



Frustration Tolerance as Predictor of Job Satisfaction among University Teachers

Zainab Musheer¹, Sonal Sharma²

^{1,2} *Research Scholar, Department of Education,
Aligarh Muslim University (AMU), Aligarh, UP (India)*

ABSTRACT

The concept of “Tamso Maa Jyortigyma” is for teachers as the teacher is the yardstick that measures the achievement, aspiration, growth and progress of any nation. The worth and potentiality of a country get evaluated and the teacher is an important constituent in the instructional process. The way he handles and manages the students has a profound effect on the future personality of children. University teachers are important as they link school education to the world of work in which students enters after completing their higher studies. When teacher faces problems such as anxiety, depression, frustration etc., it interferes with the satisfactory performance of his role. Frustration may also bring about downfall and divergence because it hinders higher order thinking, logical reasoning and concentration which otherwise would have been utilized somewhere else in constructive and innovative work which hampers job satisfaction. The aim of the present research paper is to examine the frustration tolerance as predictors of job satisfaction of university teachers. The research sample consists of 200 teachers of the Aligarh district of U.P. The data were collected using questionnaires and the results showed a positive correlation between frustration tolerance and job satisfaction among university teachers.

Keywords: *Frustration Tolerance, Job Satisfaction and University Teachers.*

INTRODUCTION

In present times it has become imperative for any institution to be competitive locally as well as globally in order to deliver quality teaching-learning process to society. An educational institution performs an important function of providing various learning experiences to lead their students from the darkness of ignorance to the light of knowledge as stated “Tamso Maa Jyotirgamaya.” The key personnel in the academic institutions who play an important role to bring about this transformation are teachers. The teacher is the backbone of an entire educational system as the entire range of human knowledge explodes at one time at an ever accelerating rate. This knowledge is being prescribed and transmitted from generation to generation by the teachers through the formal system of education. The role of the teacher will have to shape the personality of the students in the light of changing demands and needs of society as well as of the nation. Any educational institution without a teacher is just like a body without soul and skeleton without flesh. Of all the different factors which influence the



quality of education and its contribution to national development, the quality competence and character of teachers are undoubtedly the most significant aspects (Education Commission, 1964-1966). Demands and expectations on the teachers need to be addressed by both initial and continuing teacher education (National Curriculum Framework, 2005). Therefore, we can say that the teacher occupies a pivotal position in any progressive society. Higher education acts as a bridge between school education and the world of work. It is the gateway to prosperity, for transforming the economy, developing trained manpower and opens the world of work to the youth of the country and contributes to socio-economic development.

While bringing the child to the world of work, the task of a teacher has always been held at zenith with high esteem and workload. The success of a teacher depends not only what he is, but what he does in front of the students. Cut-throat competition, jealousy, a blindfold race of getting success put lots of pressure on people. Nobody is stress-free, teachers are also human being they also suffer from stress, frustration which in turn hampers their job satisfaction.

II.FRUSTRATION TOLERANCE

Frustration is a psychological state which results from the blocking of a goal-directed activity, thwarting of a need or desire or as a hypothetical construct produced either by some type of inhibitory condition or by an excitatory tendency leading to accumulation of strength. Frustration occurs when a person is unable to reach the desired goal or in the absence of desire. The source of frustration may be external or internal. The external source includes jealousy, unhealthy completion etc and internal source includes own incapacities and inadequacies. Inability to achieve one's decided goal may also lead to self-devaluation, inferiority and frustration.

The term frustration tolerance refers to the amount of stress one can tolerate and the capacity of the individual to show persistence in efforts despite repeated failures and antagonistic environment (Rai & Gupta, 1988). All individuals at one time or another, in greater or lesser amount, have to tolerate tension in their life and this level varies depending on the person concerned. Thus, it can be defined as the ability to accept frustration without engaging in maladaptive or disruptive behavior. The person who is characterized by greater ability to tolerate frustration tends to be less aggressive than those who have a lower capacity to tolerate frustration.

III.JOB SATISFACTION

Job satisfaction is an attitude developed by an individual towards the job and conditions related to the job (Luthans, 1994). Job satisfaction constitutes is an attitudinal variable that measures how a person feels about his or her job (Spector, 1997). Job satisfaction as a pleasurable or positive emotional state resulting from the appraisal of one's job and experiences related to it and facilitating one's job standards (Locke, 1976). Teacher job satisfaction is a result of the evaluation of the relationship between what one wants from teaching and what one perceives from teaching. It is also defined as the fulfillment of major occupational needs in the workplace and feeling of effectiveness associated with it. In general, job satisfaction represents the positive or negative



attitude of an individual toward his/her occupation. Job satisfaction affects important aspects of individual's life such as life satisfaction, organizational commitment, job performance, occupational stress and quality of service and it is a generalized affective orientation to all aspects of the job. In simple terms, it is the extent to which one feels good about his/her job. The source of job satisfaction is not only the job but also the working environment, supervision style, interpersonal relationship and organizational culture also.

