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STUDY OF FRUSTRATION AMONG SCHOOL TEACHERS IN RELATION TO ORGANIZATIONAL ROLE STRESS

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ABSTRACT

The study examined the frustration among school teachers in relation to organizational role stress. Data was collected by random sampling technique from a sample of 100 school teachers of private senior secondary schools of Ludhiana district. Descriptive method was used to analyze the data. Standardized tools (Frustration scale and Organizational role stress scale) were used in this study. The data were analyzed by employing mean, SD, t- ratio and r. Results showed that there is significant relationship between frustration and organizational role stress among school teachers. And study also shows that when frustration level is high then organizational role stress level is also increase. . . But there is no difference between the frustrations of male and female teacher.

KEYWORDS: Education, school teachers, stress, gender, frustration

INTRODUCTION

As we know that Education is a very wider concept. Education has tri-polar process that is teaching, learning and environment. Education mostly depends upon teachers. In Education, teacher plays a significant role in the development of the child, but now a day we see that teachers play different role in the schools. Sometimes teacher can receive more responsibilities or duties. These days "Less salary and more workload" slogan mostly apply in the institutions. so that is the main reason for stress and frustration. During stress, teacher cannot teach the students effectively. Organizational role stress can be defined as the physical and emotional response that occurs where a worker perceives an imbalance between his/her work demand his/her capabilities. It is caused by worry or anxiety at work when a person feels that the demands and pressures of their job are more than they can handle. Where as

frustration is a mental condition of a person. Usually, a person may face many problems, accidents and obstacles in regular life. For those hindrances, one can be easily frustrated in the path of life.

FRUSTRATION

Frustration is a mental situation of a person, a frustrated person can show different types of abnormal activities. Frustration can't be seen. But the behavior of a frustrated person can be observed. By the observation of a frustrated person, the severances of his frustration can be assumed. Stress in organizations is an extensive observable fact with far reaching practical and economic consequences. The consequences of job stress can adversely affect the emotional, psycho-social and physical health of workers indirectly resulting low productivity, less satisfied, and less healthy workers as well as the organization along with teaching work. Teachers have

been engaged in various other works like census survey, election duty and so on.

ORGANIZATIONAL ROLE STRESS

When a teacher does his/her job in an organization for a long time, teacher is also committed or attached with an organization. Kahn et al (1964) were the first to describe “Organizational stress in general and role stress in particular.” Katz and Kahn (1966) continued this research and suggested that “An organization can be defined as a system of roles and they used three categories to define role stress: role ambiguity, role conflict, and role overload.” Pareek (1976) many researchers have used Katz and Kahn (1966) definition of role stress, but recent studies do not capture the entire work experience of those being researched. “Each role is a system of functions, and there are two important aspects of an individual’s role that should be considered when examining role stress: (1) role set, which is the role system in an organization that defines individual roles; and (2) role space, which is the roles people occupy and perform.” (O’Driscoll & Cooper, 1996) Ramirez (1996) associated “Stress with work overload, resources inadequacy, dealing with patients, suffering keeping up to date, being responsible for the quality of work of other staff and having to deal with relatives.” Pareek (2005) “Role stress refers to the conflict and tension due to the roles being enacted by a person at any given point of time.” Teacher is always prepared to achieve the goals and objectives of an organization that it also becomes the cause of stress and frustration.

OPERATIONAL DEFINITIONS

Frustration:-

A deep chronic sense or state of insecurity and dissatisfaction arising from unresolved problems or unfulfilled needs.

Organizational role stress:-

Organizational Role stress is physical, emotional and mental strain resulting from the mismatch between an individual and his / her environment.

OBJECTIVES OF THE STUDY

The study was carried out with the following objectives:-

1. To study the frustration among school teachers.
2. To study the organizational role stress of school teachers.
3. To study the frustration among school teachers with respect to gender.
4. To study the organizational role stress of school teachers with respect to gender.
5. To study the relationship between frustration and organizational role stress.

HYPOTHESES

The main hypotheses of the present study were:-

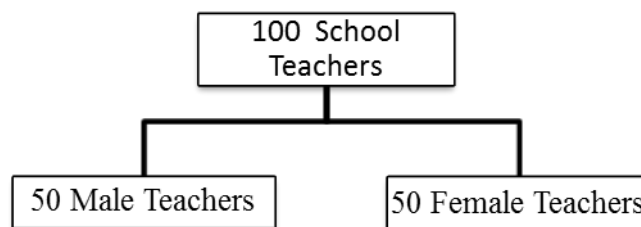
1. There will be no significant difference in the mean scores of frustration among school teachers with respect to gender.
2. There will be no significant difference in the mean scores of organizational role stress of school teachers with respect to gender.
3. There will be no significant relationship between frustration and organizational role stress of school teachers.

