A STUDY OF ROLE CONFLICT IN RELATION TO PROFESSIONAL COMMITMENT, FRUSTRATION TOLERANCE AND TEACHER ATTITUDE OF SECONDARY SCHOOL TEACHERS

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ABSTRACT

In this study looked into the relationship between role conflict and frustration tolerance of school teachers of Meerut region. A cluster sampling method was used with 400 (200 male & 200 female) school teachers. Date was measured by the role conflict scale (Gupta, S.P.) and frustration tolerance (S.N. Rai). Statistical finding of study, total role conflict of male & female teachers is significantly related with their frustration tolerance and total role conflict rural and urban teachers is not significant related with their frustration tolerance or total role conflict of govt. and public school teachers is significant related with their role performance.

INTRODUCTION:

Education is the unique invention of mankind. Man without education still is living just like an animal. Education is a power, which makes a man “a man”. Every man posses some inner potentialities to draw out of their potentiality teacher play an apex role.

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Teacher is the backbone of entire educational system as well as in Nation. In our teaching process teacher is the nuclear part of the total system. The role of the teacher will have to shape in the light of changing demands in school. “School without a teacher is just like body without soul, skeleton without flesh and blood shadow substance”.

The teacher is the yardstick that measures the achievement and aspiration of nation. The worth and potentiality of a country get evaluated. The teacher is an important constituent in the instructional process. The way he teaches and handles the students has an effect on the future personality of children.

In fact, the teacher is the most significant features in the learning environment provided by the institution. The entire range of human knowledge explodes in one time at an ever accelerating rate providing the best to its generation. This type of knowledge is being prescribed and transmitted from generation to generation by the teachers through the formal system of education.

Schools are miniature of society and represent the society. Therefore, schools should be well organized and should have proper facilities for teaching and learning and well satisfied teaching staff. Right to Education also emphasize on this that school will provide basic facilities, qualified teaching staff and better learning environment.

After independence the Education Commission (1964-66) has drawn specific attention to the teachers when it observed. "Of all the different factors which influence the quality of education and its contribution to national development, the quality competence and character of teachers are undoubtedly the most significant aspects."
Nothing is more important than securing a sufficient supply of high quality recruits to the teaching profession providing them with the best possible professional preparation and creating satisfactory conditions of work in which they can be fully effective."

On the basis of above said discussion we understand that teacher works as torch bearer for students. This is why; they are called builders of nation. Teacher is expected to perform various roles as an organizer, a transmitter of necessary knowledge and skill, a demonstrator, a planner, an evaluator for the purpose of realizing educational goals. All these are the responsibilities of a teacher and the major part is to frame the all round development of the students. Better learning environment is a result of cooperation of teachers with other component of schools and learning system. When teacher faces incompatible and contradictory expectations from different primary reference groups of the school as well as from different sections of society it interferes with the satisfactory performance of his role. A key insight of this theory is that role conflict occurs when a person is expected to simultaneously act out multiple roles that carry contradictory expectations. Each social role is a set of rights, duties, expectations, norms and behavior a person has to face and to fulfill. The model is based on the observation that people behave in a predictable way, and that an individual’s behavior is context specific, based on social position and other factors. When he perceives contradictory expectations, it gives rise to a situation called as role conflict. The term role conflict is an accommodating one, meaning many things to many people.
Such conflicting situations generate a struggle in the mind of teacher which is manifested either through aggressive behaviour or withdrawal from reality. They may deviate from group norms and norms of teacher's behaviour as well. Only a teacher knows the basic requirement of learning system but teacher is always not play any important role in decision-making process.

Negation of one's individual worth, lack of opportunities to prove one's potentialities and lack of proper recognition to creative and innovative efforts may also ultimately lead an individual capacity and working style and his role. Role conflict among teachers may influence significantly their professional commitment, teacher attitude and frustration tolerance. A probe into these factors, it is hoped, will be of some value in understanding the phenomenon of role conflict among teachers at secondary level. The present study is out come of these considerations and assumptions.