IV.PURPOSE OF THE STUDY

Each country's future is in the hands of its teachers and the performances of teachers in any society are governed by various factors which affect their job satisfaction. Frustration tolerance is one of the factors which have an influence on job satisfaction of university teachers. Purpose of the present study is to determine the impact of frustration tolerance on the job satisfaction of the university teachers.

Variables Used

1. Dependent Variable: Job Satisfaction
2. Independent Variable: Frustration Tolerance

OBJECTIVES OF THE STUDY

1. To ascertain the relationship between frustration tolerance and job satisfaction of university teachers.
2. To investigate the relationship between frustration tolerance and job satisfaction among university teachers belonging to different streams (arts, science and social science).
3. To study the difference between frustration tolerance and job satisfaction among university teachers belonging to different streams (arts, science and social science).

HYPOTHESIS OF THE STUDY

1. There is no statistically significant relationship between frustration tolerance and job satisfaction of university teachers.
2. There is no statistically significant relationship between frustration tolerance and job satisfaction among university teachers belonging to different streams (arts, science and social science).
3. There is no statistically significant difference between frustration tolerance and job satisfaction among university teachers belonging to different streams (arts, science and social science).

METHODOLOGY

The present study is a descriptive research and survey method is used.



- **Population:** University teachers of Aligarh District, Uttar Pradesh (U.P.) will constitute the population for the purpose of the proposed study.
- **Sample:** The sample of university teachers will be selected.
- **Sample size:** 200 university teachers of Aligarh district of Uttar Pradesh (U.P.).
- **Data Collection:** For the purpose of data collection the researchers approach each university teacher personally and persuade him/her to supply necessary information correctly and frankly. The scales/tools will be filled by the university teachers themselves.
- **Sampling Technique:** Random sampling technique
- **Research Tools:** In order to collect relevant data for the fulfillment of proposed objectives, the following tools will be employed by the researchers—

a) **Job Satisfaction Scale** developed by Amar Singh and T.R. Sharma – This scale consists of 30 items divided into two factors.

b) **Frustration Tolerance Scale** developed by S.N. Rai – This scale consists of 4 puzzles×31 items.

Statistical Techniques Used

Following statistical techniques were used in the study-

- a) **Mean:** Most stable and reliable measures. The mean is designed as the sum of the values of the entire item divided by the number of items.
- b) **Standard deviation:** The standard deviation arithmetic mean (M) of the square of the deviation about the mean.
- c) **t-test:** It is used for comparing two means.
- d) **ANOVA:** This technique is used when multiple sample cases are involved.
- e) **ANCOVA:** It is used to test the main and interaction effects of categorical variables on a continuous dependent variable, controlling for the effects of selected other continuous variables, which co-vary with the dependent.

V.DELIMITATIONS OF THE STUDY

The present study will be confined to the following parameters -

1. The study will be confined to the Aligarh district of Uttar Pradesh only.
2. The study will be limited to university teachers.
3. Out of many independent variables, only frustration tolerance is taken into account.
4. Out of many dependent variables, only job satisfaction is taken into account.



ANALYSIS OF DATA

The present investigation is done with the help of SPSS Package version 20.

Table 1- Analysis of Covariance between Frustration Tolerance and Job Satisfaction among University teachers

	Frustration tolerance	Job satisfaction
Frustration Tolerance	1	0.92**
Job satisfaction	0	1

** Significant at 0.01 level of confidence

From Table-1 it is evident that the select variables of the present study, namely Frustration Tolerance and Job Satisfaction are significantly and positively correlated with each other. Thus, rejecting the null hypothesis.

Table-2: Analysis of Variance between Frustration Tolerance and Job Satisfaction among university teachers belonging to different streams (arts, science and social science)

Variable	Source of variation	df	Sum of Square Variance	Mean of Square Variance	F ratio
Frustration Tolerance	Between Groups	2	262045.90	131022.94	1843.59**
	Within Groups	585	41575.54	71.01	
	Total	587	303621.40		
Job Satisfaction	Between Groups	2	13869.77	6434.89	1793.21**
	Within Groups	585	2262.32	3.87	
	Total	587	16132.14		

**Significant at 0.01 level

In Table-2, for the analysis of variance different streams (arts, science and social science) are treated as different groups. The F-ratios for Frustration Tolerance and Job Satisfaction are 1843.59 and 1793.21 respectively, which are significant at 0.01 level. Thus, there is a significant difference in Frustration Tolerance and Job Satisfaction of University belonging to different streams. Null Hypothesis is rejected.



In order to establish the actual degree of difference between the Frustration Tolerance and Job Satisfaction of University belonging to different streams (arts, science and social science), critical ratios were worked out and the actual difference between the mean scores was established and presented in Table-3.

Table-3: Statistical Analysis of Means of frustration tolerance and job satisfaction among university teachers belonging to different streams (arts, science and social science).