RESEARCH METHODOLOGY

Descriptive survey method of research was employed for the present study. The Standardized tools for assessment of Organizational role stress and organizational climate were employed on school teachers. Data was collected personally by the investigator by multistage random sampling technique from a sample of 100 school teachers. The questionnaire of 50 questions of organizational role stress and questionnaire of **Frustration Test** were given to teachers teaching in sen. sec. schools. The research was done on the basis of Descriptive method.

SAMPLE

In the present study the investigator has adopted multistage random sampling technique and selected a sample of 100 schools teachers of moga district Out of 100 teachers, 50 male and 50 female were selected.



DESCRIPTION OF TOOLS

Frustration Test by Dr. N. S. Chauhan and Dr. Govind Tiwari (2002)

The scale consists of 40 items out of which

each of the four modes of frustration has 10 items. The selected items were classified under the category for more than 75% of the time. Items that were classified for more than one category were dropped.

Thus category exclusiveness of items was preserved. Each item has six options i.e Very much, Much, Ordinary, Less, Very less, Not at all. All 40 items have been graded on 5 point scale on the positive dimension and a zero point on the negative dimension

Description of Organizational Role Stress Scale (O R S)

For measuring the ORS of School teachers the investigator was used ORS scale developed by Udai Pareek (2004). The ORS scale contain five items for each Role Stress (a total of 50 statements), it uses a 5 point scale.

- 0- If you never feel this way.
- 1- If you occasionally feel this way.
- 2- If you some item feel this way.
- 3- If you frequently feel this way.
- 4- If you always feel this way.

The total score of ORS range between 0 to 200 and on each role stress ranges from 0 to 20. A simple summation of the score of the subject on each

Table-1. Table showing the mean, SD, SE_D, t-value of frustration of school teachers.

Groups	Mean	SD	SE _D	t-Value	Level of significance
Male	102.2	16.6	3.26	1.22	Non significant at both the level
Female	106.2	16.1			

The calculated t- value is 1.22 the tabulated t- value at 0.01 level is 2.63 and 0.05 level is 1.98.

Since the calculated value is lower than the tabulated value at both the levels of significance. So

role stress would indicate the score on that dimension. Pareek (2004) has identified the ten stresses based on organizational role

STATISTICAL TECHNIQUES

The following statistical techniques were used to analyze the data.

1. Descriptive statistical techniques namely-mean, median and SD were computed.
2. 't'-test
3. Co-efficient of correlation.
4. Graphic Representations

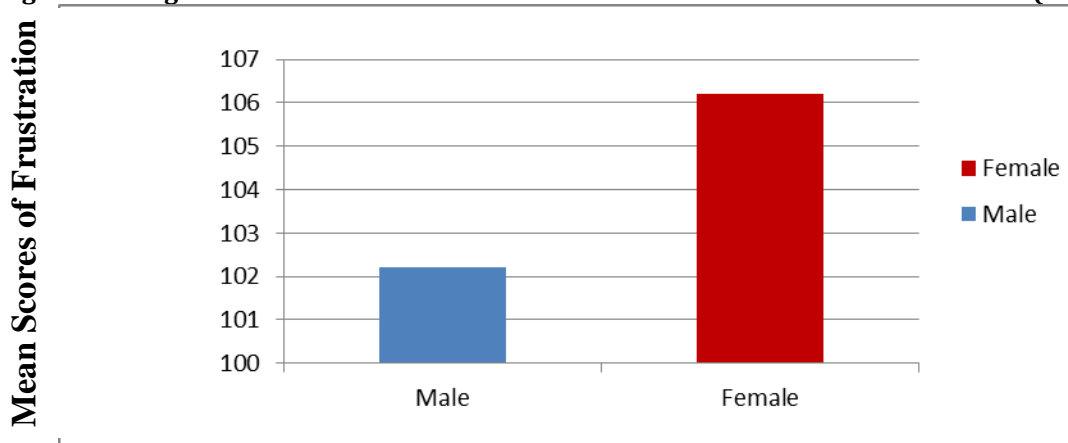
ANALYSIS AND INTERPRETATION OF THE DATA

Hypothesis No. 1

The first hypothesis of the present study is “ There will be no significant difference in the mean scores of frustration among school teachers with respect to gender.”

the value is non – significance at 0.01 level and 0.05 level of significance. This indicates that there is no significant mean scores difference in frustration of school teachers with respect to gender.

Fig. 1. Bar diagram of mean scores of frustration of male and female school teachers. (N= 100)



Hypothesis No. 2

The second hypothesis of the present study is” There will be no significant difference in the mean scores of

organizational role stress of school teachers with respect to gender.”

