CHAPTER – I

INTRODUCTION

1.1 ORIGIN OF THE STUDY:

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.

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.

1.2 CONCEPT AND MEANING 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.

A common finding interpreted as role conflict, concerns evidence that persons individual social positions hold differing forms for teacher conduct. Such disparities have been reported for both the United Kingdom and the United States between such social positions as teachers, school principals, parents, pupils, teacher trainers, teacher trainers, persons from differing social classes, persons from rural and urban communities, and so forth (Kelsall and Kelsall 1969, Biddle 1979). Most of this research has argued that these disparities will pose problems for teachers because those who hold differing norms will presumably bring conflicting pressures to bear on teachers for conformity. However, it is not clear from most of the studies that other people will actually produce such pressures, that teachers are aware of these disparate norms, or that teachers are actually made uncomfortable by their appearance. Some teachers recognize that others hold disparate norms for their conduct and this awareness is also interpreted by many authors as role conflict.

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).

Studies have appeared reporting role conflict between norms associated with teaching and coaching, teaching and counseling, and teaching and administrative responsibilities. But most of the research has concentrated on the conflicting demands of teaching and homemaking. Most studies of this latter topic have appeared in the United States, where the bulk of teachers are women and interest in role conflicts involving women has blossomed recently. Such conflicts are also known to be associated with strain.

Finally, normative disparities may also be associated with the fact that teachers are called upon to perform tasks that are somewhat antithetical. This form of role conflict has been studied in both the United States and the United Kingdom, and a good summary of the issues involved may be found in Grace (1972). Role conflicts of this fourth form are also known to be associated with strain.

What does the teacher do when confronted by situations of role
conflict? When serious and persisting, such experiences may interfere with the teacher's performance or may cause teachers to leave the profession. However, many teachers manage to resolve role conflicts in one way or another, by compromising among the alternatives advocated. A general theory of role conflict resolution was originally proposed by Gross et al. (1958) and has since been tested in many contexts. Dunkin (1972) examined reported role conflict resolution among Australian teachers and found that he could predict resolution strategies from personality characteristics. "Self-oriented" teachers appeared to be more likely to resolve conflicts in terms of their own needs whereas "other-oriented" teachers apparently paid more attention to the needs and authority of other persons to whom norms were attributed.

Teachers may experience stress because their lives are overloaded, because of inadequate salaries or poor physical conditions in the school, or because or ethnic conflict in the community or physical violence in the school or classroom. Given stagnation in the economics of many countries since the early 1970s, these latter problems seem to have escalated for teachers, and studies of role conflict have correspondingly declined in numbers. Nevertheless, role conflicts remain a source of strain for teachers and various studies have shown such conflicts are a major correlate of low morale in the organizational context.

A particular point in an organizational space is referred to as an 'office'. The organizational space is a structure of interrelated officer and the pattern of activities associated with them. A set of expected behaviour is associated with each office. The expected behaviour constitute the 'role' to be performed by any person who occupies that office. Khan (1964) and his associates have given the term 'role-set' which refers to the role as
interlocking, interrelated networks. The prescriptions and prescriptions held for a certain personal by a member of his role-set will reflect that member's conception of the person's office and of his abilities. Rommetveit refers to members of a role-set as role senders, and to their communicated expectations as the sent role. In addition to these expectations i.e. sent role, there are received roles which are his perceptions and cognition of what was sent. Hence, role sending and role-receiving involve for terms: (i) role-expectations, (ii) sent role, (iii) received and (iv) role-behaviour. Role expectations are evaluative standards applied to the behaviour of any person who occupies a given organizational office or position. Sent role refers to the role expectations communicated or sent by the members of the role-set. Received role is the focal person's perception of the communicated role expectations, i.e. sent role. Role behaviour represents the response of the focal person. These four terms constitute a 'role-episode'. In case of simultaneous occurrence of two (or more) role sending the compliance with one may make more difficult completely the possibility of compliance with the other. The two expectations are mutually contradictory. This simultaneous occurrence of two or more role-sendings is, in other words, a role-conflict.

Siebar (1974) has mentioned the term 'role strain' to signify the difficulties due to multiple roles. The notion of 'role-strain' is composed of two types of problems: role-overload and role conflict. Role overload refers to the constraints imposed by time. Role conflict refers to discrepant expectations irrespective of time pressures.

