CHAPTER – VI
FINDINGS, IMPLICATIONS AND SUGGESTIONS

6.1 VALIDITY OF HYPOTHESES:

The finding of the present study are based on the analysis of the data calculated by adopting the sample survey research metrology. In the light of above Major findings of the study the hypothesis is formulated can now be tested for the sake of better understanding the Hypothesis formulated may be taking up one by one follows:

Hypothesis No. 1 of the present study was formulated under main hypothesis: "The role conflict and its six components have significant correlation with professional commitment of school teachers". Out of one hundred five correlation coefficients only thirty seven have been found significant. Hence the hypothesis partially true.

(i) Hypothesis No. 1.1 was formulated as under male and female teachers have significantly different correlation between the role conflict and professional commitment". Only thirteen, out of thirty five 't' values have been found significant. Hence the hypothesis partially true.

(ii) Hypothesis No. 1.2 was formulated as under- "rural and urban teachers have significantly different correlation between the role conflict and professional commitment". Only four, out of thirty five 't' values have been found significant hence, the hypothesis nearly true.

(iii) Hypothesis No. 1.3 was formulated as under- "Government aided school and public school teachers have significantly different correlation between the role conflict and the professional
commitment" only nineteen, out of, thirty five 't' values have been found significant. Hence the hypothesis to a grater extant.

**Hypothesis No. 2** of the present study was formulated under main hypothesis: "The role conflict and its six components have significant correlation with frustration tolerance of school teachers". Out of forty-two correlation coefficients only seven have been found significant.

(i) Hypothesis No. 2.1 was formulated as under male and female teachers have significantly different correlation between the role conflict and frustration tolerance". Only four, out of fourteen 't' values have been found significant. Hence the hypothesis partially true.

(ii) Hypothesis No. 2.2 was formulated as under- "rural and urban teachers have significantly different correlation between the role conflict and frustration tolerance". Only one, out of fourteen 't' values have been found significant hence, the hypothesis nearly true.

(iii) Hypothesis No. 2.3 was formulated as under- "Government aided school and public school teachers have significantly different correlation between the role conflict and the frustration tolerance" only two, out of, fourteen 't' values have been found significant. Hence the hypothesis to a grater extant.

**Hypothesis No. 3** of the present study was formulated under main hypothesis: "The role conflict and its six components have significant correlation with teacher attitude of school teachers". Out of one hundred correlation coefficients only twenty eight have been found significant.
(i) Hypothesis No. 3.1 was formulated as under male and female teachers have significantly different correlation between the role conflict and teacher attitude”. Only eleven, out of forty two 't' values have been found significant. Hence the hypothesis partially true.

(ii) Hypothesis No. 3.2 was formulated as under- "rural and urban teachers have significantly different correlation between the role conflict and teacher attitude". Only four, out of forty two 't' values have been found significant hence, the hypothesis nearly true.

(iii) Hypothesis No. 3.3 was formulated as under- "Government aided school and public school teachers have significantly different correlation between the role conflict and the teacher attitude" only thirteen, out of, forty two 't' values have been found significant. Hence the hypothesis to a greater extent.

6.2 FINDINGS OF THE STUDY

6.2.1. Relationship between role conflict and the first dimension of professional commitment i.e., commitment to the learner for male and female teachers.

The major findings of the study regarding the relationship of the first dimension of professional commitment i.e., commitment to the learner with various dimensions of role conflict for male and female teachers are as under:

(i) Commitment of male teachers to the learner related to four dimensions of role conflict is significant. These four dimensions are role diffusiveness conflict and role vulnerability conflict, role
marginal conflict and role commitment conflict. It has also been found total role conflict.

(ii) All the above relations are negative.

(iii) Commitment of male teachers to the learner is not significantly related to, role value conflict and role institutional conflict.

(iv) Commitment of female teachers to the learner is significantly related to one dimension of role conflict, i.e., role marginal conflict.

(v) The above relation is positive.

(vi) Commitment of female teachers to the learner is not significantly related to role diffusiveness conflict, role vulnerability conflict, role commitment conflict, role institutional conflict, role value conflict and total role conflict.

(vii) Coefficients of correlation differ significantly between role conflict (role vulnerability conflict, role marginal conflict, role commitment conflict, total role conflict) with commitment to the learner in male and female teachers.

(viii) Coefficients of correlation do not differ significantly between role conflict (role diffusiveness conflict, role value conflict and role institutional conflict) with commitment to the learner in male and female teachers.

6.2.2. Relationship between the role conflict and second dimension of professional commitment i.e., commitment to the society for male and female teachers.
Major findings regarding the relationship between second dimension of professional commitment i.e., commitment to the society and dimension of role conflict for male and female teachers are as follows:

(i) Commitment of male teachers to the society has no significant relation to all the dimensions of role conflict and total role conflict.

(ii) Commitment of male teachers to the society is not significantly related to role diffusiveness conflict, role vulnerability conflict, role marginal conflict, role commitment conflict, role institutional conflict, role value conflict and total role conflict.

(iii) Commitment of female teacher to the society is significantly related to one dimension of role conflict, i.e., role marginal conflict.

(iv) The above relation is positive.

(v) Commitment of female teachers to the society is not significantly related to role diffusiveness conflict, role vulnerability conflict, role commitment conflict, role value conflict, role institutional conflict and total role conflict teachers.

(vi) Coefficients of correlation have not significant difference between role conflict and commitment to the society in male and female teachers.

6.2.3. Relationship between role conflict and third dimension of professional commitment i.e., commitment to the profession for male and female teachers.

Major findings regarding the relationship between commitment to the profession and dimensions of role conflict related male and female teachers are as follows.
(i) Commitment of male teachers to the profession is significantly related to three dimensions of role conflict. These three dimensions are role marginal conflict, role vulnerability conflict, role institutional conflict and total role conflict.

(ii) All the above relations are negative.

(iii) Commitment of male teachers to the profession is not significantly related to role diffusiveness conflict, role vulnerability conflict and role marginal conflict.

(iv) Commitment of female teachers to the profession has no significant relation to all dimensions of role conflict and total role conflict.

(v) Commitment of female teachers to the profession is not significantly related to role diffusiveness conflict, role vulnerability conflict, role marginal conflict, role commitment conflict, role value conflict, role institutional conflict and total role conflict.

(vi) Coefficients of correlation differ significantly between role conflict (role marginal conflict, role commitment conflict and total role conflict) with the commitment to the profession in male and female teachers.

(vii) Coefficients of correlation do not differ significantly between role conflict (role diffusiveness conflict, role vulnerability conflict, role value conflict and role institutional conflict) with commitment to the profession in male and female teachers.