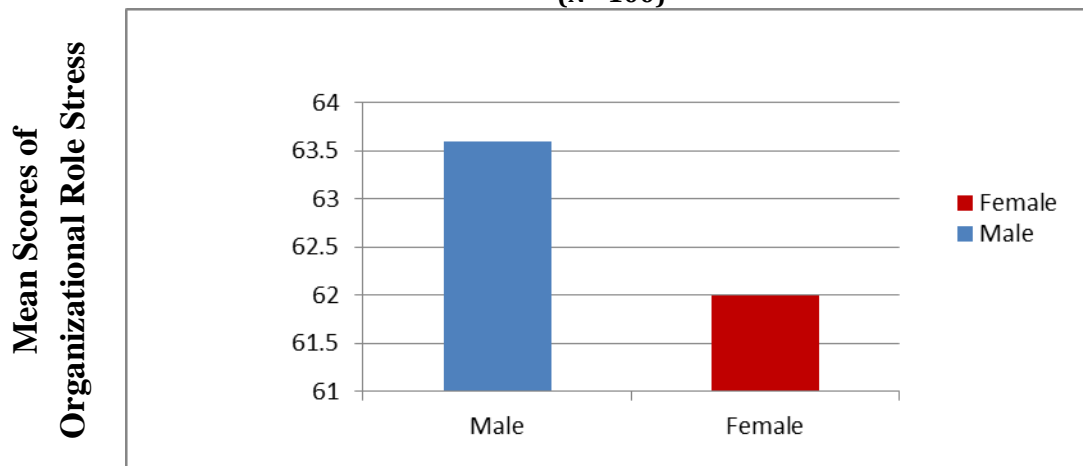
Table-2 Table showing the mean, SD, SE_D, t-value of organizational role stress of school teachers.

Groups	Mean	SD	SE _D	t-Value	Level of significance
Male	63.6	17.5	2.96	0.54	Non significant at both the level
Female	62	11.5			

The calculated t- value is 0.54 the tabulated t-value of 0.01 level is 2.63 and 0.05 level is 1.98. Since the calculated value is lower than the tabulated value at both the levels of significance. So the value is non -

significance at 0.01 level and 0.05 level of significance. This indicates that there is no significant mean scores difference in organizational role stress of school teachers with respect to gender.

Fig. 2 Bar diagram of mean scores of organizational role stress of male and female school teachers. (N= 100)



Hypothesis No. 3

The third hypothesis of the present study was “There will be no significant relationship

between frustration and organizational role stress of school teachers.”

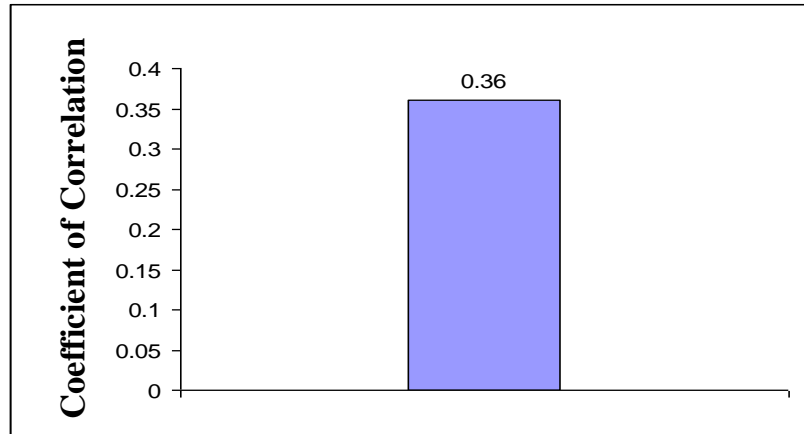
Table-3 Coefficient of correlation between frustration and organizational role stress. (N =100)

Sr. No.	Variable	N	r	Level of significance
1	Frustration	100	0.36	Significant at both the level
2	Organizational Role Stress	100		

It is evident that there is significant correlation between frustration and organizational role stress of school teachers at 0.01level and 0.05 of

significance. Value of r is 0.36 which not lies between the value specified in the table value at 0.01 level is 0.18 and 0.05 level is 0.14.

Fig.3 Bar diagram shows coefficient of correlation of frustration and organizational role stress. (N=100)



This shows that there is significant relationship between frustration and organizational role stress among school teachers. So it can be said that when frustration level is high then organizational role stress level is also increase.

EDUCATIONAL IMPLICATION

In the present circumstances, there is a drastic changes in every sphere because of the privatization in the education system.. These changes are due to high level of frustration of teachers within the organization. Through frustration scale; we know that how much the teachers are frustrated with in the organization. we know teachers shapes the personality of students so the behavior of the teacher should be impartial and should not be frustrated.

Role stress implies universally and is not confined more to a part of human life. It usually applies to the relationship with the family, friends and colleagues in working condition. Healthy organizational role stress can help the teachers to solve day to day problems very easily. Stress free environment can help the teachers in more gainful way. He/she can handle the relation with the colleagues, the students and parents effectively. He/she can maintain discipline in a very effective manner.

A teacher should coordinate and encourage his/her subordinate teachers to attend different functions and different co-curricular activities and to encourages them to express their views on various issues. Educational institutions should organize such type of activities that can reduce frustration and organizational role stress among teachers.

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