Rosa (1971) has described role conflict in two ways (1) simultaneous occupying two or more statuses with conflicting norms
attached to various statuses, for example, familia (father) and occupational (employee) statuses. In this role conflict involves the same person occupying different statuses either simultaneously or consecutively: (2) the conflict within a status. A status occupant may find that different people demand that he plays his role in different ways, for example, the behaviour satisfying students may violate the expectations of parents or school authorities.

Linton (1936) has explained meaning of role conflict by referring the notion of 'active roles' and 'latent roles'. He has labelled those roles as 'active roles' we can distinguish between roles in which the individual is actually engaged at the moment. These roles he plays at other times but in which he is not actually engaged are labelled as 'latent roles'. Conflict between active and latent roles is a frequent occurrence.

Dabney in a study of role conflict of faculty in eight small colleges, has considered role conflict as a function of discrepancy between role behaviour of the faculty members and role norms and prescriptions of the colleges.

Role expectations may be viewed as actions or qualities expected of the occupant of a position. If viewed as actions, role expectations are confided as in a job description. If viewed as qualities, role-expectations are codified in adjectival terms, for example, the occupant is expected to be friendly and sincere etc. Discrepancies between patterns of expectations attached to a role and patterns of need dispositions characteristic of the incumbents of the role-result in conflict. Thus when behaviours expected of an individual are inconsistent, the individual will be in a state of role-conflict, will experience stress and reduced
satisfaction with the job among other things. Hence, role conflict is commonly through to be a source of less than satisfactory performance in organizations. Role conflicts produce tensions and uncertainties. These inconsistent behaviours, being unpredictable and unanticipated often evoke further tension and interpersonal conflict between holders of complementary roles.

When an individual hold a position in each of two or more different social systems, there is a conflict of role expectations which are incompatible and hence, results in role conflict1. Merton (1957) differentiates 'multiple-role' and 'role-set'. 'Multiple-role' refers not to the complex of roles associated with a single social status. By 'role-set' he meant that complement of role relationships in which persons are involved by virtue of occupying a particular social status.

**Types of Role Conflict**

In Social system theory Silverman (1983) has classified role conflict in 3 categories.

1. Purely Nomethetic
2. Purely idiographic
3. Transactional

**Nomothetic Role Conflict**

The nomothetic dimension is the sociological aspect of the system. Society is made up of sub-systems or institutions, which are beset with certain roles. Each role is associated with a particular set of expectations that people have about how some one occupying that role will behave when these expectations are incompatible, role-conflicts occur.
Nomothetic role conflicts are of four types: (a) those in which different reference groups transmit differing and competing expectations, (b) those in which an important individual transmits divergent or inconsistent expectations, (c) those in which the individual's expectations are discrepant with other's expectation, (d) those in which the expected behaviours are impossible in the exiting situation.

**Ideographic Role Conflicts**

It is related to the norms of behaviour of an individual related to need disposition in different situation. It is the psychological aspect of the system. Being a unique individual, he is characterized by a distinctive personality with a unique set of need dispositions that influence his behaviour. In situations that evoke two or more equally important but divergent need dispositions within a person, the individual experiences conflict with respect to how to behave. In addition, individuals can have psychological needs that clash with the needs of others and create conflict.

**Transactional Role Conflicts**

These role conflicts are those in which there is a disparity between the individual's personality (need dispositions) and the institution's role (expectations).

Derek Pugh (1966) has identified two types of role conflict. These are:

**Role Activation Conflict**

In a given problematic situation there may be so many expectation seems precise and conflict arises in ordering & sequencing them.
according to their need of fulfilling. All expectations are perceived as legitimate obligations, but their relevancies and priorities in a particular situation are challenged. The question arises which expectations should be activated, and in what way, in relation to the particular problem situation. This conflict is called 'role-activation conflict', because the dispute is over which facet of the role function should be activated in a particular situation.

**Role Legitimation Conflict**

Under this comes what should be included and what should be excluded in the role as content. In this, what is being challenged is the content of the particular role and what should be included in principles and what should be left out. This is called role-legislation conflict, because the occupant of focal role and the members of the role-set challenge the legitimacy of each other's expectations.

Katz and Kahn have classified role-conflicts into two categories:

(a) Objective Role Conflicts, and

(b) Subjective Role Conflicts.