Variable	Streams	Sample Size	Mean	SD	SEM	SED	CR
Frustration Tolerance	Science	67	35.27	9.50	0.68	0.99	28.20**
	Arts	66	63.38	10.28	0.73		
	Science	67	35.27	9.50	0.68	0.74	69.86**
	Social Science	67	87.04	4.07	0.30		
	Arts	66	63.38	10.28	0.73	0.80	29.86**
	Social Science	67	87.04	4.07	0.30		
Job satisfaction	Science	67	7.20	1.60	0.11	0.15	32.68**
	Arts	66	12.09	1.36	0.09		
	Science	67	7.20	1.60	0.11	0.22	53.00**
	Social Science	67	19.07	2.70	0.19		
	Arts	66	12.09	1.36	0.10	0.22	32.50**
	Social Science	67	19.07	2.69	0.20		

**Significant at 0.01 level

In Table-3 with regard to frustration tolerance and job satisfaction of university teachers belonging to arts stream are significantly better when compared to the science stream teachers and the Social science stream teachers are significantly better when compared to the art and science stream teachers at university level. Thus, rejecting the null Hypothesis.

VI.RESULT OF THE STUDY

The present study shows a positive correlation between frustration tolerance and job satisfaction among university teachers. A positive correlation is a relationship between two variables in which both variables move in tandem. A positive correlation exists when one variable decreases as the other variable decreases, or one



variable increases as the other increases. The study also proves that the frustration tolerance and job satisfaction is found highest among teachers belonging to social science stream and is found to be lowest among teachers belonging to Science stream.

VII.CONCLUSION OF THE STUDY

The teacher works as a torch bearer for students so they are called as nation builders. A teacher is expected to perform various roles as an organizer, a guide, a transmitter of necessary knowledge and skill, a demonstrator, a planner, a facilitator, an evaluator for the purpose of determining pre-decided educational goals. All these are the responsibilities of a teacher and the major part is to frame the all-round development of the students in the better way. If the teacher is mentally sound, free from frustration and has job satisfaction then he is able to do his work with intrinsic motivation, full dedication, zeal and enthusiasm.

VIII.EDUCATIONAL IMPLICATIONS OF THE STUDY

In the present study, some important conclusions have been derived on the basis of obtained results. These conclusions are important for social thinkers, educational planners, policymakers, government and other stake holders who are responsible for the betterment of education in the country. Educational implications of the present study are as follows –

1. Frustration tolerance and job satisfaction is found highest among teachers belonging to social science stream. It means efforts should be done by educational planners, university management, policymakers and other stake holders to maintain this.
2. The study also proves that the frustration tolerance and job satisfaction is found to be lowest among teachers belonging to science stream. It means that the authority should provide means to raise the level of job satisfaction of science teachers.
3. Result of the present study shows a positive correlation between frustration tolerance and job satisfaction among university teachers. This clearly indicates that the educational planners, policymakers, government, university management and other stake holders should provide means like yoga, relaxation, meditation, preaching, and regular counseling. This will be helpful in raising their level of frustration tolerance and hence, job satisfaction.

IX.SUGGESTIONS FOR FURTHER RESEARCH

1. A study on the frustration tolerance and job satisfaction among university teachers of the rural and urban area can further be undertaken.
2. A study on the frustration tolerance and job satisfaction among male and female university teachers can further be undertaken.



3. A study on the frustration tolerance and job satisfaction among married and unmarried university teachers can further be undertaken.
4. A study on the frustration tolerance and job satisfaction among assistant professors, associate professor, professor and head of the department can further be undertaken.
5. Comparative analysis can be made between frustration tolerance and job satisfaction of college and university teachers.

REFERENCES

- [1.] Dragomira, G.M., Todorescub, L.L., & Greculescu, A. (2011). Adolescents' Frustration Tolerance for Violence-Based Films. *Procedia - Social and Behavioral Sciences*, 30, 58-62.
- [2.] Ho, C.L., & Au, W.T. (2006). Teaching Satisfaction Scale: Measuring Job Satisfaction of Teachers. *Educational and Psychological Measurement*, 66, 172-185.
- [3.] Jena, P.C. (2015). A Study of Frustration Tolerance among Secondary School Teachers. *Scholars Journal of Arts, Humanities and Social Sciences*, 3(9A), 1437-1442.
- [4.] Locke, E.A. (1969). What is Job Satisfaction? Organizational Behaviour and Human Performance. *Journal of Applied Psychology*, 4, 309-336.
- [5.] Luthans, F. (1994). Organizational Behavior. New York: McGraw-Hill.
- [6.] Newby, P. (1999). Culture and Quality in Higher Education. *Higher Education Policy*, 12, 261-275.
- [7.] Rai, S.N., & Gupta, M.D. (1988). Frustration Tolerance in Machiavellians. *Indian Journal of Current Psychological Research*, 3(2), 115-119.
- [8.] Rani, R., & Deswal, Y.S. (2015). Relationship of Frustration and Academic Achievement of Adolescents of Government and Non-Government Senior Secondary Schools. *Bhartiyam International Journal of Education & Research*, 4(II), 21-28.
- [9.] Spector, P.E. (1997). Job Satisfaction: Application, Assessment, Causes, and Consequences, California: Sage Publications.

WEBLIOGRAPHY

- [1.] <https://en.wikipedia.org/wiki/Frustration>
- [2.] https://en.wikipedia.org/wiki/Job_satisfaction