CHAPTER - III

SURVEY OF RELATED LITERATURE

Chapter No. 3

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3.1 Introduction :

In the process of investigation into any field of knowledge, the place of past studies or survey of related literature has very important bearing on total frame work of the investigation. It gives the basic idea and clues for constructing the frame of reference about present problem. In other words survey of related literature provides with the base or foundation-stone for generation of new knowledge. Any planning which is made for future on the basis of past will surely be successful. "If you want to travel fast and secure, keep to the old roads" — is the age old proverb that has to be followed in spirit of research also. For any kind of study, in the field of knowledge, the research worker needs an adequate familiarity with the library and the other many sources of information. A very effective research for specialised knowledge will be possible only with the help of related literature. Therefore, an investigator must know, what are available in his field of enquiry and be acquainted with uptodate information about what has been thought and done in the particular area from which he intends to take up a problem of research.

In the words of Fox (69), "Every research project should be based on all of the relevant thinking and research that has preceded it. When completed, it becomes a part of the same

accumulated knowledge in the field and so it contributes to the thinking and research that follows. For any specific project to occupy this place in the development of a discipline, the researchers must be thoroughly familiar with both previous theory and research".

The present chapter serves the same purpose. In brief it provides the major findings of relevant important studies. The findings of these studies do suggest some definite bases on which further studies in the field can be carried out. They are of considerable significance in the context of present study in as much as they provide excellent guide-lines as well as the important view points that are to be considered in the present investigation. In short, survey of related literature gives light on conceptual frame work, helps to justify the relevance of the problem, reveals the gaps which are to be filled in successive researches. It also helps in designing the problem ie. it helps in the process of defining and selecting variables, in formulating hypotheses, in selection of tools, in analysis and side by side in the interpretation of the results also.

Taking into consideration the above facts the investigator reviewed the previous researches done in the field of frustration of teachers and their adjustment in the profession. To place the study in proper perspective, it was necessary to examine the literature on reactions to frustration and also on adjustment. The studies taken may not have the direct bearing on the present study but they lead relatively to a better conceptual understanding of the study undertaken. For

convenience the past studies have been categorised as -

(i) Studies related to reactions to frustration only.

(ii) Studies in which reactions to frustration have been taken with other variables eg. intelligence, creativity, achievement etc.

(iii) Studies which are related to Adjustment with some other variables. Studies and investigations carried in India and Abroad have also been cited separately.

3.2 Indian Studies :

3.2.1 Researches on Reactions to Frustration only

Kumar (73) conducted a research to found out, how far the reactions to frustration of girls were affected during the period of puberty under Indian conditions. This study reveals not only the areas or categories of reactions to frustration where the pubescent girls were affected, but also gives an insight into the directions which need specific handling by the teachers and parents.

The tool used was Indian Adaptation of Rosenzweig's Pieture Frustration Study (Children's Form) prepared by Dr. Udai Pareek.(58) Three samples were drawn for the age group of 11+, 12+ and 13+ from the schools located in residential colony of Banasthali Vidyapeeth, Rajasthan. He found that, out of the 24 critical ratios, only five were significant at .05 level and one at .01 level. Out of the critical ratios significant at .05 level three were for the age groups of 11+ and 12+ and in each of the three categories of obstacle - Dominance,

Ego-Defence and Extrapuritiveness and two were for the age groups of 11+ and 13+, one for the category of need-persistence and the other for the super-ego pattern of I. The C.R., significant at .01 level was for the age group of 11+ and for the category of need persistence.

Thus it can be safely concluded that the approach of puberty affects the girls significantly in five ways: firstly it increases in them the tendency of obstacle-dominance, secondly, it strengthens their ego-defence, thirdly it minimises in them the tendency of extrapuritiveness and fifthly it weakens their super-ego slightly but significantly.

Patel (82) tried to investigate into the extent and patterns of frustration of Adolescent pupils of Ahmedabad city. His objectives were, to meet the need for a device to measure frustration, to help workers in the field of guidance and conselling in assisting adolescents and to study the extent and patterns of frustration of adolescents of the secondary schools with reference to sex, size of family, birth order, S.E.S., schools and age.

The patterns of frustration taken in the present study were, projection, regression, aggression, fixation, resignation and rationalization. The findings reported by the investigator are -

No set pattern of frustration was observed on the basis of normal distribution and the number of pupils, in different categories as well as in different patterns of frustration,

were neither equal nor normal.

The extent of frustration in girls was found to be more than the boys.

It was concluded that there was variation of number of pupils in different categories of frustration.

It was also found out that extent and patterns of frustration were independent factors.

Sharma and Sharma (77) also conducted a study to know the sex difference in reactions to frustration of seventh grade children. The subjects taken were fifty boys and fifty girls of seventh grade of secondary schools of Patiala. Rosenzweig's Picture Frustration study adopted by U Pareek was used as tool for the study. So far as frustration reactions in relation to sex, were concerned girls, more than boys, had a tendency to turn the aggression to the environment (extrapunitiveness) while boys, more than girls, had a tendency to turn the aggression upon themselves. Also boys, more than girls, disowned or denied the blame which could not be assigned to anyone in the environment, and even after admitting the guilt they directed the fault to unavoidable circumstances. Thus the hypothesis of sex difference in frustration reactions was partly sqpetained.