**Objective Role Conflicts**

Objective role conflicts exist in the objective environment. This category includes the following four types of role conflicts: (i) Inter-role conflict, (ii) Inter-sender conflict, (iii) Inter-sender conflict, (iv) Person-role conflict.

First three types of role conflicts have also been described by Jacob W. Getsel, James M. Lipham and Ronald F. Campbell (1968) with different nomenclature. They have used the following terms for these role
conflicts:

(i) Conflict between roles or inter-role conflict.

(ii) Conflict within a reference group or intra-reference groups conflict.

(iii) Conflict between reference groups or inter-reference group conflicts.

The Odore E. Sarbin and Vernon L. Allen (1975) and Thomas J. Sergiovann's and Fred D. Carver (1973) have mentioned only two type of role conflicts: (i) Inter-role conflict, (ii) Intra-role conflict. These two types correspond to the first two types of role conflicts mentioned by Katz and Kahn in the 'objective role conflicts' category.

**Inter Role Conflict**

This conflict arises when at the same time a person has to play more than one role like of a teacher and father. It occurs when the different roles played by the same person give rise to conflicting situations, for example, role of an individual as a husband and a father. There is a contradiction of two or more roles which an individual is attempting to fulfil simultaneously.

**Intra-sender Conflict**

It results from conflicting role expectations from a single individual. It occurs when a single superior presents a subordinate with an incompatible set or orders of expectations. In other words contradictory expectations may occur within a single reference group defining a given role. Getzel, Lipham and Campbell have designated this role conflict as intra-reference group conflict.
Inter-sender Conflict

It results from role expectations of some persons in conflict with the role expectations of others. It arises when orders or expectations from one person or group clash with the expectations or orders from other persons or groups. Hence, in such conflicts, two or more reference groups have different expectations for the same role and these in turn differ from the expectations of the individuals in the role. Getzel, Lipham and Campbell have called this as 'Inter-reference group conflict'.

Sarbin and Allen and Sergiovann's and Carver have called this as 'Intra-role conflict'.

Person Role Conflict

When while performing the role if a person has to repulse from his values, sentiments & belief. It results when role requirements are not consistent with the values, interests or beliefs of the individual in the role. It occurs when on the job role requirements run counter to the individual's needs or values, and violate moral values.

Intra-sender, inter-sender and inter-role conflicts are those in which the contents of the role are sent or communicated. They exist as conflicts in the objective environment of the focal person.

Subjective Role Conflicts

Ketz and Khan have mentioned two types of subjective role conflicts.

Role Over-load Conflict

When a person is over burdened with the orders given by different superiors that is be performed according to some grade & time limit.
When an individual receives orders and confronts expectations from a number of superiors and when there is a time-limit for meeting those orders and also there is some sort of quality control, then the individual encounters such type of role conflict. This type of role conflict is a kind of inter-sender conflict in which the sent expectations of various members of the role-set are legitimate and are not logically incompatible. The focal person feels unable to complete the task within the given period. He experiences overload as a conflict of priorities or as a conflict between quality and quantity. Thus overload involves a kind of person-role conflict.

**Teacher Role**

The role of teacher is very significant for it become an integral part of researches done by various educationist. The Term "teacher role" is a popular one and hundreds of studies have now been published in which it appears. Unfortunately, use of this term is also vague, and several different concepts to which the term has been applied. Three such concepts are identified and discussed here.

**Concepts of Teacher Role**

Ralph Listen, Jacob Maroon and George Herbert mead contributed in giving shape to the teachers role. Technical use of the social role concept appeared in the 1920s and reflected the influence or at least three seminal contributor-Ralph Linton. Jacob Moreno and George Herbert Mead. These three represented different disciplines in the social sciences and used the role concept somewhat differently. For simplicity three separate concepts will be distinguished that may be designated by the term teacher role.
Role as Behaviour

Different answers have different views and option regarding the definition of teachers' role. Some authors use teachers' role to refer to the behaviours that are characteristic of teachers. Most who use role in this sense restrict their interests to teacher behaviours in the work context, that is, in the school or classroom. Nevertheless, teachers may also be found in non-work contexts and a few authors have discussed the role of teachers in their homes, the marketplace or the political arena. Authors using role in this first sense presume that teacher behaviours are existential events and can be observed directly. Moreover, teacher roles may also be observed by other actors who are assumed to have the potential for affecting, and being affected by, the behaviours of pupils and other persons who interact with teachers.