6.2.4. Relationship between role conflict and fourth dimension of professional commitment i.e., commitment to attaining excellence for professional action for male and female teachers.
Major findings regarding the relationship between commitment to attaining excellence for professional action and dimensions of role conflict for male and female teachers are as follows:

(i) Commitment to male teachers to attain excellence for professional action is significantly related to two dimensions of role conflict. These two dimensions are role marginal conflict and role commitment conflict.

(ii) All the above relations are negative.

(iii) Commitment of male teachers to attain excellence of professional action is not significantly related to role diffusiveness conflict, role vulnerability conflict, role value conflict, role institutional conflict and total role conflict.

(iv) Commitment of female teachers to attaining excellence for professional action is significantly related to three dimensions of role conflict. These three dimensions are role vulnerability conflict, role marginal conflict and role commitment conflict. It has also been found total role conflict.

(v) All the above relations are positive.

(vi) Commitment of female teachers to attaining excellence for professional action is not significantly related to role diffusiveness conflict, role value conflict and role institutional conflict.

(vii) Coefficients of correlation differ significantly between role conflict (vulnerability conflict, role marginal conflict and role commitment conflict) with commitment to attaining excellence for professional action in male and female teachers.
(viii) Coefficients of correlation do not differ significantly between role conflict (role diffusiveness conflict, role value conflict, role institutional conflict and total role conflict) with commitment to attracting excellence for professional action in male and female teachers.

6.2.5. Relationship between role conflict and fifth dimension of professional commitment i.e., commitment to the basic values for male and female teachers.

Major findings regarding the relationship between commitment to the basic values and dimensions of role conflict for male and female teachers are as under:

(i) Commitment of male teachers to the basic values is significantly related to two dimensions of role conflict. These two dimensions are role vulnerability conflict and role commitment. It has also found total role conflict.

(ii) All the above relations are negative.

(iii) Commitment of male teachers to the basic values is not significantly related to role diffusiveness conflict, role marginal conflict, role value conflict and role institutional conflict.

(iv) Commitment of female teachers to the basic values has no significant relation to all dimensions of role conflict.

(v) Commitment of female teachers to the basic values is insignificant in case of role diffusiveness conflict, role vulnerability conflict, role marginal conflict, role commitment conflict and role value conflict, role institutional conflict and total role conflict.
(vi) Coefficients of correlation differ significantly between role conflict (role commitment conflict and total role conflict) with commitment to the basic values in male and female teachers.

(vii) Coefficients of correlation do not differ significantly between role conflict (role diffusiveness conflict, role vulnerability conflict, role marginal conflict, role value conflict and role institutions conflict) with commitment to the basic values in male and female teachers.

6.2.6. Relationship between role conflict and the first dimension for professional commitment i.e., commitment to the learner for rural and urban teachers.

Major findings regarding the relationship between commitment to the learner and dimensions of role conflict for rural and urban teachers are as under:

(i) Commitment of the rural teachers to the learner is significantly related to two dimensions of role conflict. These two dimensions are role diffusiveness conflict and role commitment conflict.

(ii) All the above relations are negative.

(iii) Commitment of the rural teachers to the learner is not significantly related to role vulnerability conflict, role marginal conflict, role value conflict, role institutional conflict and total role conflict.

(iv) Commitment of the urban teachers to the learner has no significant relation to all dimensions of role conflict.

(v) Commitment of the urban teachers to the learner is not significantly related to role diffusiveness conflict, role vulnerability conflict, role marginal conflict, role commitment conflict, role value conflict, role institutional conflict and total role conflict.
(vi) Coefficients of correlation have not significant difference between role conflict and commitment to the learner in Rural and Urban teachers.

6.2.7. Relationship between role conflict and second dimension of professional commitment i.e., commitment to the society for rural and urban teachers.

Major findings regarding the relationship between commitment to the society and dimensions of role conflict for rural and urban teachers are as under.

(i) Commitment of rural teachers to the society has no significant relation to all dimensions of role conflict.

(ii) Commitment of rural teachers to the society is not significantly related to role diffusiveness conflict, role vulnerability conflict, role marginal conflict, role commitment conflict, role value conflict, role institutional conflict and total role conflict.

(iii) Commitment of urban teachers to the society has no significant relation to all dimensions of role conflict.

(iv) Commitment of urban teachers to the society is not significantly related to role diffusiveness conflict, role vulnerability conflict, role marginal conflict, role commitment conflict, role value conflict, role institutional conflict and total role conflict.

(v) Coefficients of correlation have not significant difference between role conflict and commitment to the society in Rural and Urban teachers.
6.2.8. Relationship between role conflict and third dimension of professional commitment i.e., commitment to the profession for rural and urban teachers.

Major findings regarding relationship between commitment of the rural and urban teachers with the profession and dimensions of role conflict are as follows:

(i) Commitment of rural teachers to the profession is significantly related to one dimension of role conflict, i.e., role value conflict.

(ii) The above dimension is negative.

(iii) Commitment of rural teachers to the profession is not significantly related to role diffusiveness conflict, role vulnerability conflict, role marginal conflict, role commitment conflict, role institutional conflict and total role conflict.

(iv) Commitment of urban teachers to the profession is significantly related to one dimension of role conflict, i.e., role commitment conflict.

(v) The above dimension is negative.

(vi) Commitment of urban teachers to the profession is not significantly related to role diffusiveness conflict, role vulnerability conflict, role marginal conflict, role value conflict, role institutional conflict and total role conflict.

(vii) Coefficients of correlation differ significantly between role conflict (role vulnerability conflict) with commitment to the profession in rural and urban teachers.

(viii) Coefficients of correlation do not differ significantly between role conflict (role diffusiveness conflict, role vulnerability conflict, role
marginal conflict, role commitment conflict, role institutional conflict, and total role conflict) with commitment to the profession in rural and urban teachers.

6.2.9. **Relation ship between role conflict and fourth dimension of professional commitment i.e., commitment to attaining excellence for professional action for rural and urban teachers.**

Major findings regarding the relationship between commitment of rural and urban teachers to attaining excellence for professional action and dimension of role conflict.

(i) Commitment of rural teachers to attain excellence for professional action has no significant relation to all dimensions of role conflict.

(ii) Commitment of rural teachers to attain excellence for professional action is not significantly related to role diffusiveness conflict, role vulnerability conflict, role marginal conflict, role commitment conflict, role value conflict, role institutional conflict and total role conflict.

(iii) Commitment of urban teachers to the attaining excellence for professional action has no significant relation to all dimensions of role conflict.

