

A COMPARATIVE STUDY OF ADJUSTMENT AND FRUSTRATION IN MARRIED MALE AND FEMALE COLLEGE TEACHERS WITH REFERENCE TO SOCIO-ECONOMIC STATUS

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Abstract

The present research focused on titled: "A Comparative Study of Adjustment and Frustration Among Married Male and Female Teachers with reference to Socio- Economic Status working in various Government Colleges in Goa". The study sample are teachers working in different Government Colleges in Goa. The sample were randomly selected from different Government Colleges in Goa. The total sample of male teachers were 30 and female teachers were 30. To analyze the data the t-test value and Chi-square test were used. After analyzing it was found that there was a significant difference in level of adjustment among married male and female teachers. No significant difference was found in the level of frustration among married male and female teachers, It was also found that there was no relationship between level of socio-economic statuses and adjustment and frustration among married Male and Female teachers.

Keywords: Frustration, Dyadic Adjustment and Socio-Economic Status.

INTRODUCTION

Teachers are formally an educator, a person who helps students to acquire knowledge, aptitude or virtue. Teaching, the profession of those who give instruction, especially in an elementary school or a secondary school or in a university (R. J. Havighurst, 2011). According to Havighurst (2011) "In the 21st century it was estimated that there were about 80 million teachers throughout the world.

Adjustment:

Allport defined Personality as a dynamic organization within the individual of those psycho-physical systems that determines how well the person is adjusted to his / her environment.

Focus upon understanding of the development survival and general adjustment of tone organism is one of the comprehensive characters of personality research by Cattell (1900) has observed that "personality research is that which boons a predication of what a person will do in a given situation".

The dimension of social institutions combine form an equivalence to the individual personality. The senility of the institution in fact the adjustment research concerns the individual as known to the individual. The contemporary era is characterized by the phenomenal scientific process and variety of programs. The human beings are facing and involved into manic Ids of situations that has become commensurate with his/her happiness and adjustment. It seems that individuals have progressed in culturally and appear to become more sophisticated not in a positive and creative way out along with, resorting to psychological process related to personality adjustment.

The adjustment in terms of psychology is evolving various stages of human development in the sphere of abnormal and clinical psychology, the term adjustment has been meaningful word with different connotation, which may projected as:

1. Adjustment as adaptation.

The process of adaptation refers to acceptable relationship to one's environment and as such is the part of the adjustment process. In the field of psychology as it is not implicated to suggest the necessity of human organism to govern or to mold itself is a response to the condition levied on it or to manipulate these conditions in such a way that the requirements of reality are efficiently controlled (Schneider's 1960). Therefore 'adaptation' covers only part of the mutually reactive process called adjustment.

2. Adjustment as conformity.

Adjustment as conformity is observed that one may conceptually define adjustment as adherence to social norms (Honstras 1961). Every individual wants to deal and confirm with social, political and moral norms. This process leads him/her to a healthy path of adjustment but it can be stated as adjustment. A bright individual cannot correspond to the normal pattern in thought and action but he cannot be taken as lacking in adjustment at the same time and the same way as the conduct of a socio-path is considered. Therefore the criterion of conformity does not infer a full justice to the dynamic process of adjustment.

3. Adjustment as Mastery

A person who has achieved mastery over his/her habits, drives, impulses and emotions tackles satisfactorily different people, situations and events. If the need for mastery is completely or for the most part frustrated over a long period of time the individual will inevitably become maladjusted (Carrel 1951). Such a outset about adjustment process is partial explanation only as for as a single reaction of mastery towards frustration is proposed. In the state of dealings, it is multiplicity and plasticity of reactions or 8 habitual reactions to frustration that guarantee a dynamic adjustment, because in the final state a single mode of reaction (Mastery) may always prove to be adjusting as adjustment has more than one facets.

Socio- economic status:

The role of socio-economic background is of great importance in formation, shaping and development of human personality among male or female. Behavior pattern become manifest for individual from different socio-economic and cultural back grounds. The hierarchy in the distribution of the privileges of life in different groups determine a person's unique status and position in society. No two individuals are the same in terms of individually, socially, culturally, physically and currently they are characterized, by the status emerging out of 'milieu'. The group status and standing have a foot on different socio-economic environments. Their occupation, cultural background and income denote their socio-economic status. Low socio-economic status lacks skilled work and income whereas high socio-economic status, through its standards and privileges moves around through and prepares avenues which lead the individual towards the 'claimed' healthy adjustment.