Role as Social Position

Other than the behaviours representing the characteristics of teacher, teacher role is also concerned with his identity and social position. Other authors use the term teachers. In this usage the word role refers to the designating term ("teacher") and the set of persons who are designated by that occupational title. This second usage focuses on static characteristics of teachers—the recognition of teachers as having a separate social position the composition of the teacher population, the status of the teacher profession and conditions for entry into or departure from the field. Authors who intend this second meaning often speak of teachers as "occupying" their roles.

Role as Expectation

Expectations coming under the role can be divided in different
ways. Some of these expectations are held by teachers themselves whereas others are held by parents, school administrators, pupils, politicians or members of the public. Some expectations are normative in mode, but others may represent beliefs, preferences or other modes of thought. Some may be widely shared but others may reflect divergent opinions and generate role conflicts for the teacher. Authors who follow this third usage tend to view teachers as persons capable of rational thought. Expectations are learned through experience and once they are formed expectations will affect the behaviours of those who hold them in predictable ways.

None of these three concepts precludes the others, of course none has precedence and none has a corner on insight. Each represents a facet of the complexities that imbed the teacher and each is capable of generating information for educators and other social scientists. Each has also generated research literature. Nevertheless the fact that such different concepts are all designated by the same phrase poses problems for investigators and consumers alike. One must read each source carefully to establish the concept a given author intends with the phrase teacher role. And one must be prepared to discount confusion that is generated when some authors forget their conceptual definitions or misunderstand those of others.

**The Behavioural Role of the Teacher**

The behavioured role states the specific ways of behaving in distinct situations by a teacher. The behavioural role of the teacher may be defined as those behaviours that are characteristically performed by teachers. Like persons in other occupations and professions teachers
respond in characteristic ways. Most are regularly found in classrooms during the working day, and most spend much of that day supervising the instruction of pupils. When not in classrooms, teachers are likely to be found in the hallways or offices of the schools building or in the lunchroom or teachers lounge. And during the evening teachers are likely to be grading papers preparing lessons or attending school-related functions. This a person teaches for a living means that he or she is more likely to do certain things and less likely to do others, and it is the former that constitute the teacher's behavioural role.

The concept of teacher's behavioural role may be contrasted with two related concepts with which it is sometimes confused. The first of these is the profile of the teacher which may be defined as the characteristic non-behavioural features of teachers. Within the United States for example the Research Division of the National Education Association regularly surveys teachers to establish (i) their profile for such non-behavioural characteristics as sex, age marital status, and years of education completed. Such information has intrinsic interest and may be useful for planning social policies concerning teacher. The second is the treatment of the teacher, which consists of the characteristic behaviours that are directed towards teacher by other. (ii) Like all persons, teachers are the recipients of characteristic behaviour from others with whom they interact, and their lives are made rewarding or galling depending on how they are treated by pupils, parents, principals, members of school boards, and even the press. Studies of these may be found, but neither treatment nor profile should be confused with role. The role of the teacher concerns how teachers themselves behave and has its own database and interest.
Teachers characteristically do a great many things so studies of the role of the teacher are normally limited in some fashion. Sometimes that limitation is contextual. For example, an investigator may examine the teacher's role in the classroom the school, or in some other context in which membership in the teacher's social position is recognized and relevant. Sometimes, also a sectoral limitation may be placed on the definition. In which case the investigator examines that portion of the teacher's role directed towards members of another social position such as pupils. (Other sectors of the role are directed towards the school's principal other teachers, or members of the public). In contrast, if authors choose to discuss the teacher's role in non-educational contexts usually that discussion focuses on behaviours that are presumed to be unique to teachers; that is, are not exhibited by other comparable actors.