(iv) Commitment of the urban teachers to attaining excellence for professional action is not significantly related to role diffusiveness conflict, role vulnerability conflict, role marginal conflict, role commitment conflict, role value conflict, role institutional conflict and total role conflict.
Coefficients of correlation differ significantly between role conflict (role marginal conflict, role value conflict) with commitment to attaining excellence for professional action in rural and urban teachers.

Coefficients of correlation do not differ significantly between role conflict (role diffusiveness conflict, role vulnerability conflict, role commitment conflict, role institutional conflict and total role conflict) with commitment to attaining excellence for professional action in rural and urban teachers.

6.2.10. Relationship between role conflict and fifth dimension of professional commitment i.e., commitment to the basic value for rural and urban teachers.

Major findings regarding the relationship between commitment to the basic values and dimensions related to role conflict for rural and urban teachers.

Commitment of rural teachers to the basic value is significantly related to two dimensions role conflict. These two dimensions are role commitment conflict and role value conflict.

All the above relations are negative.

Commitment of rural teacher to the basic value is not significantly related to role diffusiveness conflict, role vulnerability conflict, role marginal conflict, role institutional conflict and total role conflict.

Commitment of urban teachers to the basic values is significantly related to two dimensions of role conflict. These two dimensions are role diffusiveness conflict and role commitment conflict.
(v) All the above dimensions are negative.

(vi) Commitment of urban teachers to the basic value is not significantly related to role vulnerability conflict, role marginal conflict, role value conflict role institutional conflict and total role conflict.

(vii) Coefficients of correlation differ significantly between role diffusiveness conflict with commitment to the basic value in urban and rural teachers.

(viii) Coefficients of correlation do not differ significantly between role conflict (role diffusiveness conflict, role vulnerability conflict, role marginal conflict, role commitment conflict, role value conflict, role institutional conflict and total role conflict with commitment to the basic values in urban and rural teachers.

6.2.11. Relationship between role conflict and the first dimension of professional commitment i.e., commitment to the learner for government aided and public school teachers.

Major findings regarding the relationship between commitment of Government aided school public school teachers to the learner and dimensions of role conflict.

(i) Commitment of Government aided teachers to the learner is significantly related to two dimensions of role conflict. These two dimensions are role diffusiveness conflict and role commitment conflict. It has also been found related to total role conflict.

(ii) All the above relations are negative.
(iii) Commitment of Government aided school teachers to the learner is not significantly related to role vulnerability conflict, role marginal conflict, role value conflict and role institutional conflict.

(iv) Commitment of public school teachers to the learner is significantly related to one dimension of role conflict, i.e., role marginal conflict.

(v) The above relation is positive.

(vi) Commitment of public school teachers to the learner is not significantly related to role diffusiveness conflict, role value conflict, role commitment conflict, role value conflict, role institutional conflict and total role conflict.

(vii) Coefficients of correlation differ significantly between role conflict (role diffusiveness conflict, role marginal conflict, role commitment conflict and total role conflict) with commitment to the learner in Government aided and public school teachers.

(viii) Coefficients of correlation do not differ significantly between role conflict (role vulnerability conflict, role value conflict and role institutional conflict in Government aided and public school teachers.

6.2.12. Relationship between role conflict and second dimension of professional commitment i.e., commitment to the society for government aided and public school teachers.

Major findings regarding the relationship between commitment of Government aided and public school teachers to the society and dimensions of role conflict.
Commitment of Government aided school teachers to the society is significantly related to two dimensions of role conflict. These two dimensions are role diffusiveness conflict and role institutional conflict.

All the above dimensions are negative.

Commitment of Government aided school teachers to the society is not significantly related to role vulnerability conflict, role marginal conflict, role commitment conflict, role value conflict and total role conflict.

Commitment of public school teachers to the society is significantly related to two dimensions of role conflict. These two dimensions are role marginal conflict and role institutional conflict. It has been also found total role conflict.

All the above dimensions are positive.

Commitment of public school teachers to the society is not significantly related to role diffusiveness conflict, role vulnerability conflict, role commitment conflict and role value conflict.

Coefficients of correlation differ significantly between role conflict (role diffusiveness conflict, role marginal conflict, role commitment conflict, role institutional conflict and total role conflict) with commitment to the society Government aided and public school teachers.

Coefficients of correlation do not differ significantly between role conflict (role vulnerability conflict and role value conflict) with
commitment to the society Government aided and public school teachers.

6.2.13. **Relationship between role conflict and third dimension of professional commitment i.e., commitment to the profession for government aided and public school teachers.**

Major findings regarding the relationship between commitment of Government aided and public school teachers to the profession and dimensions of role conflict.

(i) Commitment of Government aided school teachers to the profession is significantly related to three dimensions of role conflict. These three dimensions are role diffusiveness conflict, role commitment conflict, role institutional conflict.

(ii) All the above dimensions are negative.

(iii) Commitment of Government aided school teachers to the profession is not significantly related to role vulnerability conflict, role marginal conflict, role value conflict and total role conflict.

(iv) Commitment of public school teachers to the profession has no significant relation to all the dimensions of role conflict.

(v) Coefficients of correlation differ significantly between role conflict (role diffusiveness conflict, role institutional conflict) with commitment to the profession in government aided and public school teachers.

(vi) Coefficients of correlation do not differ significantly between role conflict (role vulnerability conflict, role marginal conflict, role commitment conflict, role value conflict and total role conflict)
with commitment to the profession in government aided and public school teachers.

6.2.14. Relationship between role conflict and fourth dimension of professional commitment i.e., commitment to the attaining excellence for professional action for government aided and public school teachers.

Major findings regarding the relationship between commitment of professional action for Government aided and public school teachers to the attaining excellence.

(i) Commitment of professional action of Government aided school teachers to attaining excellence is significantly related to four dimensions of role conflict. These four dimensions are role diffusiveness conflict, role marginal conflict, role commitment conflict and role institutional conflict. The same relationship has also been found in respect of total role conflict.

(ii) All the above dimensions are negative.

(iii) Commitment of professional action of Government aided school teachers to attaining excellence is not significantly related to role vulnerability conflict and role value conflict.

(iv) Commitment of professional action of public school teachers to attaining excellence is significantly related to five dimensions of role conflict. These five dimensions are role vulnerability conflict, role marginal conflict, role commitment conflict, role value conflict and role institutional conflict. The same relationship has also been found in respect of total role conflict.
(v) All the above relations role are positive.

(vi) Commitment of public school teachers to excellence for professional action is not significantly related to role diffusiveness conflict.

(vii) Coefficients of correlation differ significantly between role conflict (role diffusiveness conflict, role vulnerability conflict, role marginal conflict, role commitment conflict, role institutional conflict and total role conflict) with commitment to attaining excellence for professional action government aided and public school teachers.

(viii) Coefficients of correlation do not differ significantly between role conflict (role value conflict) with commitment to attaining excellence for professional action government aided and public school teachers.

6.2.15. Relationship between role conflict and fifth dimension of professional commitment i.e., commitment to the basic values for government aided and public school teachers.

Major findings regarding the relationship between commitment of Government aided and public school teachers to the basic values and dimensions of role conflict.

(i) Commitment of Government aided school teachers to the basic values is significantly related to two dimensions of role conflict. These two dimensions are role diffusiveness conflict and role commitment conflict. The same relationship has also been found in respect of total role conflict.
(ii) All the above dimensions are negative.

(iii) Commitment of Government aided school teachers to the basic values is not significantly related to role vulnerability conflict, role marginal conflict, role value conflict and role institutional conflict.

(iv) Commitment of public school teacher to the basic values has no significant relation to all dimensions of role conflict.

(v) Commitment of public school teachers to the basic values is not significantly related to role diffusiveness conflict, role vulnerability conflict, role marginal conflict, role commitment conflict, role value conflict, role institutional conflict and total role conflict.

(vi) Coefficients of correlation differ significantly between role conflict (role diffusiveness conflict and role commitment conflict) and with commitment to the basic values in government aided and public school teachers.

(vii) Coefficients of correlation do not differ significantly between role conflict (role vulnerability conflict, role marginal conflict role value conflict, role institutional conflict and total role conflict) with commitment to the basic values in government aided and public school teachers.

6.2.16. Relationship between role conflict and first dimension of frustration tolerance i.e., sum of attempts for male and female teachers.

Major findings regarding the relationship between first dimension of frustration tolerance, i.e., sum of attempts with various dimension of role conflict for male and female teachers are as follows:
(i) Sum of male teachers of the attempts is significantly related to three dimensions of role conflict. These three dimensions are role diffusiveness conflict, role marginal conflict and role commitment conflict. It has also been found total role conflict.

(ii) All the above dimensions are positive.

(iii) Sum of male teachers of the attempts is not significantly related to role vulnerability conflict, role value conflict and role institutional conflict.

(iv) Sum of female teacher of the attempts has no significant relation to all dimensions of role conflict.

(v) Sum of female teachers of the attempts is not significantly related to role diffusiveness conflict, role vulnerability conflict, role marginal conflict, role commitment conflict, role value conflict, role institutional conflict and total role conflict.

(vi) Coefficients of correlation differ significantly between role diffusiveness conflict with sum of the attempts in male and female teachers.

(vii) Coefficients of correlation do not differ significantly between role conflict (role vulnerability conflict, role marginal conflict, role commitment conflict, role value conflict, role institutional conflict and total role conflict in male and female teachers.

6.2.17. Relationship between role conflict and second dimension of frustration tolerance i.e., sum of time for male and female teachers.
Major findings regarding the relationship between second dimension of frustration tolerance, i.e., sum of time with various dimensions of role conflict for male and female teachers are as follows:

(i) Sum of male teachers of the time is significantly related to four dimensions of role conflict. These four dimensions are role diffusiveness conflict, role vulnerability conflict, role marginal conflict and role institutional conflict. It has also been found total role conflict.

(ii) All the above dimensions are positive.

(iii) Sum of male teachers of the time is not significantly related to two dimensions of role conflict. These two dimensions are role commitment conflict and role value conflict.

(iv) Sum of female teacher of the time is significantly related to two dimensions of role conflict. These two dimensions are role diffusiveness conflict and role vulnerability.

(v) All the above dimensions are negative.

(vi) Sum of female teachers of the time is not significantly related to role marginal conflict, role commitment conflict, role value conflict role institutional conflict and total role conflict.

(vii) Coefficients of correlation differ significantly between role conflict (role diffusiveness conflict, role vulnerability conflict and total role conflict) with sum of the time in male and female teachers.

(viii) Coefficients of correlation do not differ significantly between role conflict (role marginal conflict, role commitment conflict, role
value conflict and role institutional conflict) with sum of the time in male and female teachers.

6.2.18. Relationship between role conflict and first dimension of frustration tolerance i.e., sum of attempts for rural and urban teachers.

Major findings regarding the relationship between first dimension of frustration tolerance, i.e., sum of attempts with various dimension of role conflict for rural and urban teachers are as follows:

(i) Sum of rural teachers of the attempts is significantly related to two dimensions of role conflict. These two dimensions are role marginal conflict and role value conflict. It has also been found total role conflict.

(ii) All the above dimensions are positive.

(iii) Sum of rural teachers of the attempts is not significantly related to role diffusiveness conflict, role vulnerability conflict, role commitment conflict and role institutional conflict.

(iv) Sum of urban teacher of the attempts has no significant relation to all dimensions of role conflict.

(v) Sum of urban teachers of the attempts is not significantly related to role diffusiveness conflict, role vulnerability conflict, role marginal conflict, role commitment conflict, role value conflict, role institutional conflict and total role conflict.

(vi) Coefficients of correlation differ significantly between role marginal conflict with sum of the attempts in rural and urban teachers.
(vii) Coefficients of correlation do not differ significantly between role conflict (role diffusiveness conflict, role vulnerability conflict, role commitment conflict, role value conflict, role institutional conflict and total role conflict) with sum of the attempts in rural and urban teachers.

6.2.19. Relationship between role conflict and second dimension of frustration tolerance i.e., sum of time for rural and urban teachers.

Major findings regarding the relationship between second dimension of frustration tolerance, i.e., sum of time with various dimensions of role conflict for rural and urban teachers are as follows:

(i) Sum of rural teachers of the time has no significantly related to all dimensions of role conflict and total role conflict.

(ii) Sum of rural teachers of the time is not significantly related to dimensions role diffusiveness conflict, role vulnerability conflict, role marginal conflict, role commitment conflict, role value conflict, role institutional conflict and total role conflict.

(iii) Sum of urban teacher of the time is significantly related to two dimensions of role conflict. These two dimensions are role marginal conflict and role value conflict.

(iv) All the above dimensions are positive.

(v) Sum of urban teachers of the time is not significantly related to role diffusiveness conflict, role vulnerability conflict, role commitment conflict, role institutional conflict and total role conflict.
(vi) Coefficients of correlation have not significant difference between role conflict and sum of time in rural and urban teachers.

6.2.20. Relationship between role conflict and first dimension of frustration tolerance i.e., sum of attempts for Govt. aided and public school teachers.

Major findings regarding the relationship between first dimension of frustration tolerance, i.e., sum of attempts with various dimension of role conflict for Govt. aided and public school teachers are as follows:

(i) Sum of Govt. aided school teachers of the attempts has no significantly related to all dimensions of role conflict and total role conflict.