In the field of the frustration, the reactions to frustration had been the centre of interest for so many investigators. A number of researchers had tried to explore the reactions to frustration taking different types of tools

and subjects for their point of reference.

Malviya, (69) in her study of reactions to frustration also intended to get some clues to understand the patterns or modes of responses to frustrating situations in the age group 14 to 35 years. She had also tried to find out the influence of certain independent variables eg. age, sex, education, religion, residence, status and personality in shaping the reaction patterns of subjects. The subjects chosen were 203 college students. In the present study the investigator has used her own tool in which she has taken some situations for minor and major frustrations.

She found out that adult males were considerably more inclined to evade aggression than adolescent males. Adolescent males were more problem-solving than adult males. Adult females were significantly more inward threat and passive threat oriented than adolescent females. Adolescent females were considerably more problem solving than adult females.

Adolescent males were significantly more aggressive than adolescent females.

Rural-adolescent males were significantly more passive-threat oriented but less problem solving than urban males. Hindu adolescent males were more problem solving than non-hindu adolescant males and non-hindu adult males were more aggressive than hindus.

Lower-status adult males were significantly more aggressive than higher status adult males.

Devi (67) has also studied the reactions to frustrating situations of 110 males and 110 females of the age, group from 16 to 24 years but she has taken only sex variable. Tool used by her was self constructed frustration reaction schedule based on the technique of Doob, Sears and Millers (39). She has taken eight types of reactions to frustration which were - aggression, suppressed aggression, anxiety, regression, adjustment, self aggression, withdrawal and rationalization. She found that, men were more overt aggressive than females ($\chi^2 = 26.54$, $p < .01$). Female subjects have shown significantly more regressive reactions than males ($\chi^2 = 38.11$, $p < .01$). Similarly female subjects have shown more self aggression and withdrawal reactions than the male groups. In other reactions differences betweeen male and female subjects were not significant.

In an attempt to assess the degree of frustration among non-scheduled caste and scheduled caste girls of high school standard, Mishra, Srivastawa and Tiwari (81) found that girls of scheduled castes and non-scheduled castes differed significantly ($p < .05$) in their over all frustration scores. The girls of scheduled castes were found to be more frustrated than the girls of non-scheduled castes. It seems that due to socio-economic deprivation and the degraded social status the girls of scheduled castes had higher degree of frustration than the non scheduled caste girls. The tool employed in this study was that of developed by Chauhan & Tiwari (72).

Rangaswami and Anantharaman (82) has utilized Rosenzweig's Picture Frustration study (adapted by U Pareek 59) to find out differences between juvenile delinquents and normals in the direction of aggression and type of reactions to frustration. Twenty six juvenile delinquent girls and thirty normal girls of age range 11-15 years (both) served the purpose of subjects. After completion of the experiment they found that the delinquent girls exhibited lower general-conformity rating than normal girls. The difference was significant which is consistent with the findings of U. Pareek (64) and Mishra (81). Lower general-conformity rating is indicative of paranoid tendency and is directly related to inadequacy of social adjustment (Mishra 81). There was no difference between delinquents and normals in the direction of aggression. It was also seen that juvenile-delinquents had higher mean on obstacle dominance than the normals and the difference was significant. On ego-defence reaction; the delinquents got lower scores than normals which indicates ego weakness. The two groups did not differ with regard to need persistence in the present study.

In a study of causes of frustration in secondary school teachers by Singh (59) it was found that the main causes of frustration were economic, low social status, over work load, over crowding in classes, sycophancy, lack of resources for higher studies, lack of opportunities for participation in decision making roles, insecurity of tenure and difficult students behaviour. More than 63% of the teachers fell in highly frustrated category. There was not a single teacher

aggression, inavoidance, order, achievement and dependence, ego defence, needpersistence and obstacle-dominance as the prominent factors related to types of aggression at all the stages of development. It was also found that different types of aggression showed a tendency of fluctuation in respect of age both in boys and girls.

Frustration among school going children and adolescents was also studied by Tripathi (78). For this purpose he utilized Pareek's Picture-Frustration study test and a frustration questionnaire developed by himself. The main findings of this study were - Both boys and girls were frustrated but there was no significant sex differences.

Intelligence appeared to be one of the factors related to frustration.

S.E.S. was related to frustration in case of both the sexes. Introverted boys and girls were more susceptible to frustration physical handicap and poor health developed frustration in both the sexes.

Girls showed more group conformity rating than boys.

Research findings of the investigation of Frustration and Maladjustment of retarted Adolescents, carried by Verma (68) revealed that the cause of failure of the students was their lower intelligence and physical illness or ill health. Mental worry was also the cause of failure as given by the failed students. In the failed students, girls were more adjusted than boys and overall adjustment was less than normal students. Quite

Non-gifted girls represented better adjustment in all the areas in comparison to non-gifted boys except in emotional area.

The gifted children, in comparison to non-gifted, perceived the experimentally produced frustrating situations in a logical and emotional way, this was true with respect to sex also.