Sometimes, also a, functional limitation may be placed on the definition of the teacher's behavioural role. Like other professions teachers may accomplish a variety of things and authors may single out one or more of those things for discussion. For example, many teachers are called upon to disseminate information to pupils, to serve as pupil counselors, and to grade pupils' performances on a regular basis. Each of these tasks requires somewhat different activities on the part of teachers and simultaneous performance of these different activity sets may be difficult for the teacher to manage. The difficulty with functional analysis of the teacher's role is that no definitive set of functions is prescribed for most teachers and behaviours characteristic of teachers may contribute to more than one identifiable function. As a result many different lists of functions have been suggested for the teacher's role, and behavioural evidence concerning these functional distinctions is hard to find.
The issue of evidence raises another question concerning the behavioural role of the teacher. What is the best way to study such roles? Since behaviours them directly. UP until about the middle of the twentieth century it was difficult to find studies of behavioural roles that were based on observation but this has now changed (Dunkin and Biddle 1974). Literally thousands of studies have now appeared in which the classroom behaviours of teachers and pupils were observed, and these provide a wealth of data concerning the role of participants in that context. It is more difficult to observe behaviours elsewhere in the school, however, and more difficult still to study teacher activities in non-school contexts. As a result, studies still appear in which the teacher's behavioural role is examined by asking teachers or others to discuss those activities in interviews and questionnaire responses. Technically, the latter forms of data are measures of what respondents think about the teacher's role and are more validly interpreted as measures of their expectations for teachers. To interpret them as measures of teacher role behaviour means that a simple relationship must be assumed between role expectations and role behaviours, and assumption that is questioned below. Nevertheless, indirect evidence is better than no evidence, and much of what is presumed to be known about the teacher's behavioural role today is based on it.

Evidence concerning the behavioural role of the teacher is subject to limitations that may be ignored by those who interpret that evidence. For one, the teacher's role varies somewhat depending on the grade level of the classroom and school. It presumably differs also depending on the curriculum and subject matter taught and may vary also depending on the composition of pupils and disposition of the teacher and the community
or nation which teaching is studied. As yet it is not well understood how these variables affect the teacher's role and to estimate those effects samples of teachers that represent specific subsets of the teacher population need to be studied. But collection and analysis of behavioural data is expensive, and most studies of the teacher's behavioural role are not conducted with representative sample. This fact may be forgotten by investigators who are sometimes tempted to make claims for broader segments of the teacher population than are warranted from the samples they have studied.

For a second limitation, teacher behaviour is complex, various aspects of it may be chosen for study, and many techniques and observational instruments have now appeared that are used for such studies. Finding that are reported for any given technique or instrument may or may not be related to findings for another technique or instrument. To illustrate, findings for the teacher's nonverbal behaviour (Smith 1979) bear unexamined relationships with findings for teacher verbal behaviour (Bellack et al. 1966), and even the latter have questionable relationships with findings for another instrument that also expresses teacher verbal behaviour (Smith and Meux 1962). In any strict sense, then findings for the teacher's verbal role depend on both the actions of these teachers studied and the observational categories with which they are examined. The latter should always be kept in mind when thinking about claims made for the teacher's role and attempts to examine variations in the teacher's role in different contexts should be kept in mind when thinking about claims made for the teacher's role and attempts to examine variations in the teacher's role in different contexts should be considered valid only when they use identical techniques and instruments.
1.3 CONCEPT OF PROFESSIONAL COMMITMENT:

Commitment means a pledge or an oath to do a work or to discharge some responsibility. Professional Commitment here by means to be honest with the profession and almost tumor contribution to the best of the abilities and capacities in the work assigned. Teaching is a very skilled profession but in the country like India people accept this profession when they have no other way for their livelihood. This phenomena in the present scenario need to be changed as the chances of the professional development in the field are more due to expanding educational facilities.

Children of today are the citizens of tomorrow. The role of the teacher is to do all round development of the students and make them an integral part of the society by their proper socialization.

A committed teacher whether he is on the job or off the job always thinks about the improvisation of the students for failure and bringing positive change in their attitude. He himself makes arrangement of all the resource needed and takes every possible and feasible help of the society in the regard.

Besides contributing to the all round development of the children a committed teacher does the professional development also by following the professional ethics & studying the various researches done by the modern educationist.

Once a person entered in this profession he should feel proud as this is one of the noblest profession in the world and it is charged with great responsibilities. It is not to be consider less in any case. There are so many teachers who have created ripples in the pond and performed well
in this field. Therefore an internal commitment towards the nobility of this profession is really needed for being succeed.

A committed teacher not always impose his opinions on others but listens well and arises scope for co-operation and co-ordination with the contemporaries and gives due respect to the suggestion and opinions of other. He should discharge all the responsibilities and must keep positive attitude towards the professional development and national welfare.

A teacher should be fully devoted to his work. He should always quench his thirst of knowledge by probing new areas to which he is unfamiliar. After having the required knowledge he should grasp it, preserve it and transmit it by effective communication skill. A person should be keen to acquire adequate knowledge in the pre-service teacher preparation and should follow up the remaining task at inservice programmes. Therefore he should use all the possible means of acquiring knowledge like internet and should read 'International Best Sellers' for this purpose.