(ii) Sum of Govt. aided school teachers of the attempts is not significantly related to role diffusiveness conflict, role vulnerability conflict, role marginal conflict, role commitment conflict, role value conflict, role institutional conflict and total role conflict.

(iii) Sum of public school teacher of the attempts is significantly related to one dimension of role conflict, i.e., role commitment conflict.

(iv) The above relation is positive.

(v) Sum of public school teachers of the attempts is not significantly related to role diffusiveness conflict, role vulnerability conflict, role marginal conflict, role value conflict, role institutional conflict and total role conflict.

(vi) Coefficients of correlation differ significantly between role commitment conflict with sum of the attempts in govt. aided and public school teachers.
(vii) Coefficients of correlation do not differ significantly between role conflict (role diffusiveness conflict, role vulnerability conflict, role marginal conflict, role value conflict, role institutional conflict and total role conflict) with sum of the attempts in govt. aided and public school teachers.

6.2.21. Relationship between role conflict and second dimension of frustration tolerance i.e., sum of time for Govt. aided and public school teachers.

Major findings regarding the relationship between second dimension of frustration tolerance, i.e., sum of time with various dimensions of role conflict for Govt. aided and public school teachers are as follows:

(i) Sum of Govt. aided school teachers of the time has no significantly related to all dimensions of role conflict and total role conflict.

(ii) Sum of Govt. aided teachers of the time is not significantly related to dimensions role diffusiveness conflict, role vulnerability conflict, role marginal conflict, role commitment conflict, role value conflict, role institutional conflict and total role conflict.

(iii) Sum of public school teacher of the time is significantly related to one dimension of role conflict i.e., role marginal conflict.

(iv) The above dimension is positive.

(v) Sum of public school teachers of the time is not significantly related to role diffusiveness conflict, role vulnerability conflict, role commitment conflict, role value conflict, role institutional conflict and total role conflict.
(vi) Coefficients of correlation differ significantly between role vulnerability conflict with sum of the time in govt. aided and public school teachers.

(vii) Coefficients of correlation do not differ significantly between role conflict (role diffusiveness conflict, role marginal conflict, role commitment conflict, role value conflict, role institutional conflict and total role conflict) with sum of the time in govt. aided and public school teachers.

6.2.22 Relationship between role conflict and the first dimension of teacher attitude i.e., attitude towards teaching profession for male and female teachers.

The major findings of the study regarding the relationship of the first dimension of teacher attitude i.e., attitude towards teaching profession with various dimensions of role conflict for male and female teachers are as under:

(i) Attitude of male teachers towards teaching profession related to one dimension of role conflict is significant, i.e., role institutional conflict.

(ii) The above relation is negative.

(iii) Attitude of male teachers towards teaching profession is not significantly related to role diffusiveness conflict, role vulnerability conflict, role marginal conflict, role commitment conflict, role value conflict and total role conflict.

(iv) Attitude of female teachers towards teaching profession is significantly related to one dimension of role conflict, i.e. role vulnerability conflict.
(v) The above relation is positive.

(vi) Attitude of female teachers towards teaching profession is not significantly related to role diffusiveness conflict, role marginal conflict, role commitment conflict, role value role institutional conflict and total role conflict.

(vii) Coefficients of correlation have not significant difference between role conflict and attitude towards teaching profession in male and female.

6.2.23 Relationship between the role conflict and second dimension of teacher attitude i.e., attitude towards child centered practice for male and female teachers.

Major findings regarding the relationship between second dimension of teacher attitude i.e., attitude towards child centered practice and dimensions of role conflict for male and female teachers are as follows-

(i) In case of one dimension of role conflict, attitude of male teachers towards child centered practice is significant, i.e., role marginal conflict.

(ii) The above relation is positive.

(iii) Attitude of male teachers towards child centered practice is not significantly related to role diffusiveness conflict, role vulnerability conflict, role commitment conflict, role value conflict, role institutional conflict and total role conflict.

(iv) Attitude of female teacher towards child centered practice is significantly related to two dimensions of role conflict. These two
dimensions are role vulnerability conflict and role marginal conflict.

(v) All the above relations are positive.

(vi) Attitude of female teachers towards child centered practice is not significantly related to role diffusiveness conflict, role commitment conflict, role value conflict, role institutional conflict and total role conflict.

(vii) Coefficients of correlation have not significant difference between role conflict and attitude towards child centered practice in male and female.

6.2.24 Relationship between role conflict and third dimension of teacher attitude i.e., attitude towards pupils for male and female teachers.

Major findings regarding the relationship between attitude towards pupils and dimensions of role conflict related male and female teachers are as follows.

(i) Attitude of male teachers towards pupils is significantly related to three dimensions of role conflict. These three dimensions are role vulnerability conflict, role marginal conflict and role value conflict. It has also been found total role conflict.

(ii) All the above relations are negative.

(iii) Attitude of male teachers towards pupils is not significantly related to role diffusiveness conflict, role commitment conflict and role institutional conflict.
(iv) Attitude of female teachers towards pupils is significantly related to two dimensions of role conflict. These two dimensions are role vulnerability conflict and role institutional conflict. It has also been found total role conflict.

(v) All the above relations are positive.

(vi) Attitude of female teachers towards pupils is not significantly related to role diffusiveness conflict, role marginal conflict, role commitment conflict and role value conflict.

(vii) Coefficients of correlation differ significantly between role conflict (role vulnerability conflict, role marginal conflict, role value conflict, role institutional conflict and total role conflict) with attitude towards pupils in male and female teachers.

(viii) Coefficients of correlation do not differ significantly between role conflict (role diffusiveness conflict and role commitment conflict with attitude towards pupils in male and female teachers.

6.2.25 Relationship between role conflict and fourth dimension of teacher attitude i.e., attitude towards classroom teaching for male and female teachers.

Major findings regarding the relationship between attitude towards classroom teaching and dimensions of role conflict for male and female teachers are as follows:

(i) Attitude to male teachers towards classroom teaching is significantly related to two dimensions of role conflict. These two dimensions are role marginal conflict and role commitment conflict.

(ii) All the above relations are positive.
(iii) Attitude of male teachers towards classroom teaching is not significantly related to role diffusiveness conflict, role vulnerability conflict, role value conflict, role institutional conflict and total role conflict.

(iv) Attitude of female teachers towards classroom teaching is significantly related to one dimension of role conflict, i.e., role institutional conflict.

(v) The above relation is positive.

(vi) Attitude of female teachers towards classroom teaching is not significantly related to role diffusiveness conflict, role vulnerability conflict, role marginal conflict, role commitment conflict, role value conflict and total role conflict.

(vii) Coefficients of correlation have not significant difference between role conflict and attitude towards classroom teaching in male and female teachers.