**Concept of Role Conflict:** Role conflict is a concept arises due to overburdening of expectations on the part of teachers when they have to meet several requirements towards different parties besides teaching. Not all expectations for teachers are shared, of course, and many studies have reported non-consensual expectations for teachers. Mostly such studies have focused on norms, and most authors have interpreted their findings as indications of role conflict. Several forms of role conflict have been suggested in the literature related to teacher behaviour.

Studies reporting such awareness have appeared in various countries and a major investigation is available reporting equivalent finding for it from Australia, the United Kingdom, New Zealand, and
the United States that were obtained from national samples of teachers (Adams 1970). This investigation found normative disparities in all four countries. Some findings were common in the countries studies; in particular, teachers everywhere were likely to view teachers as being at odds with principals and other school officials over such issues as willing acceptance of non-professional duties, and with parents over curricular matter. Other findings were unique to specific countries; presumed conflict between teachers and school officials was greatest in Australia, and conflicts involving parents were strongest in the United Kingdom. The fact that teachers perceive normative disparities among different groups of persons does not mean that these perceptions are accurate. Biddle et al. (1966) provided data indicating that teachers, in systematic ways distort the actual views of principals, parents, and other factors concerned with schools. On the other hand, perceived normative disparities have been found associated with indicators of strain among both teachers and members of other occupations (Biddle 1979).

**Concept of Frustration Tolerance:** The term's frustration tolerance refers to the amount of stress one can tolerate, before his integrated functioning is seriously impaired. Thus, frustration tolerance refers to the capacity of the individual to show persistence in efforts despite repeated failures and antagonistic environment (Rai, & Gupta, 1988).

Frustration-tolerance is a part and parcel of life. This is a feature of wholesome personality (Tallent, 1978). Frustration tolerance is a level beyond which the tension and unpleasantness of frustration results in disruptive behaviour. This level varies depending very much on the person concerned. In the very same circumstances one individual before
breaking down may show disruptive behaviour. Frustration tolerance is the ability to accept frustration without engaging in maladaptive or disruptive behaviour. The level of frustration tolerance varies from individual to individual (David, 1976).

The concept of frustration tolerance, however, has an important bearing upon the dynamics of human personality in as much as it indicates the importance of the 'modes of the response' to frustrating situations, no matter whether natural or artificially induced (Malavia, 1977). Rosenzweig (1944) has introduced this concept of frustration tolerance to designate observed differences. This term 'frustration tolerance' has come into widespread psychological usage to refer to the limit of the tension, any person can stand without becoming disorganized. All individuals at one time or another, in greater or lesser amount of stress one can tolerate before his integrated functioning is seriously impaired.

Frustration occurs when a person is unable to reach a desired goal on account of some barrier or other, or the absence of desired and appropriate goals. Barriers may be external such as wars, droughts, earthquakes, storms and fire etc. Economic frustrations can also thwart the achievement of desired goals and may create frustration. The source of frustration may be internal also, resulting from his own incapability and inadequacy. Inability to achieve one's goal may also lead to self devaluation and inferiority.

Frustration is an elaborated phenomenon of motivation. Unless a man is motivated, he can't be frustrated (Karen and Weitz, 1955). Frustration is generally understood 'as the condition of being thwarted in
the satisfaction of motive' (Harriman, 1947) or 'any interference with a goal response or with the instrumental act leading to it' (Sears, 1946).

When the goal is achieved without any difficulty, the motive is satisfied and the equilibrium is there. But sometimes there is some hindrance or barrier in the attainment of goal and instrumental behaviour to attain the desired goal is thwarted or interfered. At that time tension within the individual is increased. He feels somewhat frustrated. But at this stage in order to overcome the obstacle the individual diversify his acts and spend more and more energy and efforts to obtain the goal. If the obstacle is overcome and goal is reached, satisfaction is there. But if after making efforts the individual is unable to achieve the goal the tension within him is increased and a feeling of restlessness and disturbance or frustration is there.