Teacher is to teach but the task of teaching cannot be said completed or satisfied until and unless the pupils understand each and every concept taught. Teaching without learning is not effective and teacher should establish equilibrium between teaching and learning.

Learning never means that students memories the concepts without understanding but it means characterization of the knowledge in the behaviour and attitude. Learner i.e. students show interest in further studies only if he understands the present concepts completely. Students have full faith on the teacher and they never become skeptical about the knowledge conveyed to them by teacher. A committed teacher always
consider each and every student equal, show his sympathy to slow learners and tries his hard effort to make them up to the standard level. He listens the problems of the student and sort the ways to solve them.

Besides knowing the positive aspect of his attitude a committed teacher should know about himself i.e. where he is lacking or what are his limitation. This can be done through self analysis. He should prepare a diary or write down his personal experiences were he showed his aggressive behaviour and should modify it according to the changing conditions and requirements. A teacher should possess the quality of tolerance and forgiveness and must consider his aggressiveness as an obstacle in the growth & development of children. He should create friendly environment and give proper importance to student's problem because the aim of teaching profession is not to teach but to make the students learn. This commitment will indeed add to the effectiveness of teacher's role performance.

A committed teacher should know his part and responsibilities toward society because he is a product of the same. He should do his best officially and unofficially in spreading the need and consciousness among the member of society being educated. This can be done in the following ways.

(i) Teacher should encourage students to perform better in academics and also participate in the social services programmes.

(ii) Deprived sections should take into consideration and arrangements for their literacy should be made may be through government or through NGO's.

(iii) Children coming from the poor sections should be given proper
attention. These children always face scarcity of resources, therefore to overcome this problem a committed teacher should take co-operation of various agencies working in this area and like everyone with him regarding this head.

(iv) Due emphasis should be laid upon the adult education. This is the best way of educating those who left school in their school going age. He should encourage uneducated adults to get themselves enrolled in the non-formal classes for adult education.

(v) A committed teacher should make efforts to go through the reasons of not sending the children to schools and should motivate the parents by telling them the positive impact of education in one's life.

(vi) For teacher every student whether he is a son or daughter of rich or poor, educated or illiterate is equal and a part of society to which he is responsible. No discrimination should exist and create obstacles in the country mobilization towards development.

(vii) There will not be any problem in raising the funds for the overall development of students if each & every member will know what is expected by him and how the contribution can be made.

If the teacher is committed to the society & becomes able to create a sense of belonging and relation with society then after some time he will see that those members of society who are uncovered with the umbrella of education yet, tend to show their interest in the activities carried out by teacher and through this teachers will be able to put the persons on the right track. Starting from individual to society this programme can be spreaded over the nation wide and the commitment of teacher towards society can be honestly fulfilled.
A committed teacher besides enjoying the fundamental right also realizes the duties as laid down in the constitution. He obeys and follows the socially desirable values such as helpfulness, cooperativeness, teamwork, perseverance, tolerance etc. He respects these values and show love, truth, objectivity, regularity, punctuality while performing teaching tasks. This behaviour will definitely reflect a good impression over pupils and the goal of their socialization will automatically accomplished. Therefore these values should be an integral part of the personality of the teachers. If the teacher lacks somewhere in this regard then through pre-service and inservice programmes these values should be developed in the teacher.

**Commitment Areas:**

A true teacher is who sincerely loves each and every child. Teacher should do all his actions honestly. They should be sensitive towards the emotional needs of children and those who need special attention. A teacher must have a well-defined self-image which help him to perform better and get better results.

These qualities, along with professional competencies of teachers ensure their commitment and dedication towards the profession at their very best.

These are five commitment areas which help teachers to perform well and build the future citizens of India.

1. Commitment to the Learner
2. Commitment to the Society
3. Commitment to the Profession
4. Commitment to the attaining Excellence for Professional Actions

5. Commitment to Basic Values

**1. Commitment to the Learner:** The learning level and performance of students shows the ability of teachers. A student starts his studies at the school and stays throughout the life. Commitment to the learner implies that a teacher should have genuine love, affection, tolerance power towards their mistakes and mischief. A teacher must have concern for the development of life among the children.