6.2.26 Relationship between role conflict and fifth dimension of teacher attitude i.e., attitude towards educational process for male and female teachers.

Major findings regarding the relationship between attitude towards educational process and dimensions of role conflict for male and female teachers are as under:

(i) Attitude of male teachers towards educational process is significantly related to one dimension of role conflict, i.e., role diffusiveness conflict.

(ii) The above relation is positive.
(iii) Attitude of male teachers towards educational process is not significantly related to role vulnerability conflict, role marginal conflict, role commitment conflict, role value conflict, role institutional conflict and total role conflict.

(iv) Attitude of female teachers towards educational process is significantly related to two dimensions of role conflict. These two dimensions are role vulnerability conflict and role value conflict.

(v) All the above relations are positive.

(vi) Attitude of female teachers towards educational process is not significantly related to role diffusiveness conflict, role marginal conflict, role commitment conflict, role institutional conflict and total role conflict.

(vii) Coefficients of correlation differ significantly between role conflict (role vulnerability conflict, role value conflict) with attitude towards educational process in male and female teachers.

(viii) Coefficients of correlation do not differ significantly between role conflict role diffusiveness conflict, role marginal conflict, role commitment conflict, role institutions conflict and total role conflict) with attitude towards educational process in male and female teachers.

6.2.27 Relationship between role conflict and sixth dimension of teacher attitude i.e., attitude towards teacher for male and female teachers.
Major findings regarding the relationship between attitude towards teacher and dimensions of role conflict for male and female teachers are as under:

(i) Attitude of male teachers towards teacher is significantly related to one dimension of role conflict, i.e., role institutional conflict.

(ii) The above relation is negative.

(iii) Attitude of male teachers towards teacher is not significantly related to role diffusiveness conflict, role vulnerability conflict, role marginal conflict, role commitment conflict, role value conflict and total role conflict.

(iv) Attitude of female teachers towards teacher is significantly related to three dimensions of role conflict. These three dimensions are role vulnerability conflict, role marginal conflict role value conflict.

(v) All the above relation are positive.

(vi) Attitude of female teachers towards teacher is not significantly related to role diffusiveness conflict, role commitment conflict, role institutional conflict and total role conflict.

(vii) Coefficients of correlation differ significantly between role conflict (role diffusiveness conflict, role vulnerability conflict, role marginal conflict, role institutional conflict) with attitude towards teacher in male and female teachers.

(viii) Coefficients of correlation do not differ significantly between role conflict (role commitment conflict, role value conflict and total role conflict) with attitude towards teacher in male and female teachers.
6.2.28 Relationship between role conflict and the first dimension of teacher attitude i.e., attitude towards teaching profession for rural and urban teachers.

The major findings of the study regarding the relationship of the first dimension of teacher attitude i.e., attitude towards teaching profession with various dimensions of role conflict for rural and urban teachers are as under:

(i) Attitude of rural teachers towards teaching profession related to one dimension of role conflict is significant, i.e., role vulnerability conflict.

(ii) The above relation is positive.

(iii) Attitude of rural teachers towards teaching profession is not significantly related to role diffusiveness conflict, role marginal conflict, role commitment conflict, role value conflict, role institutional conflict and total role conflict.

(iv) Attitude of urban teachers towards teaching profession has no significantly related to all dimensions of role conflict.

(v) Attitude of urban teachers towards teaching profession is not significantly related to role diffusiveness conflict, role vulnerability conflict, role marginal conflict, role commitment conflict, role value conflict, role institutional conflict and total role conflict.

(vi) Coefficients of correlation differ significantly between role vulnerability conflict with attitude towards teaching profession in rural and urban teachers.
(vii) Coefficients of correlation do not differ significantly between role conflict (role diffusiveness conflict, role marginal conflict, role commitment conflict, role value conflict, role institutional conflict and total role conflict) with attitude towards teaching profession in rural and urban teachers.

6.2.29 **Relationship between the role conflict and second dimension of teacher attitude i.e., attitude towards child centered practice for rural and urban teachers.**

Major findings regarding the relationship between second dimension of teacher attitude i.e., attitude towards child centered practice and dimensions of role conflict for rural and urban teachers are as follows-

(i) In case of three dimensions of role conflict, attitude of rural teachers towards child centered practice is significant. These three dimensions are role vulnerability conflict, role marginal conflict and role value conflict. It has also been found total role conflict.

(ii) All the above relations are positive.

(iii) Attitude of rural teachers towards child centered practice is not significantly related to role diffusiveness conflict, role commitment conflict, role institutional conflict.

(iv) Attitude of urban teacher towards child centered practice has no significantly related to all dimensions of role conflict.

(v) Attitude of urban teachers towards child centered practice is not significantly related to role diffusiveness conflict, role vulnerability conflict, role marginal conflict, role commitment conflict, role value conflict, role institutional conflict and total role conflict.
(vi) Coefficients of correlation differ significantly between role vulnerability conflict with attitude towards child centered practice in rural and urban teachers.

(vii) Coefficients of correlation do not differ significantly between role conflict (role diffusiveness conflict, role marginal conflict, role commitment conflict, role value conflict, role institutional conflict and total role conflict) with attitude towards child centered practice in rural and urban teachers.

6.2.30 Relationship between role conflict and third dimension of teacher attitude i.e., attitude towards pupils for rural and urban teachers.

Major findings regarding the relationship between attitude towards pupils and dimensions of role conflict related rural and urban teachers are as follows.

(i) Attitude of rural teachers towards pupils has no significantly related to all dimensions of role conflict and total role conflict.

(ii) Attitude of rural teachers towards pupils is not significantly related to role diffusiveness conflict, role vulnerability conflict, role marginal conflict, role commitment conflict, role value conflict, role institutional conflict and total role conflict.

(iii) Attitude of urban teachers towards pupils has no significantly related to all dimensions of role conflict.

(iv) Attitude of urban teachers towards pupils is not significantly related to role diffusiveness conflict, role vulnerability conflict, role marginal conflict, role commitment conflict, role value conflict, role institutional conflict and total role conflict.
(v) Coefficients of correlation differ significantly between role commitment conflict with attitude towards pupils in rural and urban teachers.

(vi) Coefficients of correlation do not differ significantly between role conflict (role diffusiveness conflict, role vulnerability conflict, role marginal conflict, role value conflict role institutional conflict and total role conflict) with attitude towards pupils in rural and urban teachers.

6.2.31 Relationship between role conflict and fourth dimension of teacher attitude i.e., attitude towards classroom teaching for rural and urban teachers.

Major findings regarding the relationship between attitude towards classroom teaching and dimensions of role conflict for rural and urban teachers are as follows:

(i) Attitude to rural teachers towards classroom teaching has no significantly related to all dimensions of role conflict and total role conflict.