There was no significant effect of frustrating instructions on the self concept and anxiety scores of gifted and non-gifted children.

3.2.2 Researches on Frustration along with other variables :

It is true beyond doubt that frustration is a potent factor which affects the behaviour of the individuals and this is the reason, why the investigators had tried to get some ideas regarding its nature from time to time. In preceding pages researches which are concerned with the reactions to frustration only have been cited. Researchers have also tried to investigate the effect of frustration on some other variables like intelligence, anxiety, level of aspiration etc. which are also the determining factors of behaviour modification. In following lines a brief account of such researches is given.

Lindhao (82) took a comparative study of engineers, doctors and university teachers in relation to intelligence, level of frustration, extraversion, introversion and neuroticism. In the present investigation a modest attempt has been made, to study the presence or absence of proneness to frustration, degree of introversion / extraversion / neuroticism and level of intelligence among three professional groups.

The sample of the three professional groups was selected on the basis of purposive sampling technique, but within the profession random sampling method was used. Fifty subjects from each professional groups of age-range 30-35 years were selected for the proposed study. Rosenzweig's Picture Frustration study test (44) was used as the tool for frustration.

The investigator found that group conformity rating (G.C.R.) score among engineers compared to doctors and university teachers was the highest and doctors compared to university teachers had also a higher G.C.R. Score. This reveals that university teachers compared to engineers and doctors are more frustrated and doctors are slightly frustrated than engineers. Besides this the investigator also worked out the differences among the three groups in the type and direction of aggression. In the type of aggression university teachers dominated by projecting their frustration on the environmental obstacles (O-D) whereas engineers dominated in projecting their frustration by demonstrating their persistence to solve their problems (N-P). None of the three groups has shown any significant difference in the area of ego-defence (E-D). Under direction of aggression, engineers compared to doctors and university teachers have again demonstrated higher degree of imgression (M-A) ie. capability to glass-over the frustrating situation. University teachers compared to engineers and doctors have demonstrated a higher degree of introgression (I-A) which shows that teachers blame their own lot for impending frustrating situations. No significant differences were found in

extragression (E-A) among the three professional groups. The higher level of frustration among university teachers may be ascribed to perpetual professional and social competition of this group which they endeavour as compared to others.

In a study of 'reactions to frustration and intelligence levels of fifth grade children'. by the use of Rosenweig's Picture-Frustration study test, Rao and Ramalingaswami (74) found that extrapunitive responses (E) given by the pre-adolescents of this study on an average were about 60% while the intropunitive (I) responses given by them on average were found to be about 15%. In other words on average in only 15 out of 100 situations pre-adolescents of this age can be expected to blame themselves faced with a frustrating situation and in rest of 25% situations they tend to evade aggression in an attempt to gloss-over frustration (M).

Pareek (1959) found in his study the average percentage of E, I and M responses to be 51, 22 and 26 respectively for 9th years, 49, 24 and 27 respectively for 10th years and 47, 25 and 28 respectively for 12th years. The observations made in the present study are similar to those made by Pareek in that the preadolescents tend to be more extrapunitive and less intropunitive with slightly more impunitive tendencies.

In types of reactions, on an average in about 57% of the responses to frustration the pre-adolescents stressed their ego and gave ego-defence reactions, in about 26% of the situations they gave importance to solving the problem and gave need

persistent responses, and in about 17% of the situations they stressed the obstacle that was causing them frustration and gave obstacle dominant responses.

Singh, (79) carried out an investigation to study the creativity of students in relation to Adjustment, Frustration and Level of Aspiration. The tool used by him was Frustration Scale constructed by chauhan and Tiwari.[72] He found following results -

Creativity was found to be positively and significantly related to total, social and educational Adjustment at .05 level. But creativity was not found to be significantly related to emotional adjustment.

No significant relationship was found between creativity and frustration reactions ie. regression, fixation, resignation and Aggression. No significant relationship was found between creativity and level of aspiration.

The high and low creative students were found to differ significantly in their total, emotional and educational adjustment at .05 level. But they were not found to differ significantly in their social adjustment.

The high and low creative students were not found to differ significantly in their regression, fixation and resignation. But they were found to differ significantly, at .05 level, in their regression. The high and low creative students were not found to differ significantly in their level of aspiration.

All the predictors ie. adjustment, frustration and level of aspiration were not found to influence creativity in the same manner. The role of adjustment, aggression and level of aspiration was positive in nature, but dissimilar in numerical weights. The role of regression, fixation and resignation was found to be negative in nature but dissimilar in numerical weights. The value of multiple R between creativity and the group of adjustment, aggression and level of aspiration was found to be significant at .05 level. Rest of R's were found to be non-significant.

Mathur (70) intended to investigate, Causes of Frustration in adolescents and its relation with the level of Aspiration of adolescents. A self constructed frustration questionnaire was used with other tools in this study. The frustration study questionnaire covered four areas viz. home, health, school and sociopersonal. The major findings of the study were - The causes of frustration identified were mainly related to home, health and sociopersonal areas. Adolescents were found to have a higher level of educational as well as vocational aspiration than their socio-economic condition would permit. All types of frustrations and levels of educational aspirations were not found to be significantly related except home frustrations and the level of educational aspiration, the correlation being - veat of level of significance.