Currently the grade of the generation of women is undergoing in an altogether different state of processing, opportunities of higher education, freedom of cultural adaptation up going levels of aspirations, unrestricted social participation, growing financial identification, changing Social norms, new policies of the State, cultural transmissions through media and telecasting, struggles in leadership (political, economic, social) increasing role playing in administration, security and defense-services, are the fragments of elaborate frame of reference to the women in our country.

Frustration:

Frustration is observed as involving a situation in which habituated reactions fast to bring satisfaction (Shaffer 1936). Frustrating situation is defined as where the learning is inhibited and other forms of responses are adapted (Mair 1949). Symonds (1949) said that the blocking of behavior or motivation is frustration at the same time Maslow and Mittleman (1951) considered frustration as involving danger to the integrity of personality, the lowering of self extreme or damage to the feeling of security. Comeron and Maagrad (1951) operationally defined frustration as a situation in which a person's ongoing motivated behavior is temporarily or permanently prevented from reacting consummation.

Teacher's personality is a device of his work. If the teacher knows better himself and his/her way of life, he/she better knows how to find the way of life for children (Kurelová, 1998). A vital requirement for teachers is also responsible attitude towards work and consciousness about difficulties of this profession. The teacher should meet a certain level of knowledge, constantly motivate, inspire interest in knowing and support the love of knowledge (Kudláčová, 2002). The teacher should see the meaning, purpose and direction of the way, to which the student is issued. Teaching is creative profession and the teacher should be creative. He/she must constantly learn and improve in his field. Appeal to students, team up with them and improve himself not only in the methods of work but also Try to understand children as well as oneself.

Frustration, is said to be the direct effect of blocking or failing to reinforce a response when a reward is anticipated. When a goal is blocked and no alternative is available, the person is said to be frustrated. It is practiced as a highly unpleasant state and occurs when basic needs of personality are at conflict. However environmental blocks or abnormal conditions of the surrounding social environment play a role in creating a state of frustration.

There are four major types of frustration reactions –

A. Aggression:

Aggression has been defined as "An act whose goal response n injury to an organism" (or organism-surrogate-Dollard et al, 1939 p.11). Frustration results in aggression (Ref. Frustration-Aggression hypothesis of the Yale Group, Weller and suleman 1968). Children who are highly frustrated are more aggressive (Hollenberg and Sperry, 1951). Aggression results where punishment is inflicted (Sears, Robert R, 1951). Aggression may be well-

defined operationally in terms of rude answering to elders, irritation, feeling of unfairness, carrying grudges, frequent quarreling, broker engagement, impulses to take revenge and reactionary attitudes to tradition and beliefs.

B: Fixation:

Fixation has been taken as a defense against anxiety by stopping the process of development (Symonds, 1946). In fixation it is observed that the behavior appears to be repeated over and over again without any variations and shows a degree of resistance to change. Fixated behavior is such remain compulsive (Maier, 1949).

C: Regression:

Freud termed regression as a means to return to an earlier mode of adjustment. It is an "Acting out" ie., resistance in analysis against the remembering of painful ideas. **The observed values to check the relationship between socio-economic status and adjustment. The observed values to check the relationship between socio-economic status and adjustment.** Regression is the end response of frustration (The frustration-Regression hypothesis of Barker, Dembo, Lewin and Wright, 1941). Regression represents a backward step in development, a returning to older modes of thought, feeling and behavior which were of service at an earlier time and are being retried in the hope that miracle, they can be equally serviceable in the present (Symonds, 1946).

D) Resignation:

Resignation is an emotionally tinged attitude shown by easation of active response to situation which we have previously been making efforts to alter. In resignation the behavior we gain an extreme elimination of needs, no plans, no definite relations to the future; either no hopes at all or hopes which are not taken seriously (Zawadski and Lazaresfeld, 1935).

Sources of Frustration :

There are various sources of frustration, However some of the major once are given below:

1. Environmental forces that block motive fulfillment.
2. Personal inadequacies or shortcomings that make it impossible to reach goal; and
3. Conflicts between and among motives (Morgan, King and Robinson , 1981) that hamper the process of goal achievement.

LITERATURE REVIEW

Kaushik and Rai (1991) studied adjustment of tribal and nontribal hostels residing students. Significant differences were observed in male students while the female students did not differ. They found tribal students less adjusted.

