

Frustration among B.Ed. Trainees in relation to their gender and locale

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ABSTRACT

In today's competitive world frustration is increasing among youngsters due to unemployment. Life of B.Ed. trainees is also very frustrated because of this increasing competition. The B.Ed. trainees struggle for jobs after the completion of the course and try to settle down in the world full of exploitation for the teachers working in private institutions. They work hard to improve their personality as well as efficiency in their concerned subjects. But even then there is dearth of jobs. This leads to frustration and stress among the B.Ed. trainees.

Introduction: Man has so many emotions, aspirations and desires to be fulfilled. He plans and strives hard for their realization but it may be possible that despite his best planning and efforts he may not get the desired success. At times he finds himself in the state of utter confusion and bewilderment. Every human being experiences emotions. The difference existing in the field of education is not found in the field of emotions. Positive emotions add excitement and give strength and endurance to the body while the repeated failures in the attempts puts one into a state or condition called as frustration.

Frustration: Frustration is a state of emotional stress characterized by confusion, annoyance and anger. Interruption to goal seeking behavior causes frustration. Frustration occurs whenever pleasure seeking or pain avoiding behavior is blocked.

Feeling of fear of failure germinates frustration. It occurs whenever the organism meets a more or less insurmountable obstacle or obstruction in its route to the satisfaction of any vital need. According to Rosenzweig responses to frustration can be designated as-

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- **Extrapunitive-** In this type of conscious reaction the individual directs his reactions towards outward situation and other persons. He expresses his anger towards other people and blames them for his misfortunes.
- **Intropunitive-** In this type of reaction the individual experiences humiliation and guilt. He holds himself irresponsible and may conceive of himself as inferior and unworthy and feels helpless or depressed.
- **Impunitive-** In this type of reaction person feels embarrassed and shameful. No other person or event is blamed.

Modes of Frustration: Frustration is expressed in various modes-

- i) Aggression-** It plays a prominent role in behavior disorders. The occurrence of aggression always presupposes the existence of frustration and vice versa.
- ii) Resignation-** In resigned behavior there is extreme elimination of needs, no plans, no future orientations, withdrawal from social contacts, isolation etc. Here the conflict situation arises.
- iii) Fixation-** This type of behavior is without goal orientation, stereotyped, compulsive and extremely persistent. Here behavior is repeated over and over again without variations and shows a degree of resistance to change.
- iv) Regression-** This type of behavior is not because of previously learned behavior but is due to frustration. Regression lowers constructiveness and represents a backward step in development.

Thus it can be said that aggression indicates frustration dynamics in hostile situation, resignation is the extreme escape from reality, fixation is the compulsive type of behaviors and regression is the condition to go back.

Topic for Study: "Frustration among B.Ed. trainees in relation to their gender and locale"

Objectives: The following objectives were framed-

- To study the difference in frustration between male and female B.Ed. trainees.
- To study the difference in frustration between urban and rural B.Ed. trainees.

Hypotheses: The hypotheses framed were-

- There is no significant difference in frustration between male and female B.Ed. trainees.
- There is no significant difference in frustration between urban and rural B.Ed. trainees.

Method: The descriptive Survey Method was used.

Tool used: Reactions to Frustration Scale by B.M. Dixit and D.N. Srivastava was used for data collection.

Analysis and Interpretation: The data was subjected to necessary statistical computation.

Table 1: Showing the significant difference between the mean scores of male and female B.Ed. trainees.

Group	Mean	SD	S.ED	't' ratio	Significance level
Male	98.1	11.6	16.49	4.89	Significant at both the levels
Female	109.80	12.33			

The mean scores of male and female B.Ed. trainees are 98.1 and 109.80. The S.ED was found to be 16.49 and 't' ratio 4.89 respectively. The calculated 't' value is more than the table value at both the levels. Therefore the hypothesis stating that there is no significant difference in the frustration between male and female B.Ed. trainees is rejected as significant difference is found.

Table 2: Showing the significant difference between the mean scores of urban and rural B.Ed. trainees.

Group	Mean	SD	S.ED	't' ratio	Significance level
Male	107.5	19.08	3.044	2.34	Not significant at .01 level
Female	100.38	9.97			

The mean scores of urban and rural B.Ed. trainees are 107.5 and 100.38, the S.ED was found to be 3.044 and the 't' value was 2.34. The calculated value of 't' is less than the tabular value at .01 level of significance. Therefore the hypothesis stating that there exists no significant difference in the frustration between urban and rural students is accepted.

Findings: The main findings drawn from the study were-

1. Female B.Ed. trainees were more frustrated than the male B.Ed. trainees.
2. No significant difference was found between the urban and rural B.Ed. trainees with regards to frustration.

Educational Implications: To avoid frustration among the trainees the teacher educators should teach in a way that leads to healthy personality development. The students should be guided time to time by their teachers as well as parents. Values like patience, tolerance etc. should be developed in students to avoid frustration. Group techniques of teaching should be used to help students think positively and help them in proper adjustment with their respective environment.

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