Adolescents belonging to low socio-economic status were highly frustrated.

Jaiswal, (80) has tried to study the Anxiety, Frustration and Adjustment patterns of girl students at graduation level, and their Educational Implications. She did also get some interrelationships among these different variables. She reported that at graduation level all the girl students were affected by anxiety, frustration and problems of Adjustment. She got, negative correlation between Anxiety and Extrapunitiveness, positive correlation between-Anxiety and Intropunitiveness and Anxiety and Adjustment. All the girls showed extra and Intropunitive tendencies.

Intropunitiveness had positive and significant correlation with adjustment. Girls of high Anxiety group were, having Extra-punitivetendencies and highly adjusted but girls of low Anxiety group were having tendency of Impunitiveness.

Girls of high Extrapunitive tendency were having high Anxiety and high Adjustment and girls of low Intropunitive tendency were also highly adjustive.

Low Impunitive group was highly Anxious and Adjusted. Maladjusted group was having high Anxiety and Extrapunitive tendency. Girls of science group were capable of Adjustment and having high Anxiety.

Kumar (67) conducted a study to find out, if the two groups of the leaders and non-leaders differed in their reactions to frustration. The leadergroup comprised of 30 male student leaders who held elective offices in the Allahabad University student union during 66-67 session. A group of

30 non-leader students was randomly drawn from general student population. The two groups were matched for the factor of education.

Muthayya's Madras P-F study Form was used to study the differences in their reactions to frustration. The leaders showed a tendency to stress the presence of the frustrating obstacles in their reactions. Both the groups tended to show extrapunitive tendencies in expressing aggression. In other reactions no significant difference was found.

Pareek, U.N. (58) studied the children's reactions to frustration. Through this investigation effort was done by him to know the nature of reactions to frustration of children. For this purpose he adapted the Rosenzweig's Picture Frustration study (child Form) according to the Indian situation and standardized it. From the analysis of data it was found that in all the age groups extrapunitive tendencies were dominant and the feeling of ego-defensiveness was a common factor. Percentage of E and O-D was maximum in all the age-groups while some developmental changes were also perceived. Intropunitiveness was shown by the children, only in few situations.

Going through the researches sited above, it can be said that in all of these studies frustration has been taken with other variables. The main striking point is that, there is only one study related to teachers. Lindhoo (82) has taken university teachers as subjects of her study using Rosenzweig's

P.F. Study tool. Singh (79) has tried to establish relationship between Adjustment and Frustration but he has taken students as the subjects. In short frustration of secondary school teachers in relation to their adjustment has not been explored by the investigators.

3.2.3 Researches on Adjustment and related Variables :

Researches which are concerned with adjustment and other related variables are given below -

Gupta (84) performed a study on the personality characteristics, adjustment level, academic achievement and professional Attitude of successful teachers. The study intended to find out, the personality traits of successful teachers and differentiate them from less successful teachers. It was found that teaching success was significantly related to the factors A, B, C, F, G, H, I, L, N, O, Q_3 and Q_4 of personality. The researcher also noticed that successful and less successful teachers were different in personality characteristics, adjustment and attitudes towards teaching. The personality factors as a group were better indicators of teaching success than individual factors.

Verma (72) investigated the relationship of job satisfaction and efficiency of teachers. She made an attempt through the study to seek answers to the specific questions:

What is the relative importance of different aspects of teachers job as perceived by teachers? What percentage of

teachers express a feeling of satisfaction with their job as well as with other aspects? Do different sub-groups of teachers significantly differ from one-another on the level of satisfaction with their job? What is the extent of relationship, if any, between adjustment scores and efficiency scores of the teachers included in this study?

The sample, for this study, consisted of 205 teachers of IXth to XIth classes including 70 woman teachers, drawn from fifteen secondary schools of Meerute district in U.P.

The values of Rho's found by rank difference correlation between the ranks assigned to those factors by various sub-groups of teachers ranged from.77 to .89. All these values were found to be significant at .01 level. This fact suggests that there exists a high degree of agreement among teachers of various categories so far as the relative importance of these factors is concerned.

The percentages of teachers satisfied with their jobs were statistically not significant at .05 level which shows that various groups of teachers were almost alike with regard to the question of satisfaction with their job. The coefficient of correlation between job adjustment scores and efficiency scores of teachers was found to be .75 which was significant at .01 level which suggests that there is a high degree of correlation between these two variables.

Goyal (81) investigated the problem whether any relationship existed among attitudes, job-satisfaction adjustment and professional interests of teacher educators in India. Through the study he tried, to measure these variables and determined differences among them. He also did find some relationships between these variables in different categories.

The tools used in this study were self constructed attitude scale, Professional Interest Inventory developed by investigator, Job-satisfaction inventory by J. Indiressan and Bell's Adjustment Inventory (Adult Form) taking its social, emotional and occupational adjustment parts only.

