

Modes of frustration causing burnout among Government & Non-government School Teachers

S.Goutami^[1]

Abstract: A teacher is seen as a counsellor to both students and parents, sometimes a nurse, and a social worker and even to some extent a parent for the students who are under his or her tutelage. With the increasing number of roles, it is no wonder that teachers' frustration & burnout are on a steady increase. The review of literature reveals that many studies have been undertaken on such burnouts. The present study attempts to assess the dimensions of frustration level experienced by government & non-government Schoolteachers. A frustration test developed by Chauhan & Tiwari (1972) was administered, on a randomly selected sample of 60 schoolteachers, 30 governments & 30 non-governments. t-test was computed for four modes of frustration viz, aggression, fixation, regression & resignation. The results highlight that there is significant difference in the modes of frustration among the government and non-government schoolteachers.

Keywords: Burnout, Frustration, Government & Non-government schoolteachers.

I. INTRODUCTION

In spite of the amenities of civilization and all round development in every sphere of human life, life is not and had never been a bed of roses. In a complex and complicated world of today, the organism is constantly subjected to rich variety of need and demands from the moment of birth. The concept of frustration, therefore, however, has an important bearing upon the dynamics of human personality in as much as it indicates the importance of the mode of response to frustrating situations.

Undoubtedly work has a central role in people's life. Apart from the fact that it occupies a lot of their time, it also provides the financial basis for their lifestyles. Thus the context of employees' job should be attractive and contribute to their satisfaction. It is believed that satisfaction at work may influence various aspects of work such as efficiency, productivity, absenteeism, turnovers, rate, and intention to quit, and finally employees' wellbeing (Baron, 1986; Maghradi, 1999).

Teaching has been identified by some as particularly stressful occupation (Kyriacou & Sutcliffe, 1977). Negative aspects of the job such as unmotivated and difficult students, decreasing resources, increasing class size, and rigid administrative practices are among the stressors and frustrating to the teachers (Kyriacou & Sutcliffe, 1978). As result of stressful aspect of teaching, psychological burnouts may occur, represented by deteriorating work performance (low morale, selfishness, dropping out of teaching), negative psychological states (depression, frustration, anger), and physical conditions (headaches, psychosomatic symptoms, ulcers). Psychological burnout among teachers has been offered as one reason for capable teachers leaving the professions for others careers (Sachwab & Iwanicki, 1982).

A Considerable body of research finding has accumulated during the past ten years from investigations of psychological burnout (Burke & Richardsen, in press; Shirom, 1989). (Dunham, 1992, Farber, 1984a, b; Kyriacou & Pratt, 1985; Kyriacou & Sutcliffe, 1978b; Schonfeld, 1992; Seidman &

Zager, 1991) state that some instructors may develop of varied psychological symptoms ranging from frustration, anxiety to emotional exhaustion besides psychosomatic and depressive symptoms. Keeping in view the gaps in research, the present paper aims to understand the Frustration phenomena among the teachers of the government & non-government Schoolteachers and thereby understand the major factors responsible for causing Frustration.

II. METHODS

Sampling

The study was conducted on 60 teachers, 30 governments & 30 non-government schoolteacher. Random Sampling was adopted.

Tools

To measure the frustration levels of samples, frustration test developed by Chauhan & Tiwari (1972) was used. The test consists of total 40 items, 10 items each to measure four modes of frustration, viz, aggression, fixation, regression and resignation.

Variables

Independent variable: Government & Non-government Schoolteachers

Dependent Variable: Modes of Frustration

III. PROCEDURE

After selection the subjects on the basis of random sampling the frustration test was administered individually and standard scoring procedures were adopted. The means and S.D's of two groups were calculated separately. 't' test was also worked out for testing the significance of difference between the means of the groups on frustration level along with various modes.

^[1]Ph.D. Research Scholar, Dept. of psychology, Devi Ahilya Vishwavidyalaya, Indore, India. Email:goutami.msccpsy@gmail.com, Mob: +919778941046

Hypotheses

H1- There is no significant difference in the Aggression level among the government and non-government schoolteachers.

H2- There is no significant difference in the Resignation level among the government and non-government schoolteachers.

H3- There is no significant difference in the Fixation level among the government and non-government schoolteachers.

H4- There is no significant difference in the Regression level among the government and non-government schoolteachers.

H5- There is no significant difference in the Frustration level among the government and non-government schoolteachers.

Statistical Analysis- t was used to test modes of frustration among government & non-government school teachers.

IV. RESULTS & DISCUSSION

Result Table:

Showing means, S.Ds & t-value of government & non-government schoolteacher

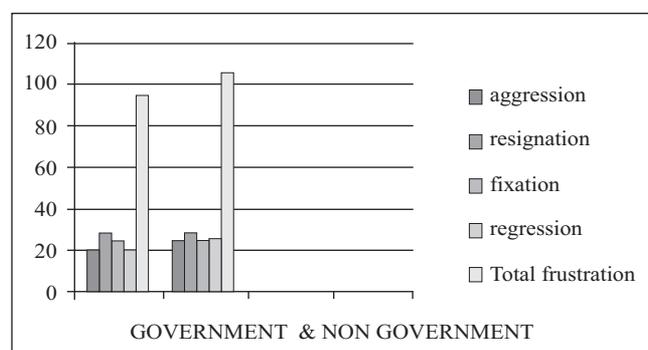
t	Government		Non government		Mode of reaction to frustration
	S.D	Mean	S.D	Mean	
26.51**	5.53	19.70	6.86	25.5	Aggression
.51	5.16	29.13	7.15	29.00	Resignation
.22	5.16	25.3	6.24	25.65	Fixation
2.07*	5.51	21.33	5.25	26.33	Regression
2.03*	18.03	95.33	20.57	106.13	Total Frustration Level

