



A STUDY ON FRUSTRATION AND TEACHERS JOB ANXIETY IN THIRUVALLUR DISTRICT

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ABSTRACT

This study examined the relationship between frustration and teachers job Anxiety in Thiruvallur District. This study adopted normative survey method of research. Participants were 150 school Teachers randomly selected from various schools in Thiruvallur District. The research Instruments used for data collection was frustration Questionnaire developed by Berger and Teachers Job Anxiety inventory prepared by investigator tested at 0.05 and 0.01 level of significance. The findings that there is a positive relationship between frustration and job anxiety of school Teachers. There is exit significant impact with respect to types of management and teachers salary of the frustration and teachers job Anxiety. And there is no significant impact on Gender, Location, Type of Teachers family, and medium of Instruction on the frustration and job Anxiety of school Teachers.

Keywords: Frustration, Teachers, Job Anxiety, Survey, Gender.

Introduction:

Education in India is seen as one of the ways to upward social mobility. Good education is seen as a stepping stone to a high flying career. Education system in India currently represents a great paradox. On the one hand we have IIMs & IITs that rank among the best institutes in the world and on the other hand there are number of schools in the country that don't even have the basic infrastructure. Even after more than 50 years after independence we are far away from the goal of universal literacy. But on a positive note, Indian professionals are considered among the best in the world are in great demand. This signifies the inherent strength of Indian education system.

The teacher has been described as the builder of the nation, the maker of history, the maker of man and much more. A good teacher is a powerful and abiding influence in the formation of character. It is the teacher who constitutes the real dynamic force in the school and the educational system. It is true that school building, curriculum, co-curricular and guidance activities and textbooks hold a very vital place in the educational programmer, but they will as such be of no avail until and unless vitality is infused into them by the teachers. It is the teacher whose energy and forceful personality has a direct and indirect impact on the coming generations and it is the teacher who broadens the outlook of the youth put in his charge, thus demolishing the international and geographical barriers in the process. It can be, therefore, asserted that the progress of the nation and mankind depends substantially on the teacher.

Frustration :

Frustration is a common emotional response to opposition. Related to anger and disappointment, it arises from the perceived resistance to the fulfillment of

individual will. The greater the obstruction, and the greater the will, the more the frustration is likely to be. Cause of frustration may be internal or external. In people, internal frustration may arise from challengers in fulfilling personal goals and desires, instinctual drives and needs, or dealing with perceived deficiencies, such as a lack of confidence or fear of social situations.

Teacher's Job Anxiety:

Anxiety is a psychological and physiological state characterized by somatic; emotional, cognitive, and behavioral components. The root meaning of the word anxiety is 'to vex or trouble', in either the absence or presence of psychological stress, anxiety can create feelings of fear, worry, uneasiness and dread. Anxiety is considered to be a normal reaction to a stressor. It may help a person to deal with a difficult situation by prompting one to cope with it. When anxiety becomes excessive, it may fall under the classification of an anxiety disorder. The intensity and reasoning behind anxiety determines whether it is considered a normal or abnormal reaction.

Recent changes in the world and the workplace have generated considerable feelings of job insecurity among employees of today. Job insecurity is defined as "Perceived powerlessness to maintain desired continuity in a threatened job situation" (Greenhalgh & Rosenblatt, 1984, p.438). Greenhalgh and Rosenblatt (1984) explained that what the individual perceives as potential loss of continuity in a job situation can range from permanent loss of the job itself to loss of some subjectively important features of the job.

Statement of the problem:

Formally the problem can be stated as follow:

A study on frustration and Teachers Job Anxiety in

Thiruvallur District.

Objectives of the study:

1. To find out significant difference between Male and Female school teachers with respect to Frustration.
2. To find out significant difference between Male and Female school teachers with respect to job anxiety.
3. To find out significant difference between rural and urban area school teachers with respect to frustration
4. To find out significant difference between rural and urban area school teachers with respect to job anxiety
5. To find out significant difference between joint and nuclear family school teachers with respect to frustration
6. To find out significant difference between joint and nuclear family school teachers with respect to job anxiety
7. To find out significant difference between tamil and English medium school teachers with respect to frustration
8. To find out significant difference between tamil and English medium school teachers with respect to job anxiety
9. To find out significant difference between school teacher with respect to frustration based on their type of management
10. To find out significant difference between school teacher with respect to job anxiety based on their type of management
11. To find out significant difference between school teacher with respect to frustration based on their teachers salary
12. To find out significant difference between school teacher with respect to job anxiety based on their teachers salary
13. To find out significant difference between frustration and job anxiety of school teachers