The major findings of the study were -

Most of the teacher educators (84.3%) were having favourable attitude towards teaching. Majority of the teachers were satisfied in the job but different groups were not differing significantly.

A larger majority of teacher-educators were found to be socially aggressive, emotionally stable and pleased in the job. There was a significant difference in the social adjustment of both sexes males being more aggressive. Similarly Ph.D. holders were more aggressive.

Emotional stability was found to increase with age and experience. The group based on age, differred significantly in their occupational adjustment.

Majority of teacher educators was found to have low professional interest. But it was increasing with age and experience. Job satisfaction was found to be significantly associated at .01 level with attitude (γ=.435) and occupational adjustment (γ=.376). Attitude was found to be related with social adjustment at .05 level and with occupational and emotional adjustment at .01 level (γ= .115;.158 and .310). Social adjustment was significantly associated at .01 level with emotional and occupational adjustment (γ= .433 and .218).

Malhotra (82) conducted a descriptive correlational study to find out relationship of the different facets of teacher's adjustment with his classroom behaviour. The sample consisted of two hundred class-room settings, selected randomly from the thirty two urban secondary schools of Panjab. The teachers teaching in these classes were from both the sexes with age ranging from 22 to 54 years and having qualifications, post graduation and graduation with some training (B.Ed./B.T.C.) or without training.

Flander's Interaction Analysis Category System (FIACS, 60) was used to observe the teacher's classroom behaviour. Each classroom was observed for 20 minutes. The teachers so observed were administered the Bell's Adjustment Inventory to know adjustment of the teachers to different environments like home, health, social, emotional and occupational.

After analysis he found that home adjustment of the teachers was negatively related with four indices of FIACS. These were I/D, i/D, pupil responsive talk and total use of

praise. In health adjustment, poorly adjusted teachers were more indirect in their behaviour.

The teachers who scored high on social adjustment were less indirected in their behaviour.

In emotional aspect the results indicated that less adjusted teachers showed more direct behaviour. In occupational adjustment, well adjusted teachers were more indirect in their behaviour.

Verma and Upadhyay (81) had made an attempt to study the relationship among adjustment, anxiety and conflict. Fifty students of class XI were studied as subjects. Three tests of conflicts, Anxiety and adjustment were administered on each subject. The relationship between adjustment and anxiety, adjustment and conflict and anxiety and conflict were worked out. It was found that adjustment and anxiety and adjustment and conflict were negatively correlated whereas anxiety and conflict yielded positive correlation. Chi-square test also confirmed the same results: significantly greater number of low adjusted subjects showed higher anxiety as well as conflict and vice-versa. Also, subjects having low anxiety showed high conflict.

Verma (68) investigated into the Impact of training on the values, Attitudes, personal problems and Adjustments of teachers. The objective of the study was, to study whether teacher training made a favourable impact on the values, attitudes, personal problems and adjustments of student teachers

and how these variables were related to one another. The tool used was Bell's Adjustment inventory (Adult form 1961).

It was found that attitudes of the student teachers were not significantly related to their theoretical economic, aesthetic and religious values but they were significantly and positively related to social values and significantly and negatively to political values. Adjustment and personal problems were highly and significantly related. Good adjustment resulted in the reduction of a number of problems, while poor adjustment increased their number.

Sharma, G.R. (78) studied the factors underlying the adjustment problems of professional and non-professional college students. The scope of the study was limited to five adjustment areas viz. home, health, social, emotional and educational.

The professional group consisted of (N=20) Law, Education medical and engineering students and non professional group (N=510) consisted of arts, science and commerce students.

The study revealed that the non professional college students had more problems than the professional college students in the area of home problems.

The arts students had greater probelms in home and health areas than the engineering students.

The medical students had greater problems in social, emotional and educational than the commerce students.

The science students had greater problems in the areas of home than the medical students.

The aesthetic and social interest and socio-economic status contributed significantly towards the well adjustment of professional college students.

In an attempt to study the teacher's Adjustment in relation to Professional efficiency Pandey (73) reported following observations -

The correlation studies of male and female teachers indicated positive relationship between all of the five elements of adjustment. The strength of relationship showed that each element contributed something towards others in the process of adjustment. In the case of male teachers two factors responsible for their adjustment were identified as'institutional'and 'physical' whereas in the case of female teachers, they were identified as 'physical' and 'institutional'.

In the case of male teachers multiple R was .8656 and that in the case of females it was .9751. Thus the preductive value of the regression value of female teachers was higher than that of the regression value of male teachers.

The cross validity indices of .65 and .76 of male and female teachers, respectively, indicated that the regression equations with their assigned weights withstood the test of cross validation.

Khatry (73) conducted a comparative study of the self concept of teachers of different categories and tried to get some relationship of their self concept with professional Adjustment. The main findings were -

The distribution of the scores of self concept and professional adjustment based on the inventories were more or less normal.

There was significant difference among self concept of the teachers.

There was significant difference between self-Ideal discrepancies in college and secondary teachers not in primary and college.

Significant difference in professional adjustment between the teachers was found.

There was a significant role between self concept scores and self Ideal discrepancies of these teachers.

There was significant relationship between self concept scores and professional adjustment scores of these teachers.