** p<.01

*p<.05

Graph:

Represents the means of government & non-government schoolteacher



V. DISCUSSION

This study aims to investigate the perceived modes of frustration among government and non-government school teachers. Based on the frustration test developed by Chauhan & Tiwari 1972. The table clearly reveals that the mean frustration score obtained by non-government schoolteachers is higher than, that of the government school teachers on all the modes of reaction to frustration.

Statistically the difference between the mean scores of nongovernment & government schoolteachers on aggression and regression are significant (aggression 26.51< .01; regression 2.07< .05). Whereas, the resignation mode of frustration of the two groups mean is not significant at .01 levels. Since the mean value of non-government schoolteachers is higher they suffer from the higher level of aggression (mean 25.46) & regression (mean 26.33). Regression mode indicates greater suggestibility and lower self control in non-government schoolteacher than that of government schoolteachers.

Various researches have observed the similar trend as are found in the present investigation. The reasons for these results are obvious. In the non-government school the heavy work load, unrealistic expectations from management, low salary, poor work conditions, low professional status, organizational conflicts, and reduced autonomy are the cause factors of frustration. On the other end, in government schools conceptions are quite favorable, work load is not much as non-government schoolteachers have to give their time in extra school activities after school timings. Also there is a list expectation from the managerial side of the government school; pay scale is high as it is based on the norms of the government. On the other hand there is no certainty of pay scale in non-government schools. These are some reasons which cause psychological burnouts like frustration, stress, anger etc.

Viewing to these conceptions investigations tell us that psychological burnout of educators are unable to deal successfully with the overwhelming emotional stress to teaching (Brouwers & Tomic 2000). This failure to cope can be manifested from impaired performance, absenteeism or various types of personal problems, and the deleteriously impact on the learning procedure (Manlove, 1993). Few similar studies are presented here there will be significant difference in frustration and job satisfaction among the government and private sector managerial staff. (Pareek & Devi 1965).

In conclusion the present study found that non-government schoolteachers are experiencing more frustration level than, that of government schoolteachers. They are more under psychological burnout, like emotional exhaustion, low self control, aggression, anger and greater suggestibility.

Finally there is significant difference of frustration among the government and non-government schoolteachers. When we see all the modes individually, there is significant difference of aggression & regression among non-government and government schoolteachers. There is no significant difference of resignation & fixation among the government and non-government schoolteachers. This shows that when there is aggression and regression among the nongovernment teachers are under more emotional exhaustion, low self control, aggression, anger and greater suggestibility then that of government teachers.

VI. REFERENCE

- 1) Pareek U. & Devi R.S (1965). Job satisfaction and frustration among the government and non- government managerial staff, Indian journal of psychology.
- 2) Kyriacou C. & Sutcliffe, j. (1977). Teachers stress: a review, Educational Review, 29, 299-306.
- 3) Kyriacou, C. & Sutcliffe, j. (1978b). Teachers stress: Prevalence, sources, and symptoms, British Journal of Education Psychology 48, 159-167.
- 4) SDchwab, R.I. & Iwaniciki, E.F.(1982). Received role conflict, role ambiguity and teacher burnout: Educational administration quarterly, 18: 60-74.
- 5) Farber, B.A. (1984a). Stress and burnout in suburban teachers, Journal of Educational; Research 77, 325-337.
- 6) Farber, B.A. (1984b). Teachers burnout: Assumption, myths, and issues, Teacher College Record 86, 321-338.
- 7) Kyriacou, C. & Pratt, J. (1985). Teacher stress and psychosomatic symptoms, British Journal of Education Psychology.
- 8) Baron R (1986). Behavior in organizations. Newton, MA: Allyn and Bacon.
- 9) Seidman, S.A. & Zager, J.(1991). A study of coping behavior and teacher burnout, work and stress 5, 205-216.
- 10) Dunham J (1992). Stress in teaching (2nd end), Routledge, London, UK.
- 11) Schonfeld, I.S. (1992). Assessing stress in teachers: depressive symptoms scales and neutral self-reports of the work environment. In: J.C. Quick, L.R. Murphy and J.J. Hurrell Jr., Editor, Stress and well-being at work: Assessment and interventions for occupational mental health, American Psychological Association, Washington, DC, 270-216.
- 12) Maghradi A (1993). Assessing the effect of job satisfaction on managers. Int.J. Vaule-based manage 12(1):1-2.
- 13) Manlove E (1993) Multiple correlates of burnout in child care workers. Early Childhood Res. Q 8 (4): 499-518.
- 14) Ronanld, J. Burke and Esther Greenglass (1993). Work stress role conflict, Social support, and psychological burnout among teachers. (73):371-380.
- 15) Brouwers A, Tomic W (2000). A longitudinal study of teacher burnout and perceived self- efficacy in classroom management. Teaching and teacher Educ 16(2): 239-253.