Hypotheses of the study:

1. There is no significant difference between Male and Female school teachers with respect to Frustration.
2. There is no significant difference between Male and Female school teachers with respect to job anxiety.
3. There is no significant difference between rural and urban area school teachers with respect to frustration
4. There is no significant difference between rural and urban area school teachers with respect to job anxiety
5. There is no significant difference between joint and nuclear family school teachers with respect to frustration

6. There is no significant difference between joint and nuclear family school teachers with respect to job anxiety
7. There is no significant difference between tamil and English medium school teachers with respect to frustration
8. There is no significant difference between tamil and English medium school teachers with respect to job anxiety
9. There is no significant difference between school teacher with respect to frustration based on their type of management
10. There is no significant difference between school teacher with respect to job anxiety based on their type of management
11. There is no significant difference between school teacher with respect to frustration based on their teachers salary
12. There is no significant difference between school teacher with respect to job anxiety based on their teachers salary
13. There is no significant difference between frustration and job anxiety of school teachers

Research Design:

Methodology:

The study was unelected through normative survey method of research and it is most suitable for the present study.

Sample:

A stratified random sampling technique was adopted for the selection of sample 150 school Teachers were taken for the study.

Research Tools:

To verify the hypothesis for mutated in the study the following tools have been used.

- a) Frustration Questionnaire developed by Berger(1998).
- b) Teachers job Anxiety inventory prepared by investigator.

Statistical Techniques:

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Suitable descriptive and inferential statistical techniques were used in the interpretation of the data to draw more meaningful pictures of results from the collected data, In the present study the following statistical techniques were used.

- Mean
- Standard decision

- Critical ration
- Correction coefficient
- Analysis of variance

Major Findings:

1. It is concluded that there is no significant difference between Male and Female school teachers with respect to Frustration.
2. It is concluded that there is no significant difference between Male and Female school teachers with respect to job anxiety.
3. It is concluded that there is no significant difference between rural and urban area school teachers with respect to frustration
4. It is concluded that there is no significant difference between rural and urban area school teachers with respect to job anxiety
5. It is concluded that there is no significant difference between joint and nuclear family school teachers with respect to frustration
6. It is concluded that there is no significant difference between joint and nuclear family school teachers with respect to job anxiety
7. It is concluded that there is no significant difference between tamil and English medium school teachers with respect to frustration
8. It is concluded that there is no significant difference between tamil and English medium school teachers with respect to job anxiety
9. It is concluded that significant difference in the frustration of school teachers working with respect to Government, Aided and Private based on their Frustration.
10. It is concluded that significant difference in the job anxiety of school teachers working with respect to Government, Aided and Private based on their Frustration.
11. It is concluded that significant difference in the frustration of school teachers with respect to below 10000, 11000 to 15000 and above 16000 based on their frustration.
12. It is concluded that significant difference in the job anxiety of school teachers with respect to below 10000, 11000 to 15000 and above 16000 based on their job anxiety.
13. It is concluded that there is a positive relationship between frustration and job anxiety.

TABLE - 1

Table shows significant difference between rural and urban school Teachers with respect to Frustration using mean scores

VARIABLE	LOCATION	N	MEAN	SB	T - value	L.S
E	N OF TEACHER					
Frustration	rural	7	28.86	18.21	3.71	0.0
	urban	0	39.99	2	7	1
		8		18.36		
		0		8		

GRAPH SHOWING DIFFERENCE BETWEEN RURAL AND URBAN AREA SCHOOL TEACHERS WITH RESPECT TO FRUSTRATION

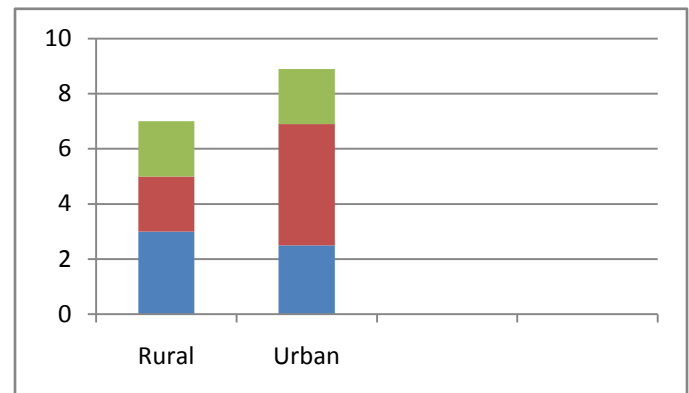


TABLE - 2 Table shows significant difference between rural and urban school Teachers with respect to job anxiety using mean scores