3.3 Researches done Abroad :

Margaret (74) evaluated the effects of various experimentlly induced frustration-conditions in the performance of mentally retarted adult males between 20 to 30 years. Results indicated that there were changes in the performance of subjects after the introduction of frustration and when frustration was re-introduced after exposure to a social model. Differences were also noted among the frequency of non-task related behaviours in both the cases. Analysis of variance demonstrated that there were some differences among the performance of subjects assigned to different frustrating conditions and differences between the performances of subjects before and after the

exposure to a social model. On this basis it was concluded that frustration did affect the performance of subjects and that exposure to a social model altered this performance.

Aziz (76) and others conducted research to know the effect of induced Frustration on Verbal-Dyadic creativity. The frustration was induced by three different forms of an anologies test. These forms were experimently tested and selected to be of three levels of difficulty (high, mild and low). To ascertain that these forms induce frustration the "How do you feel?" Checklist was developed. This checklist consisted of thirty quantitatively scaled adjectives indicating affect in frustrating and non frustrating situations.

The overall non-significant differences among the groups were found on fluency, flexibility and elaboration, whether the data were examined according to objective frustration conditions or subjective frustration levels. An overall significance among the groups was found on originality in both objective ($p < .01$) and subjective frustrations. This indicated that frustration tends to decrease the dyadic originality but not dyadic fluency, flexibility and elaboration.

Frost, (76) investigated the effects of three levels of frustration on the creative expression of males and females enrolled into eleventh and twelfth grades of Northeast Georgia High School. No statistical significant findings resulted from the analyses using the priori levels of frustration, but a steady decrease in average scores as the level of frustration increased (ie. from no frustration to mild and then high

frustration) was observed in fluency, flexibility and originality. The males scored higher overall than the females on fluency, flexibility, originality and elaboration. One statistically significant finding, the main effect of sex on originality, resulted from the analyses based on the self reported levels of frustration.

Sobel (78) conducted an experimental study in Teaching Frustration Management to disruptive students. He investigated the effects of self-control curriculum: Curricular Area managing frustration, upon disruptive students. This study was premised upon the fact that vast amounts of human potential are wasted by disruptive students. One cause of their disruption was assumed to be frustration.

This study utilized an experimental - Control group design The experimental groups received instructions in managing frustration. After completion of experiment, significant decrease in the Aggression scores, of students in the experimental group over the students of control group was found.

Wager (76) studied the effects of error produced frustration on cognitive processes. The study was concerned with frustrative effects on the specific cognitive levels of knowledge, comprehension, application and analysis. Results indicated that frustration has a significant effect upon overall cognitive processes, that the order by which frustration occurred was important and that the effects of frustration were not differentially discriminating within the four cognitive levels.

Figler (76) studied the Aggressive Responses to Frustration among Athlets and Non-Athlets. He attempted to clarify the primary conceptualizations of aggressiveness as they relate to athletic involvement and to test the relationship between aggressiveness and athletic involvement.

The results indicated that there is no significant difference among female athlets, female non athlets and male non athlets while male athlets are significantly less instrumentally aggressive than female athlets (S = .019) and are nearly significantly less instrumentally agressive than male non athlets (S = .064).

Winn (75) compared college students' degrees of frustration on informal reading inventories. The sample consisted of 42 subjects. They were randomly selected from the entire population of undergraduate students. Therefore, students with a wide variety of academic concentrations were included.

The conclusions were drawn for populations of college students with backgrounds similar to those undergraduate students at Indiana University of Pensylvania.

No physiological variable could definitely discriminate frustrating from non-frustrating reading material.

Comprehension changed more than pronunciation with relation to the degree-difficulty of the reading material.

Bett's criteria and the self-rating scales were moderately related.

Bett's criteria and the self-rating scales tended to measure the same aspects of frustration.

None of the five methods measured degree of frustration with a high degree of validity.

None of the methods were shown to definitely discriminate among frustrating and non-frustrating reading passages.

Weinberg (77) studied the relationship between Machiavellianism and frustration. For this purpose four experimental conditions were developed: inter personal non frustration/ task frustration, interpersonal and task frustration, interpersonal and task non frustration, and interpersonal frustration/task nonfrustration. The subjects taken in each of the situation were 32 and overall 128.

The responses measured were frustration, aggression, depression, rationalization, regression, repression, withdrawal, fixation and vigor. It was found, that low Machs reported greater feeling of frustration than high Machs in situation of interpersonal frustration. Furtherfor, as seen in the increase of frustration reactions of low Machs in interpersonal frustrating conditions, they have more reactions to those feelings of frustration than high Machs. It was also discovered that high Machs reported greater feelings of frustration than low Machs in situations of task frustration. However, high Machs did not demonstrate an increase in frustrated reactions in task frustration conditions.

Serino (77) investigated the level of moral reasoning of high school students as affected by cognitive frustration. One hundred ninety two students, 48 at each grade level nine through twelve were drawn from a private school.

Prior to the major portion of this research, a pilot study was conducted to determine if the experimental word-list procedure could induce the feeling of frustration in high school students. A factorial analysis of variance indicated that the experimental list and the neutral control list of words were perceived differently and that the experimental procedure created the feeling of frustration.