Self-analysis, a teacher should do self-analysis of his or her own aggressive behaviour. This will help them in building their commitment. They must be aware of the bad impact of intolerance and aggressiveness on the growth and development of the children. A teacher should do all possible efforts for students under his guidance. But this commitment is not an easy job therefore, a special training should be given to them during their teaching programme.

**2. Commitment to the Society:** A teacher is not a teacher in school only but he is also a teacher outside the school. Teachers are responsible to the local community i.e. society also. Commitment towards society are of different types. A teacher should pay attention to those children whose parents are not aware of the need of the education in life coming from the poor and deprived sections of the society.

A teacher should try to increase the productivity level and quality of life of the whole community by his enhanced knowledge, skills and attitudes. He always try to encourage the students to join school so as to help them to get education and thus, they can improve the quality of their life.
Once a teacher committed himself towards the society, he becomes the member of the society. Then arranging different resources by different means is not a problem for teacher. Community will pay respect to teacher if they prove themselves to be true friends, philosophers and guides of the community they serve. This commitment is very necessary for the teachers as they all considered as the 'NATION BUILDERS'. The teacher should understand and realise invaluable significance of their work for national development.

3. Commitment of the Profession: Human is professional by nature. He only desire is to earn his bread and butter. Under this condition, some people choose their profession willingly but some has to choose their profession under pressure.

Same it happen with this profession some, teachers join this profession willingly but some join it due to situational constraints.

In the field of teaching commitment towards profession is very necessary. A teacher should fully understand that teaching is a noble profession charged with great responsibilities as the society hands over its children to them for their overall development and proper socialization.

A committed teacher's mind always occupied with thoughts of children, their growth and their overall development. A committed teacher always tries to improve his perfection in the profession so as to gave his best to the students. This implies then:

1. Once a person accepted this profession, he should feel pride and develop an internal commitment towards the mobility of the profession.
2. Teachers should establish healthy relations with their fellow teachers and educators.

3. Teachers should develop positive attitude towards professional development and national welfare.

   Commitment to the profession deserves an integral part of teacher education, as without this commitment they are not able to understand the mobility of the profession and their true role therein.

4. **Commitment to the attaining Excellence for Professional Action:** True teachers are those persons who are expertise of their subject. Their commitment towards profession can be considered only on the basis of knowledge and excellence they have on their own part as well as on the part of their students.

   A teacher always try to attain excellence in the teaching-learning process.

5. **Commitment to Basic Values:** Human being started their learning of basic values right from birth but the basic values are like stars in the dark life of a human which enlighten his life and shows the right path to follow which makes his life better. The basic values differ from person to person. Everyone has its own basic values and these values act as a radar and show then the way to follow. So, it is very necessary for a teacher to have commitment towards basic values.

   As, a teacher he is a person who has a number of students in his hand. It is his first basic responsibility to inculcate such basic values at the grass-root level among students.

   In present scenario, there is lack of values in the society. So, it is
very important for a teacher to have basic values like honesty, co-
operation, love, truth, objectivity, regularity, punctuality etc. These values
will create a great impact on the minds of learners in indirect way.
Therefore, education system must be so flexible, so that the education of
basic value can be given to teachers in both preservice as well as
inservice.

1.4 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.
Intensity of Frustration

There are inter-individual as well intra-individual differences in the ability to tolerate frustration. For example on some days we overcome frustration with ease, while at other times we may react with disproportionate annoyance. There are several factors related to the intensity with which frustration is experienced:

(i) **Drive Strength:** In general, stronger the drive, the more intense the frustration when its satisfaction is obstructed (McHose and Ludvigson, 1964).

(ii) **Type of Barrier:** If drive satisfaction is precluded by some barrier we can overcome, frustration is likely to be less intense. Furthermore, if the obstruction appears arbitrary or without reason, there is likely to be severe frustration.

(iii) **Availability of Substitutes:** When substitute goals of equal or near-equal attractiveness are available, we experience less frustration.

(iv) **Previous Experience:** Frustration tends to be cumulative. A frustrating situation preceded by a frustrating event will create more stress.

(v) **Personal Stability:** An individual with a history of emotional instability is less likely to withstand the effects of frustrations than one with a history of good health.