(ii) Attitude of rural teachers towards classroom teaching is not significantly related to role diffusiveness conflict, role vulnerability conflict, role marginal conflict, role commitment conflict, role value conflict, role institutional conflict and total role conflict.

(iii) Attitude of urban teachers towards classroom teaching is significantly related to four dimension of role conflict. These four dimensions are role vulnerability conflict, role marginal conflict, role commitment conflict, role institutional conflict and total role conflict.
(iv) All the above relations are positive.

(v) Attitude of urban teachers towards classroom teaching is not significantly related to role diffusiveness conflict and role value conflict.

(vi) Coefficients of correlation have not significant difference between role conflict and attitude towards classroom teaching in rural and urban teachers.

6.2.32 Relationship between role conflict and fifth dimension of teacher attitude i.e., attitude towards educational process for rural and urban teachers.

Major findings regarding the relationship between attitude towards educational process and dimensions of role conflict for rural and urban teachers are as under:

(i) Attitude of rural teachers towards educational process has no significantly related to all dimensions of role conflict and total role conflict.

(ii) Attitude of rural teachers towards educational process is not significantly related to role diffusiveness conflict, role vulnerability conflict, role marginal conflict, role commitment conflict, role value conflict, role institutional conflict and total role conflict.

(iii) Attitude of urban teachers towards educational process has no significantly related to all dimensions of role conflict and total role conflict.

(iv) Attitude of urban teachers towards educational process is not significantly related to role diffusiveness conflict, role vulnerability
conflict, role marginal conflict, role commitment conflict, role value conflict, role institutional conflict and total role conflict.

(v) Coefficients of correlation have not significant difference between role conflict and attitude towards educational process in rural and urban teachers.

6.2.33 Relationship between role conflict and sixth dimension of teacher attitude i.e., attitude towards teacher for rural and urban teachers.

Major findings regarding the relationship between attitude towards teacher and dimensions of role conflict for rural and urban teachers are as under:

(i) Attitude of rural teachers towards teacher has no significantly related to all dimensions of role conflict and total role conflict.

(ii) Attitude of rural teachers towards teacher is not significantly related to role diffusiveness conflict, role vulnerability conflict, role marginal conflict, role commitment conflict, role value conflict, role institutional conflict and total role conflict.

(iii) Attitude of urban teachers towards teacher has no significantly related to all dimensions of role conflict and total role conflict.

(iv) Attitude of urban teachers towards teacher is not significantly related to role diffusiveness conflict, role vulnerability conflict, role marginal conflict, role commitment conflict, role value conflict role institutional conflict and total role conflict.
(v) Coefficients of correlation have not significant difference between role conflict and attitude towards teachers in rural and urban teachers.

6.2.34 Relationship between role conflict and the first dimension of teacher attitude i.e., attitude towards teaching profession for govt. aided and public school teachers.

The major findings of the study regarding the relationship of the first dimension of teacher attitude i.e., attitude towards teaching profession with various dimensions of role conflict for govt. aided and public school teachers are as under:

(i) Attitude of govt. aided teachers towards teaching profession has no significantly related to all dimensions of role conflict and total role conflict.

(ii) Attitude of govt. aided teachers towards teaching profession is not significantly related to role diffusiveness conflict, role marginal conflict, role marginal conflict, role commitment conflict, role value conflict, role institutional conflict and total role conflict.

(iii) Attitude of public school teachers towards teaching profession is significantly related to one dimension of role conflict, i.e., role vulnerability conflict.

(iv) The above relation is positive.

(v) Attitude of public school teachers towards teaching profession is not significantly related to role diffusiveness conflict, role marginal conflict, role commitment conflict, role value conflict, role institutional conflict and total role conflict.
(vi) Coefficients of correlation differ significantly between role vulnerability conflict with attitude towards teaching profession in govt. aided and public school teachers.

(vii) Coefficients of correlation do not differ significantly between role conflict (role diffusiveness conflict, role marginal conflict, role commitment conflict, role value conflict, role institutional conflict and total role conflict) with attitude towards teaching profession in govt. aided and public school teachers.

6.2.35 Relationship between the role conflict and second dimension of teacher attitude i.e., attitude towards child centered practice for govt. aided and public school teachers.

Major findings regarding the relationship between second dimension of teacher attitude i.e., attitude towards child centered practice and dimensions of role conflict for govt. aided and public school teachers are as follows-

(i) In case of four dimensions of role conflict, attitude of govt. aided teachers towards child centered practice is significant. These four dimensions are role vulnerability conflict, role marginal conflict, role commitment conflict, and role value conflict. It has also been found total role conflict.

(ii) All the above relations are positive.

(iii) Attitude of govt. aided teachers towards child centered practice is not significantly related to role diffusiveness conflict and role institutional conflict.
(iv) Attitude of public school teacher towards child centered practice is significantly related to one dimension of role conflict, i.e., role vulnerability conflict.

(v) The above relation is positive.

(vi) Attitude of public school teachers towards child centered practice is not significantly related to role diffusiveness conflict, role marginal conflict, role commitment conflict, role value conflict, role institutional conflict and total role conflict.

(vii) Coefficients of correlation differ significantly between role conflict (role commitment conflict and total role conflict) with attitude towards child centered practice in govt. aided and public school teachers.

(viii) Coefficients of correlation do not differ significantly between role conflict (role diffusiveness conflict, role vulnerability conflict, role marginal conflict, role value conflict, role institutional conflict) with attitude towards child centered practice in govt. aided and public school teachers.

6.2.36 Relationship between role conflict and third dimension of teacher attitude i.e., attitude towards pupils for govt. aided and public school teachers.

Major findings regarding the relationship between attitude towards pupils and dimensions of role conflict related govt. aided and public school teachers are as follows.

(i) In case of three dimensions of role conflict, attitude of govt. aided teachers towards pupil is significant. These three dimensions are
role marginal conflict, role commitment conflict, role institutional conflict. It has also been found total role conflict.

(ii) All the above relations are positive.

(iii) Attitude of govt. aided teachers towards pupils is not significantly related to role diffusiveness conflict, role vulnerability conflict and role value conflict.

(iv) Attitude of public school teachers towards pupils is significantly related to two dimensions of role conflict. These two dimensions are role marginal conflict and role value conflict. It is also been found total role conflict.

(v) All the above relations are negative.

(vi) Attitude of public school teachers towards pupils is not significantly related to role diffusiveness conflict, role vulnerability conflict, role commitment conflict and role institutional conflict.