All individuals at one time or another, in greater or lesser amount have to tolerate tension in their life. The terms frustration tolerance refers to the amount of stress one can tolerate before the integrated functioning is seriously impaired. Thus, frustration tolerance refers to the capacity of the individual to show persistence of efforts despite repeated failures and antagonistic environment. Thus, it is necessary to tolerate the frustration resulting from events such as failure in examination, loss of status etc., to maintain the integration of the personality.

The person who continues his efforts may be said to have more frustration tolerance than the one who discontinues his efforts or indulges in any reactionary mode of behaviour. According to Resenwing (1944), 'Frustration Tolerance is an individuals capacity to withstand
frustration without failure of psychological adjustment i.e., without resorting to inadequate modes of behaviour.

Inability to tolerate frustration leads to mental breakdown, maladjustment and problems in interpersonal relationship. Frustration is supposed to be an antecedent condition of aggression. The person who is characterized by greater ability to tolerate frustration tends to be less aggressive than those who have lower capacity to tolerate frustration.

The individuals who show lower capacity of frustration tolerance have difficulties in reading abilities. The low frustration tolerance also tends to indulgence in antisocial behaviour or in other maladaptive behaviour.

OBJECTIVES OF THE STUDY:
1. To ascertain the relationship between the role conflict and the frustration tolerance of secondary school teachers.
1.1 To compare the relationship between the role conflict and the frustration tolerance of male and female teachers.
1.2 To compare the relationship between the role conflict and the frustration tolerance of rural and urban teachers.
1.3 To compare the relationship between the role conflict and the frustration tolerance of government aided and public school teachers.

HYPOTHESIS OF THE STUDY:
1. The role conflict and its six components have significant correlation with frustration tolerance of secondary school teachers.
1.1 Male and female teachers have significantly different correlation between role conflict and frustration tolerance.

1.2 Rural and urban teachers have significantly different correlation between role conflict and frustration tolerance.

1.3 Government aided and public school teachers have significantly different correlation between role conflict and frustration tolerance.

**DELIMITATIONS:**

The present study delimited in following manner:

(i) The study has been to school teachers, thus is excludes from its preview teachers of secondary and university level.

(ii) The study has been confined to school teachers of Meerut region of UP State only.

**METHODOLOGY:**

The researcher adopted a description survey method to study the research topic.

**SAMPLE:**

This research work includes cluster sampling which is type of probability sampling. Distribution of the sample is as follows:

<table>
<thead>
<tr>
<th>Teachers</th>
<th>Sample</th>
<th>Urban</th>
<th>Rural</th>
<th>U. Govt. Aided School</th>
<th>R. Govt. Aided School</th>
<th>U. Public School</th>
<th>R. Public School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>200</td>
<td>100</td>
<td>100</td>
<td>50</td>
<td>50</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>Female</td>
<td>200</td>
<td>100</td>
<td>100</td>
<td>50</td>
<td>50</td>
<td>50</td>
<td>50</td>
</tr>
</tbody>
</table>
SAMPLE SIZE:

Size of the present sample comes out to be 400 teachers.

TOOLS:

1. Teacher role conflict was measured by teacher's role conflict developed by Gupta, S.P.
2. Frustration Tolerance scale developed by Rai, S.N. was used.

RESULTS:

Table – 1
Showing the significance of difference between Male and Female teachers in respect to their correlation of role conflict and first dimension of frustration tolerance, i.e. in term of attempt

<table>
<thead>
<tr>
<th>N</th>
<th>Type</th>
<th>r</th>
<th>t</th>
<th>Level of Significant</th>
</tr>
</thead>
<tbody>
<tr>
<td>200</td>
<td>Male</td>
<td>0.1841**</td>
<td>1.6</td>
<td>Insignificant</td>
</tr>
<tr>
<td>200</td>
<td>Female</td>
<td>0.0169</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