A factorial analysis of variance was performed on the P (Principled) scores, but no significant difference at the .05 level was found among treatment groups or grade levels nor was interaction observed.

Joseph (77) conducted a research on the topic "Toward A Theory of low frustration tolerance". This study was based on fact, the manner in which a person deals with frustration will strongly effect his emotional well being.

An experimental study was conducted to determine the effects of different levels of selected emotional beliefs on negative affect and time spent on a problem-solving task. A total of 48 subjects were selected from the upper and lower 27% of scores made by 129 community college males. Half of each group was assigned randomly to one of the two probability of success groups. All subjects worked on the same insoluble

work task, after which they completed the Multiple Affect Adjective Check List (MAACL) as a measure of negative effect.

It was concluded that the selected Irrational Belief was responsible for the observed differences in the negative effects of anxiety, hostility and depression as measured by the MAACL. Expectancy was shown to influence measures of anxiety and amount of time spent on task. However, the two main effects did not act in concert on any of the variables and cannot be said to define low frustration tolerance.

Edward (80) investigated the relationship between frustration tolerance of subjects in three different kinds of situations (a) Goal Attainment in which subjects selected a goal towards which they wanted to work over a 28 days period. (b) Scene Appraisal in which subjects imagined frustration relevant scenes and (c) Mood monitoring in which subjects rated moods each day for 28 days. The results from the goal attainment phase were confounded by differential goal selection by frustration tolerance level, a finding of interest in its own right. In the scene appraisal phase subjects of medium frustration tolerance score and low frustration tolerance score gave a higher ratings of irritation and lower ratings of confidence than did subjects of High Frustration Tolerance Score. Overall, the results of this were interpreted as providing sufficient support for the importance of frustration tolerance in mediating some types of emotional disturbance to warrant further investigation.

Steven (80) investigated the relationship between nonverbal behaviours and frustration. In the main study a sample of 38, eight grade students was videotaped during the administration of two individualized tests, the Peabody

Picture Vocabulary Test (PPVT) and the mathematics subset of the Peabody Individual Achievement Test (PIAT). Later, the behaviour of each student was viewed and recorded using the obervational instrument. Data were taken for two samples of behaviour in each test, one sample for each test under nonfrustrating conditions and one under frustrating conditions. The determination of whether the testing was frustrating or nonfrustrating was made on the basis of the amount of success or failure in the students responses. The non-frustrating conditions were seen at the start of the testing where students' responses were usually all correct. Frustrating conditions were seen at the end of the testing where students' responses were usually less than 20% correct.

The results of the study demonstrated that a valid and reliable instrument for the observation of student nonverbal behaviour can be constructed. Inter observer agreement was measured as the reliability of the instrument and found to be .68 overall. Also the instrument was sufficiently sensitive to detect the changes in nonverbal behaviour that were expected.

The study did show that there was significant change in student nonverbal behaviour from the non-frustrating to the frustrating portions of both tests. Further there were strong parallels between the behaviour changes seen in the two tests. The strongest behaviour changes for both tests included longer times to answer questions, raising and lowering of the eyebrow, mouth twitching, mouth opening and vocalization.

Gonzales (74) studied the effects of repeated oral readings at both instructional and frustration levels of reading performance of third grads readers. Twenty six students meeting the word recognition and comprehension screening criteria between 2.75 and 4.25 grade levels on the standard Reading Inventory were included in the study.

The profile of reading behaviour on the two instructional and two frustration level readings revealed a consistent pattern of performance for the third grade developmental readers included in the study. At frustration level, rereading resulted in a significant reduction of errors in the visual perception, visual auditory and structural analysis major categories of errors. Reading rate increased significantly upon rereading of both the instructional and frustration passages. A comparison of first reading at instruction and second reading at frustration revealed no difference in type and number of errors or rate of reading.

Lansky (61) investigated into sex differences in aggression and its correlates in middle class adolescents. His objective was to find out the degree of relationship existing between aggression and other variables for a sample of 32 males and 22 females between 13 to 18 years age. He found that boys were generally more aggressive than girls whereas girls displayed more pre-occupation with affiliation and sex anxiety than boys. More significant interrelations among aggression variables were found for boys whereas for girls, there were no

significant relationships between their aggression scores and their scores on the other measure of benaviour.

A study was performed by Longstreth (1960) to seek relationship between expectations and frustration in children. Two groups of children were instructed to hold a lever down continuously in order to obtain marbles which could be treated for a prize. For group P a light was paired with marble objection while for group U the light was unpaired with marble ejection. During extinction the light was activated equally often in both groups. It was found that the group P extinguished faster and exerted more pressure on the response lever during extinction.

Rothaus and Morchel (1960) studied the inhibition of aggression under non-arbitrary frustration. For this, questionnaires containing various types of frustration sets were administered and the self Activity Inventory was used to measure self-ideal discrepancies. Subjects under arbitrary and projective non-arbitrary frustration reported significantly more hostible feelings than those under non-arbitrary, frustration. Sex was not a significant variable in number of hostile feelings but males reported more hostile actions. Reported hostile feelings showed a triple interaction between sex, self-ideal discrepancies and type of frustration set.