(vii) Coefficients of correlation differ significantly between role conflict (role vulnerability conflict, role marginal conflict, role commitment conflict, role value conflict, role institutional conflict, and total role conflict) with attitude towards pupils in govt. aided and public school teachers.

(viii) Coefficients of correlation do not differ significantly between role diffusiveness conflict with attitude towards pupils in govt. aided and public school teachers.

6.2.37 Relationship between role conflict and fourth dimension of teacher attitude i.e., attitude towards classroom teaching for govt. aided and public school teachers.
Major findings regarding the relationship between attitude towards classroom teaching and dimensions of role conflict for govt. aided and public school teachers are as follows:

(i) Attitude to govt. aided teachers towards classroom teaching has no significantly related to all dimensions of role conflict and total role conflict.

(ii) Attitude of govt. aided teachers towards classroom teaching is not significantly related to role diffusiveness conflict, role vulnerability conflict, role marginal conflict, role commitment conflict, role value conflict, role institutional conflict and total role conflict.

(iii) Attitude of public school teachers towards classroom teaching is significantly related to five dimension of role conflict. These five dimensions are role diffusiveness conflict, role vulnerability conflict, role commitment conflict, role value conflict, role institutional conflict and total role conflict.

(iv) All the above relations are positive.

(v) Attitude of public school teachers towards classroom teaching is not significantly related to role marginal conflict.

(vi) Coefficients of correlation differ significantly between role conflict (role diffusiveness conflict, role vulnerability conflict) with attitude towards classroom teaching in govt. aided and public school teachers.

(vii) Coefficients of correlation do not differ significantly between role conflict (role marginal conflict, role commitment conflict, role value conflict, role institutional conflict and total role conflict) with
attitude towards classroom teaching in govt. aided and public school teachers.

6.2.38 Relationship between role conflict and fifth dimension of teacher attitude i.e., attitude towards educational process for govt. aided and public school teachers.

Major findings regarding the relationship between attitude towards educational process and dimensions of role conflict for govt. aided and public school teachers are as under:

(i) Attitude of govt. aided teachers towards educational process has no significantly related to all dimensions of role conflict and total role conflict.

(ii) Attitude of govt. aided teachers towards educational process is not significantly related to role diffusiveness conflict, role vulnerability conflict, role marginal conflict, role commitment conflict, role value conflict, role institutional conflict and total role conflict.

(iii) Attitude of public school teachers towards educational process has no significantly related to all dimensions of role conflict and total role conflict.

(iv) Attitude of public school teachers towards educational process is not significantly related to role diffusiveness conflict, role vulnerability conflict, role marginal conflict, role commitment conflict, role value conflict, role institutional conflict and total role conflict.
(v) Coefficients of correlation differ significantly between role diffusiveness conflict with attitude towards educational process in govt. aided and public school teachers.

(vi) Coefficients of correlation do not differ significantly between role conflict (role vulnerability conflict, role marginal conflict, role commitment conflict, role value conflict, role institutions conflict and total role conflict) with attitude towards educational process in govt. aided and public school teachers.

6.2.39 Relationship between role conflict and sixth dimension of teacher attitude i.e., attitude towards teacher for govt. aided and public school teachers.

Major findings regarding the relationship between attitude towards teacher and dimensions of role conflict for govt. aided and public school teachers are as under:

(i) Attitude of govt. aided teachers towards teacher has no significantly related to all dimensions of role conflict and total role conflict.

(ii) Attitude of govt. aided teachers towards teacher is not significantly related to role diffusiveness conflict, role vulnerability conflict, role marginal conflict, role commitment conflict, role value conflict, role institutional conflict and total role conflict.

(iii) Attitude of public school teachers towards teacher has no significantly related to all dimensions of role conflict and total role conflict.

(iv) Attitude of public school teachers towards teacher is not significantly related to role diffusiveness conflict, role vulnerability
conflict, role marginal conflict, role commitment conflict, role value conflict role institutional conflict and total role conflict.

(v) Coefficients of correlation differ significantly between role commitment conflict with attitude towards teacher in govt. aided and public school teachers.

(vi) Coefficients of correlation do not differ significantly between role conflict (role diffusiveness conflict, role vulnerability conflict, role marginal conflict, role value conflict role institutional conflict and total role conflict) with attitude towards teacher in govt. aided and public school teachers.

6.3 IMPLICATIONS OF THE FINDINGS OF THE STUDY:

The utilization of the research finding of this study can be undertaken in various ways. Some of them can be summarised as follows:

(a) Utilization by the Teachers: By going through the findings of the study secondary teachers can also take initiatives for the improvement of overall environment of their schools by which they can experienced themselves well committed in their job which result an experience of effective teaching in place of burden. If they increase their professional commitment, teacher attitude and frustration tolerance will be increasing automatically and they will get the self-satisfaction.

(b) Utilization of Education Planners and Administrators: These findings are also beneficial for those who are engaged in educational planning and running administration since their aim is make arrangement for qualitative teaching. The present study will provide feedback to policy makers and authorities concerned with teachers teaching at secondary level. The present situation is the educational
world appears to be in the state of anomie that's why secondary teachers seem to be alienated from the system. Many teachers are dissatisfied with the condition under which they have to work. They teach only because they have to cash their salaries and not because they enjoy teaching process. They are many other reasons for teachers being alienated from the system. He has added, in the absence of academic satisfaction for the teachers, the only other satisfaction, which the teachers seek, is the salary satisfaction, and they only struggle for this. Thus, the Professional commitment, teacher attitude and frustration tolerance are increased, the teaching effectiveness may be increased automatically and the whole system of education may uplift.

(c) **Utilization by the Research Scholars:** These findings are also beneficial for researcher scholars of education and psychology can be benefited by the findings of the present study. Findings of the present study will serve as a basic data for the further studies related to teachers teaching at secondary level.

(d) **Utilization by the Principals:** Principals can also be benefited by the findings of the study in terms of making improvement in teaching effectiveness. By this they can attract the teachers devotion and dedication for their institution which will ultimately work as the measure of quality improvement in secondary education.

**6.4 THE POSSIBILITIES FOR FURTHER RESEARCH:**

1. The present investigation is conducted in Meerut region only. The study, therefore, can not claim to have comprehensiveness, its conclusions may not be universally valid. Therefore, there is a need of
cross validation of the reported results, with sample from other districts of the country.

2. The present study is confined to the school teachers. The relationship of the role conflict with role performance and professional commitment in case of teacher engaged in secondary and higher education needs to be explored.

3. The degree of role conflict, role performance, and professional commitment of school teachers has not been determined in the present study. Their high medium and low levels and their inter-connection may become the themes of further fruitful educational research.

4. The mode of present research can fruitfully be applied to the study of other professionals like doctor, lawyers, engineers and principles.