Lochgaway (1993) studied adjustment among high school students and found it significantly related with academic anxiety.

Jugal and Joshi (1997) found that there was no significant relationship between frustration and different patterns of adjustment for boys and girls separately, while the home and emotional adjustment was found to be significantly associated with different levels of frustration when boys and girls were compared.

Bose and Pramila (1998) studied the adjustment patterns of Intermediate students of the institutes which prepare the student for competitive entrance test. They found lowered level of adjustment in these students.

Dwivedi, Srivastava and Dwivedi (1999) studied the effect of N Socio-economic status on mental health that helps in adjustment but found no significant relationship.

Sharma (1992) has concluded that sex is a significant variable contributing frustration. Frustration in married women has been studied by Gaonkar (1992) and was found related with the type of employment card income.

Ushashree (1998) studied frustration reaction in elderly women and found them as predictors of depression.

Yadav, Yadav and Kulshresta (2002) related frustration with prolonged deprivation. The level of frustration in all prolonged deprived group was not above average.

Lesham (1952) concluded that as social; classes differ in their outlook on life in terms of both frustration and gratification, their planning of life goal and behavioral order take different shape.

Smith (1965) found that socio-economic factors influence the adjustment problem. Thus socio-economic factors function as interactive process as a result specific type of frustration behavior 112 are established and different reactivity in different type of frustration is set. Being born and brought up in a particular type of socioeconomic conditions, the growth and development remains contingent upon abundance and scarcity of necessary facilities.

OBJECTIVE

- To know if there exists any difference in adjustment factor in married male and female teachers.
- To know if there exists any difference in frustration levels in married male and female teachers.
- To know if there exists any significant relationship between socio-economic status and adjustment among married male and female teachers.
- To know if there exists any significant relationship between socio-economic status and frustration among married male and female teachers.

HYPOTHESES

- **H1:** There exists no significant difference in adjustment factor in married male and female teachers.
- **H2:** There exists a no significant difference in frustration levels in married male and female teachers.
- **H3:** The socio-economic status has no relationship with the adjustment among married male and female teachers.
- **H4:** The socio-economic status has no relationship with the frustration level among married male and female teachers.

RESEARCH METHODOLOGY

a) Research Design and Sampling:

The research design used here is differential t-test and chi square test. To get a sample a researcher used a snowball and Convenient Sampling Procedure was employed to collect the data as it was found to be the most appropriate for the present study. The researcher used questionnaire method to collect data.

TOOLS USED

1) **The Revised Dyadic Adjustment Scale (RDAS)** is a self-report questionnaire that assesses seven dimensions of couple relationships within three overarching categories including **Consensus** in decision making, values and affection, **Satisfaction** in the relationship with respect to stability and conflict regulation, and **Cohesion** as seen through activities and discussion. “[With] time constraints on therapists in clinical practice . . . the RDAS . . . allow[s] for a reliable and economical measurement of marital and relationship quality” (Crane, Middleton, & Bean, 2000, p. 54).

The RDAS includes only 14 items, each of which asks the respondents to rate certain aspects of her/his relationship on a 5- or 6-point scale. Scores on the RDAS range from 0 to 69 with higher scores indicating greater relationship satisfaction and lower scores indicating greater relationship distress. The cut-off score for the RDAS is 48 such that scores of 48 and above indicate non-distress and scores of 47 and below indicate marital/relationship distress.

a) Reliability:

The RDAS has been found to have a Cronbach’s alpha (reliability) of .90.

b) Validity:

Construct validity for the RDAS is supported by its high correlation with a similar measure, the Locke-Wallace Marital Adjustment Test (MAT). The correlation between the RDAS and the MAT was .68 ($p < .01$). In addition, the correlation between the RDAS and the original Dyadic Adjustment Scale (DAS) was .97 ($p < .01$). In terms of discriminant validity, the RDAS has been found to successfully differentiate between 81% of distressed and non-distressed cases.

2) **Frustration Test developed by Dr. N. S. Chauhan & Dr. Govind Tiwari (1972)** it consists of 40 items out of which each of four modes (Regression, Fixation, Resignation and Aggression) of frustration has 10 items.

3) Socio-Economic Status

PROCEDURE

Data was collected from total 60 samples that is 30 married male and 30 married females aged between 25 to 60 years from different government colleges in Goa. Informed consent was taken and confidentiality was assured to the respondents.