Waston (1934) in a comparison, between the behaviour of 230 college students with frustrating as against secure childhood experiences, found that more frustrated group showed 64% aggression while the least frustrated group showed 36% aggression, thus concluding that aggressionwas a reaction to frustration.

Rosenzweig (35) made his famous "Picture Frustration Study Test" for evaluation of a person's characteristic reactions in everyday situations of frustration. Extrapunitive aggressive reactions were found more in adults and children than intra-punitive responses. Differences between boys and girls were not significant but differences between various age groups were noticed.

Doob, Sears and Miller (39) giving the discription of certain situations encountered in real life and probable reactions to each situation, instructed the subjects to choose anyone of the reactions to each situation by a four point scale. The data showed that the proportion of aggressive responses was greater as the strength of instigation became higher.

In a study of reactions to frustration in 236 college students and 207 inmates of state prison, Fry Franklyn (49) tried to use T.A.T. and Rosenzweig's Picture Frustration Test as a measure for aggression. All groups in this study exceeded the normals in tendency to attribute their frustrations to themselves than to external persons and things.

3.4 Conclusion :

On the basis of survey of related studies given above following conclusions can be drawn -

Having a look into the researches conducted abroad it can be said that most of them are experimental studies. Investigators had conducted researches in artificial conditions, which are very difficult, if not impossible, to conduct in Indian conditions. In few studies reactions to frustration were explored by the investigators like Weinberg (77), Gonzales (74) and Rosenzweig (35) Franklyn (49) etc. but almost in all of remaining studies aggression has been taken as the reaction to frustration.

So far as studies conducted in India are concerned in almost all of them, the investigators' centre of interest has been reactions to frustration but they have restricted themselves only to the Rosenzweig's classification of reactions to frustration viz. type and direction of aggression and group conformity rating. Other reactions to frustration (suggested by different authors given in Chapter 2) have been taken by only a few researchers like Patel (82), Malviya (69), Devi (67), Singh (79) etc.

Researchers like Singh (79), Mathur (70), Lindhoo (82) etc. have taken frustration along with other variables eg. achievement, intelligence, creativity, leadership behaviour and level of aspiration. Adjustment has also been explored by Gupta (84), Verma (72), Goyal (81), Malhotra (82), Verma (68),

Khatry (73) and Pandey (73) but as independent variable or with variables other than frustration which are academic achievement, professional attitude, professional efficiency, professional interest, classroom behaviour, values, personal problems, self concept etc.

Jaiswal (80) has studied frustration and adjustment of girl graduates. She has also included the educational implication of these variables in her study but she, too, has utilized Rosenzweig's P.F. study as the tool.

When considered according to the point of view of tools utilized,a good number of Indian researchers like Kumar (73), Sharma & Sharma (77), Rangaswami and Ananthraman (82), Uniyal and Bist (82), Tripathi (78), Mithal (78), Lindhao (82), Pareek (59) have used Rosenzweig's Picture-Frustration study for measurement of frustration. A less number of investigators like Patel (82), Malviya (69), Devi (67), Sharma (73), Mathur (70) and some others have constructed their own scales for study of frustration. Frustration study tool developed by Chauhan and Tiwari (72) has also been used by some researchers like Mishra, Shrivastava and Tiwari (81) and Singh (79). Here it can be pointed out that all these tools, when examined by the present investigator, were found to include situations from daily life instances. None of them could be applied for school situation in restricted sense.

Again in both of the studies i.e. Foreign and Indian, the investigators like Aziz (76), Frost (76), Sobel (78), Linn (75), Serino (77), Joseph (77), Lee (79), Steven (80), Gonzales(74)

Lansky (61),Longstreth (60), Lucan (61), Triandis and Lambert (61) from Abroad and Tiwari (81), Rangaswami and Ananthaman (82), Uniyal and Bist (82), Sharma (73), Tripathi (78), Mithal and some others in India have taken children or adolescants as the subjects of their study. In some studies adult males and females have also been taken as subjects. But there is only one study in the field of frustration conducted by Singh (79) and some more studies in the field of adjustment in which teachers have been taken as subjects of the study.

Taking into consideration all the studies, surveyed, it seems difficult to come out with solid and concrete generalizations with reference to frustration and adjustment in general and it is also clear that investigators had neglected the area related to frustration of secondary school teachers.

On the whole reactions to frustration of secondary school teachers along with their professional adjustment has remained unexplored by the researchers. Thus it looks like a gap in the frame work of researches according to the point of view of stages (children, adolescents, adults, teachers) as well as variables, which should be filled up by the investigation. This was the reason, why investigator tempted to select the present problem for his study. At the same time bing a lecturer in a training college, he has ample opportunities to visit several secondary institutions and thus first hand experience of the teacher's day to day felt problems in their profession.

In this way "A Study of the Extent and the Patterns of Reactions to Frustration and Professional Adjustment of Secondary School Teachers" emerged as the problem for investigation for the investigator and he felt it a need of the time as well as that of the field of investigation also, to go in search for such a problem.