.e. cause and effect principle does not hold good always in case of human being. Something might have occurred in case of reactions to frustration also. Teachers reactions might be not solely due to given situations, some other factors might also be acting their but it has been assumed that the reactions elicited by teachers were only due to given situations.

(b) Professional adjustment observed with the help of adjustment inventory might be a combined effect of so many factors related to home, society etc. but it has been assumed that the observed adjustment was solely due to institutional factors only.

(c) 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.

(d) 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.

1.9 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 types of individuals but the reactions to frustration taken in the present study are only six which are Aggression, Regression, Fixation, Resignation, Rationalization and Projection. (In the process of construction of frustration study scale the teachers were given the situations with some expected reactions along with one blank space for their own reaction and were said to give their reactions selecting

from the given reactions or their own independent reaction in the blank space. The reactions shown by the teachers were recorded and on the basis of frequency i.e. reactions containing maximum frequency were accepted for the final study. In this way the selected reactions were only six in number).

(b) In the present study, only professional adjustment has been taken leaving the others.

(c) The study has been restricted to only secondary school teachers who were teaching in government or semi-government institutions which were on 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 U.P. This decision was taken on the basis that if proper rappert is established with teachers satisfactory return could be had.

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

1.10 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 modes or types of reactions shown by teachers in different given frustrating situations.

Frustration

Frustration is a situation in which a person's on going motivated behaviour is temporarily or permanently prevented from reaching consummation (Cameron & Magaret 51). In the present study 'frustration' has been understood to refer to the reactions to the situations where the satisfaction of a desire or a need of the teacher is blocked or interferred i.e. needs, desires or efforts which are blocked or thwartd before completion by the different factors of school, physical or psychological environment. These frustrations have been recorded on the basis of reactions the teachers have shown in different hypothetical frustrating situations given by the investigator.

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 in 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 in different given situations -

(1) Aggression

Aggression is an act whose goal response is injury to an organism or to the barrier directly which is creating obstruction. 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 etcetera.

(2) 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 or behaviour which worked successfully during an earlier period of life. It results in feelings of lacking self control, home sickness, cries, speach defects, dependence upon others etc.

(3) Fixation

It is the acceptance of the situation. Fixation is much like mechanism of regression except that the individual who employs 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.

(4) 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 lonelyness, lacking interest in surrounding etcetera.

(5) 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 one's perception of a painful or threatening situation, the individual relieves himself of guilt or anxiety.

(6) 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) Secondary School Teachers

Those teachers who were teaching in the institutions where education is provided upto twelfth standard. Here, those teachers who were teaching in ninth and tenth standards have also been considered in the same group.

(8) Extent of Frustration

The term extent of frustration in the study denotes level of frustration in terms of high, low and average levels of frustration.