STATISTICAL ANALYSIS AND FINDINGS

Study 1: Descriptive statistics and t-value for measures of adjustment among married male and female teachers.

Here the null hypothesis states that there will be no significant difference in adjustment factor among married male and female teachers.

	N	Mean	SD	SEM	t- value
Married Male	30	47.17	7.29	0.58	5.86
Married Female	30	50.57	3.15		

From the above data the calculated value (5.86) of t-test is greater than the table value 2.68 thus we accept the alternative hypothesis which states that there will be significant difference in adjustment level among married male and female teachers with reference to their socio economic status at 58 degree of freedom with 0.01 of level of significance.

Study- 2: Descriptive statistics and t-value for measures of adjustment among married male and female teachers.

Here the null hypothesis states that there will be no significant difference in frustration levels in married male and female teachers.

	N	Mean	SD	SEM	t- value
Married	30	110.43	21.07	7.79	0.61
Married Female	30	105.66	36.30		

From the above data the calculated value (0.61) of t-test is greater than the table value 2.68 thus we accept the null hypothesis which states that there will be no significant difference in frustration levels among married male and female teachers with reference to their socio-economic status at 58 degrees of freedom with 0.01 of level of significance.

The data was further analyzed with reference to the socio-economic status whether there is a change in adjustment and frustration level among married male and female teachers with respect to their statuses.

The role of socio-economic background is of great importance in formation, shaping and development of human personality among male or female. Behavior pattern become obvious for individual from different socio-economic and cultural back grounds. The hierarchy in the distribution of the privileges of life in different groups determine a person's unique status and position in society. No two individuals are the same in terms of individually, socially, culturally, physically and currently they are characterized, by the status emerging out of 'milieu'. The group status and standing have a foot on different socio-economic environments. Their occupation, cultural background and income denote their socio-economic status. Low socio-economic status lacks skilled work and income whereas high socio-economic status, through its standards and privileges moves around through and prepares avenues which lead the individual towards the 'claimed' healthy adjustment.

Study-3: The observed values to check the relationship between socio-economic status and adjustment.

Here the null hypothesis states that socio-economic status has no relationship with the adjustment among married male and female teachers.

	Number of observations with Adjustment issues	Number of observations with no adjustment issues	Total
High Socio-economic status	7	22	29
Low Socio-economic status	14	17	31
Total	21	39	60

The calculated Chi Square value is 2.90 and the table value is 6.635 at 0.01 (1%) level of significance with the degrees of freedom 1 which states that the calculated value is less than the table value so here we accept the null hypothesis which states that the high or low socio-economic status have no relationship with the adjustment issues among the married male and the female teachers.

Study-4: The observed values to check the relationship between socio-economic status and adjustment. Here the null hypothesis states that the socio-economic status has no relationship with the frustration level among married male and female teachers.

	Number of observation with Frustration issues	Number of observation with no Frustration issues	Total
High Socio-economic status	24	7	31
Low Socio-economic status	16	13	29
Total	40	20	60

The calculated Chi Square value is 3.32 and the table value is 6.635 at 0.01 (1%) level of significance with the degrees of freedom 1 which states that the calculated value is less than the table so here we accept the null hypothesis which states that the high or low socio-economic status have no relationship with the frustration issues among the married male and the female teachers.

CONCLUSION

This study was conducted to know whether there exists any significant difference in married male and female teachers in government colleges in goa. **From the above study the following conclusions are made:**

1. From study 1 we found that there exists significant difference in adjustment among married male and female teachers.
2. From study 2 we found that there exists no significant difference in frustration among married male and female teachers.
3. From study 3 we found that the socio-economic status has no relationship with the adjustment among married male and female teachers
4. From study 4 we found that the socio-economic status has no relationship with the frustration level among married male and female teachers

IMPLICATIONS

- Forgiveness and communication play an important role in improving one's relationship.
- Forgiveness and Differentiation of self can help improve a person's resilience.

LIMITATIONS

The sample is limited to only government college teachers and also the size of sample is lower which may undetermined the generalizability of the study results.

SUGGESTIONS

- A more representative and larger sample could be employed.
- Further study could be investigated by considering newly married and married for longer years.
- Same study could be done by using more variables which could provide more strong evidence to know the result in detail.

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