** Significant at .01 level of confidence

Table – 2
Showing the significance of difference between Male and Female teachers in respect to their correlation of role conflict and second dimension of frustration tolerance, i.e., in term of time

<table>
<thead>
<tr>
<th>N</th>
<th>Type</th>
<th>r</th>
<th>t</th>
<th>Level of Significant</th>
</tr>
</thead>
<tbody>
<tr>
<td>200</td>
<td>Male</td>
<td>0.1994**</td>
<td>2.1</td>
<td>Significant at .05 level</td>
</tr>
<tr>
<td>200</td>
<td>Female</td>
<td>-0.0106</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

** Significant at .01 level of confidence
Table – 3
Showing the significance of difference between Rural and Urban teachers in respect to their correlation of role conflict and first dimension of frustration tolerance, i.e. in term of attempt

<table>
<thead>
<tr>
<th>N</th>
<th>Type</th>
<th>r</th>
<th>t</th>
<th>Level of Significant</th>
</tr>
</thead>
<tbody>
<tr>
<td>200</td>
<td>Rural</td>
<td>0.1577*</td>
<td>1.2</td>
<td>Insignificant</td>
</tr>
<tr>
<td>200</td>
<td>Urban</td>
<td>0.0427</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Significant at .05 level of confidence

Table – 4
Showing the significance of difference between Rural and Urban teachers in respect to their correlation of role conflict and second dimension of frustration tolerance, i.e., in term of time

<table>
<thead>
<tr>
<th>N</th>
<th>Type</th>
<th>r</th>
<th>t</th>
<th>Level of Significant</th>
</tr>
</thead>
<tbody>
<tr>
<td>200</td>
<td>Rural</td>
<td>0.0438</td>
<td>1.1</td>
<td>Insignificant</td>
</tr>
<tr>
<td>200</td>
<td>Urban</td>
<td>0.1443</td>
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<td></td>
</tr>
</tbody>
</table>

Table – 5
Showing the significance of difference between Govt. Aided and Public School teachers in respect to their correlation of role conflict and first dimension of frustration tolerance, i.e. in term of attempt

<table>
<thead>
<tr>
<th>N</th>
<th>Type</th>
<th>r</th>
<th>t</th>
<th>Level of Significant</th>
</tr>
</thead>
<tbody>
<tr>
<td>200</td>
<td>Govt. Aided</td>
<td>0.0632</td>
<td>0.3</td>
<td>Insignificant</td>
</tr>
<tr>
<td>200</td>
<td>Public School</td>
<td>0.0846</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table – 6

Showing the significance of difference between Govt. Aided and Public School teachers in respect to their correlation of role conflict and first dimension of frustration tolerance, i.e. in term of time

<table>
<thead>
<tr>
<th>N</th>
<th>Type</th>
<th>r</th>
<th>t</th>
<th>Level of Significant</th>
</tr>
</thead>
<tbody>
<tr>
<td>200</td>
<td>Govt. Aided</td>
<td>0.1073</td>
<td>0.6</td>
<td>Insignificant</td>
</tr>
<tr>
<td>200</td>
<td>Public School</td>
<td>0.0375</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

FINDINGS & RECOMMENDATIONS OF THE STUDY:

1. Male and Female teachers do not differ in relationship of role conflict with first dimension of frustration tolerance, i.e., in term of attempt.

2. Male and Female teachers differ in relationship of role conflict with second dimension of frustration tolerance, i.e., in term of time.

3. Rural and Urban teachers do not differ in relationship of role conflict with first dimension of frustration tolerance, i.e., in term of attempt.

4. Rural and Urban teachers do not differ in relationship of role conflict with second dimension of frustration tolerance, i.e., in term of time.

5. Govt. aided and Public school teachers do not differ in relationship of role conflict with first dimension of frustration tolerance, i.e., in term of attempt.

6. Govt. aided and Public school teachers do not differ in relationship of role conflict with second dimension of frustration tolerance, i.e., in term of time.
References: