



## FRUSTRATION AMONG PRIMARY SCHOOL TEACHERS IN RELATION TO WELL-BEING

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### Abstract

The present study has been conducted to find relationship between frustration among Primary School Teachers and well being. For this purpose a sample of 100 Primary School Teachers of Government Primary Schools of Ferozepur District was taken. The results of the study revealed that out of the four dimensions of frustration, the relationship of well-being of teachers with three dimensions of frustration i.e. aggression, resignation; fixation with frustration is significant and negative. However, no significant relationship was found between regression dimensions of frustration and well-being of Primary School Teachers.

**Keywords:** Aggression, Frustration, Fixation, Resignation, Regression, Well being



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The term wellness was first coined by Halbert Dunn in 1961, who defined it “as an integrated method of functioning which is oriented towards maximizing the potential of which the individual is capable”. The realization of such potential is considered to be good life that includes loving others, pleasure, or self-insight. Another idea of what constitute a good life, however, is that it is desirable for people themselves to think that they are living good lives. This subjective definition of quality of life is democratic in sense that it grants to each individual the right to decide whether his or her life is worthwhile. It is this approach to defining the good life that has come to be called “subjective well being” (SWB) and in colloquial terms is sometimes labeled “happiness” (Diener, 2000). In defining happiness it is common sense to combine the frequency and intensity of pleasant emotions i.e. the people considered to be the happiest are those who are intensely happy more of the time. Experiencing pleasant emotions most of the time and infrequently experiencing unpleasant emotions even if the pleasant emotions are only mild is sufficient for high report of happiness (Larsen & Diener 1985).

Subjective well being (SWB) is a field of psychology that attempts to understand people’s evaluations of their lives; being cognitive e.g. life satisfaction global judgement of one’s life, satisfaction with important domains (e.g. work and marital satisfaction) and

affective e.g. positive affect (consisting of the frequency with people experience pleasant emotions and moods (viz. joy, affection and pride) and negative affect, experiencing few unpleasant emotions and moods (viz. shame, guilt, sadness, anger and anxiety). Thus a person is said to have abundant subjective well being if she or he experiences satisfaction, frequent pleasant emotions and infrequently experiences unpleasant emotions. Contrariwise, a person is said to have low subjective well being if he or she experiences dissatisfaction and infrequently feels pleasant situations and frequently feels unpleasant emotions.

Well-being or general well-being is the subjective feeling of contentment, happiness, satisfaction with life's experiences and one's role in the world of work, sense of achievement, utility belongingness and no distress, dissatisfaction or worry etc. As Verma (1989) stated that absence of psychological well-being does not necessarily mean the presence of psychological well being . Pavot and Diener (2003) conceptualized well-being is a multi-faceted domain of interest rather than as a unitary construct. Thus well being effect the personality of the teacher and reduces the negative aspects like dissatisfaction, distress, worries and frustration etc.

## **FACTORS AND STRATEGIES FOR HEALTH AND WELLBEING OF TEACHERS**

**Managing Excessive Demands:** Work pressure or workload can result from either task complexity or quantity. Work overload is increasingly considered to be a major problem for teachers. A recent study reports that most types of teacher work an average of 50 hours per week in term time, with middle/senior managers in primary and secondary schools working on average 51 and 54 hours per week respectively and head teachers working 57 hours per week on an average. All teachers and school leaders working more than six hours a day are entitled to a break of at least 20 minutes during the working day and to an uninterrupted break of 11 hours between the end of one working day and the start of the next.

**Lack of Control:** A lack of perceived job control is significantly associated with high blood pressure and heart rate. A lack of freedom to be innovative and make full use of one's skills is also known to increase job stress.

**Professional Support:** While it is inevitable that individual teachers will have different perceptions of what constitutes adequate professional support, what is clear is, where that support is perceived to be lacking, there will be a consequent adverse effect on morale, performance and teacher wellbeing.

- i. Do not agree to undertake specialist tasks for which you have not been properly trained. If this is currently the case, draw the matter to the attention of your manager and seek early access to appropriate training.
- ii. Identify the classroom support and curriculum resources you need to deliver the results expected of you and seek the support of your manager to secure them:

**Work Relationships With Colleagues:** It is generally accepted that group cohesion and co-operation is conducive to a healthy working environment and may help to protect workers against stress and burnout. Where this sense of togetherness is absent, poor peer relationships manifest themselves in low solidarity, lack of co-operation and interpersonal conflict.

- i. If you think you are being bullied, harassed or subjected to other forms of unacceptable behaviour by colleagues, it is important to keep a record of what has happened and to seek an early remedy. Don't keep the problem to yourself. You may find that other colleagues have similar experiences.
- ii. If possible, approach the individual to make it clear that their behaviour is unacceptable. The individual may not be aware of the effects of their conduct and a personal approach may be all that is required to improve their behaviour towards you. Consider seeking the help and advice of your manager, union representative or other supportive colleague if you find this difficult;
- iii. If an informal approach does not work you should seek the assistance of your manager or union representative to address the issue more formally;

**Pupil Behaviour:** Pupil behaviour impacts significantly on a teachers sense of wellbeing. Disruptive behaviour can range from low-level disruption, which frustrates the delivery of lessons, to incidents of verbal and physical assault that seek to intimidate staff and often result in short-or-long-term breakdowns in physical or mental health.

- i. Speak to supportive colleagues about successful strategies to manage difficult pupils;
- ii. Consider the way in which diverse ability classes are organized and whether the current system best meets the educational needs of learners;
- iii. Be aware of the support offered by managers and school policies in the event of unacceptable pupil behaviour and take advantage of the assistance provided;

**Changes within the workplace:** Unfortunately, many changes within schools and colleges, whether curriculum-related or technological, are implemented without training and with little

consultation or regard for the impact of the initiative on those who will be required to deliver the changes.

Perpetual change and lack of job resources not only directly increases the likelihood of burnout but indirectly affects the likelihood of burnout by creating feelings of lack of perceived job control, low access to information and perceptions of inadequate supervisory support.

### **Disclosing Your Difficulties and Good Practice Responses:**

Teachers struggling with wellbeing or mental health issues are often reluctant to disclose the fact because of the fear that it will affect the way that they are treated within the workplace. Specifically, they feel it will reduce their career opportunities within the school or their chances of moving to another school. Worryingly, the *Teachers' Mental Health* report identifies the perceived stigma associated with stress and mental health problems as being a major obstacle to early intervention and appropriate management.

Employees are not under a legal obligation to disclose their disability or long-term health condition but, if they do not, it may affect their ability to assert their rights under the Disability Discrimination Act.

### **Frustration and Well-Being of Teachers**

In the present time life is full of challenges. In our daily life we come across many situations, some of them act as a source of inspiration for us and some cause challenges. It is the human nature to face the challenges boldly or to escape from it. Human beings are creature of feelings. Frustration is the state of an organism resulting when satisfaction of motivated behavior is more difficult or impossible when the way to a goal is blocked. Teacher is the foundation, lord of knowledge. He/She has to perform the delicate task of drawing the best out of the body, mind and spirit in the child and man. He is the builder and architect of the nation. The responsibilities of a teacher are greatest as compared to any other profession. A teacher needs to be satisfied in order to carry out his duties effectively.

A teacher can fulfill his responsibilities if he is not frustrated and his wellbeing is good. Well-being is concerned with how and why people experience their lives in positive ways, including both cognitive judgment and affective reactions. Whereas, frustration refers to the situation or event that blocks to way to goal. It also means a sense of disappointment that is the results of being blocked. The process of blocking needs course frustration in human being. Merriam Webster's Collegiate Dictionary (2001) states that frustration is a deep  
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chronic sense or state of insecurity and dissatisfaction arising from unresolved problem or unfulfilled needs.

### **Review of Related Literature**

The literature available on frustration is related with level of frustration (Mathur 1970; Mahadik 1988; Kaur 2009; Khan 2009), Gender (Malviya 1968; Tripathi 1978; Sonia 1995; Sharer and Rayan 2002; Joshi 2009; Siddiqi 2010) locale (Verma 1993; Devi 2004) it projects that frustration is studied with variables like family environment, family relationship level of aspiration, personality development, adjustment, retention and intelligence.

The review of well-being reflects the effects of selected demographic variables (i.e. education level, school size and sex) and found that; (1) There is significant differences between male and female (Olsen, 1980; Toseland and Rasch; 1980 and Verma et.al. 1988) (2) In opposite the findings of Roxburg (1994) revealed there are no significant differences. Well-being is studied with locus of central orientation, family functioning, stress and strains, occupational stress but investigator could not locate any relationship between frustration and well-being among Primary school teachers. So, there is a need to study the impact of well-being on the frustration level of teachers and this study will help to improve the personality of the teachers.

### **OBJECTIVE OF THE STUDY**

To study and find the relationship between frustration and well-being of Primary School Teachers.

### **HYPOTHESIS**

There exists significant relationship between frustration and well-being of Primary School Teachers.

### **SAMPLE**

The study was confined to 100 Primary School Teachers (both male and female) of Ferozepur District.

### **TOOLS USED**

1. Reaction to Frustration Scale (RFS) by Dr. B.M. Dixit and Late D.N. Srivastawa (1971).
2. Well-Being Scale (WBS) by Singh and Gupta (2001).

**RESULTS AND CONCLUSIONS**

To investigate the significance of relationship between frustration and well-being of Primary school teachers, Pearson’s Product-Moment Correlation ‘r’ was employed.

**TABLE – 1: Coefficient of Correlation between Frustration and Well-being of Primary School Teachers (N=100)**

<b>Dimensions of Frustration</b>	<b>N</b>	<b>R</b>
Aggression	100	-0.32
Resignation	100	-0.26
Fixation	100	-0.21
Regression	100	-0.11

Table -1 revealed that the value of ‘r’ for four dimensions of frustration i.e. aggression, resignation, fixation and regression are -0.32, -0.26, -0.21 and -0.11 respectively came out to be negative. Out of the four dimensions of frustration, the relationship of well-being of primary school teachers with three dimensions of frustration i.e. aggression, resignation, fixation is significant. However no significant relationship was found between regression dimensions of frustration and well-being of Primary School Teachers. Therefore, hypothesis 1 state that ‘there exists significant relationship between frustration and well-being of Punjab School Teachers partially accepted.

**CONCLUSIONS**

Out of the four dimensions of frustration, the relationship of well-being of primary school teachers with three dimensions of frustration i.e. aggression, resignation, fixation and with total frustration is significant and negative. However no significant relationship was found between regression dimension of frustration and well-being of Punjab School Teachers. As the relationship between frustration and well-being of teacher trainees was found to be negative, thus it may be concluded that primary school teachers who suffer from higher level of frustration have lower level of well-being.

**EDUCATIONAL IMPLICATIONS**

Both well-being and frustration affect the teaching learning process by the side of the teacher. The result of the study shows that well-being and frustration are negatively correlated. It means teachers with high well-being have low level of frustration and teachers with low well being have high level of frustration. So, it is very necessary to teach well-being motivating strategies in various seminars held so that well-being of the teachers can be

improved which will help in reducing their level of frustration. Besides this there should be training of leisure to improve the well-being of teachers. A teacher with good well-being and low frustration level can bring positive changes in an institution, teaching learning process as well as in the attitude of his/her students.

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