VARIABLE	LOCATION	N	MEAN	SB	T - value	L.S
E	N OF TEACHER					
Frustration	rural	7	29.09	21.93	3.80	0.0
	urban	0	42.56	6	8	1
		8		21.34		
		0		3		

GRAPH SHOWING DIFFERENCE BETWEEN RURAL

AND URBAN AREA SCHOOL TEACHERS WITH RESPECT TO JOB ANXIETY

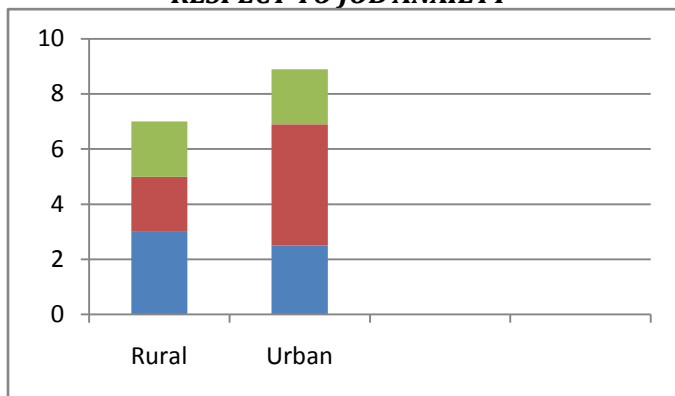


TABLE - 3

Table shows significant difference between tamil and English medium

Teachers with respect to job anxiety using mean scores

VARIABLE	MEDIUM OF INSTRUCTION	N	MEAN	SD	T-value	L.S
Anxiety	Tamil	7	20.7	11.86	12.57	0.0
	English	8	3	5	9	1
		7	53.1	19.09		
		2	1	1		

GRAPH SHOWING DIFFERENCE BETWEEN TAMIL AND ENGLISH MEDIUM SCHOOL TEACHERS WITH RESPECT TO JOB ANXIETY

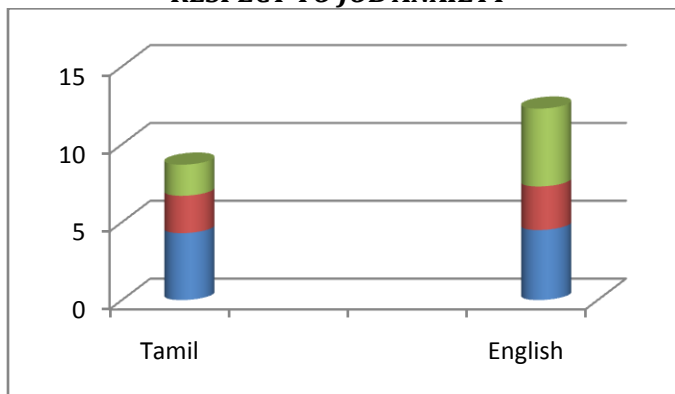


TABLE - 4

Showing the relationship between the frustration and job anxiety

Variable	Number	Correlation
Frustration Vs Job Anxiety	150	0.992

Education Implication

There exists a positive relationship between frustration and teachers job anxiety among school teachers. This shows that, if the frustration level increases then the level of job anxiety also increases and vice versa. The frustration level of the male teacher is more than the female teacher because the male teacher administered both their family and school.

Frustration is a result of conscious choice, our conscious choice to be responsible for our impact. As job anxiety and frustration are both constructed by one's conscious reflections, the educators and parents should provide experiences that students can master rather than attempting to boost, and self esteem directly through other means. It is the responsibility of the teachers and school to facilitate adjustment and learning. In this research the findings of the study will be helpful for the teachers as well as curriculum planners to work out innovative strategies in improving the job anxiety and frustration of the teachers.

Conclusion

The frustration of the teachers may affect his academic success and in the result the students who are considered as the pillar of our nation suffered a lot. The government should treat teachers as the prestigious person and he should give full freedom to convert his action and activities into the great success. The extra burden of the teachers must be avoided and he or she should fully engage with the students. And the security in their job will certainly increases the teachers self concept and will succeed in the future construction of the students as a good and valid citizens.

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