(vi) **Ego Involvement:** If we fail in something in which we do not expect to do well, the event is less disturbing than the situations that are a direct threat to our self.
**Distance** force begins as soon we are born. In fact the very process of socialization inevitably leads to some level of frustration since an individual must forego some of his personal freedom in order to live in the civilized society. Every individual must face some frustrations that are embedded in the developmental process itself like weaning, toilet training etc. There are other source of frustration that are a result of the social structure like poverty, social customs, taboos, laws, racial discriminations, prejudices etc.

**Internal Source of Frustration**

Frustration is sometimes caused by internal factors that prevent satisfaction of certain motives. Thus personal or physical handicaps may be extremely frustrating to the affected individual e.g. a blind person may refuse to accept his handicap and may feel more frustrated than the one whose aspirations take the deficiency into account.

**Personal Sources of Frustration**

Personal characteristics like unattractive appearance, low I.Q., physical inadequacies can be sources of frustration. (Regan, 1966). White (1964) observes that "high ability of any kind is a strong asset for adjustment whether in art, music, sports etc. Individual abilities simply constitute one set of characteristics that must be considered in connection with potential internal source of frustration.

All the above mentioned barriers objectively considered may not be so important as the interpretation the individual gives to it. Any obstruction may be a hurdle for one but a challenge for another. This internal/external or inner/outer distinction has useful implications for psychotherapist or the social engineer, who may be called upon to modify
one or other to reduce the likelihood of frustration. Whether the individual demands more than his environment can provide, or the environment provides less than the individual's needs, or whether the goals are within the normal reach, the essential conditions for frustration are still the existence of the unrequisited need and the failure of available coping behaviours to attain the requisite goal.

**Methods of Dealing with Frustration**

Frustration is an everyday phenomenon in every person's life therefore it becomes necessary to deal with this unpleasant experience. One must either prevent or reduce frustration. Models of dealing with frustration can be classified into two groups:

(A) Planned methods of coping and

(B) Relatively unplanned methods.

**(A) Planned Methods:**

There are several methods which involve conscious effort to deal with frustration. These methods are

1. **Assertive problem solving:** We can take certain steps to relieve the unpleasant sensation. The first step is to identify and define the motive that is being frustrated. Second step is to determine the cause of blockage and to consider all possible source of blockage in isolation or in combination. Thirdly, to make an effort to remove the identified obstacle. To achieve this end one may have to change oneself or the environment.

2. **Action is necessary:** Action is usually necessary to remove frustration, even though it may seem difficult. Outline should be
prepared carefully and alternatives prepared in case of failure of one course of action.

3. **Blocking yourself:** Very often people themselves are the source of their own frustration though we tend to blame others or external events for our frustrating. Simple changes in our own behaviour, based on growing awareness of how our actions affect others, can reduce our frustrations noticeably.

4. **Anticipating frustration:** A little fore-thought can often save us from unnecessary frustrations. Just don't walk into situations you know are going to be frustration. Arrange your future so that blocked motives can be minimized.

   People often feel that they are being pushed around by others. This kind of frustration can be reduced by teaching them to be more assertive. (Halama, 1976; McFall & Twentyman, 1973; Twentyman & McFall 1975). "There are times when a person says "Yes" even though they want to say "no" and later experience frustration". Assertion training is useful to avoid unnecessary frustration.

   The above mentioned methods can be used with problems that are soluble and consequent frustration can be reduced or eliminated. But some problems seem unsolvable, e.g. not getting elected, or not getting admission in a top grade school. How to handle these frustrations? The foremost thing to be kept in mind is their inevitability. Such situations can be dealt by the following methods:-

   (i) **Increasing Frustration Tolerance:** This can be done through special training procedures. Keister & Updegraft (1973) found that children as well as adults could be taught to be more frustration
tolerant. They were trained to engage in constructive problem solving rather than dissolving in tears of frustration the small difficulties that showed up.

(ii) **Lowering of level of aspiration:** Usually we expect so much that we are certain to experience frustration. It is almost heresay in this success-oriented culture to suggest that we might all settle for a little less to avoid most of the frustrations. Lowering the level of aspiration is particularly relevant when we consider that the ladder of success is endless. Sooner or later we see the end of our abilities and seeing that next step so close yet so far we feel frustrated. Those near the top of the ladder (in all fields) are just as frustrated as those near the bottom. To avoid this one must set a limit to what he wants and also pace his speed.

(B) **Unplanned Reactions to Frustration:**

These may or may not be adaptive and can function on unconscious level too.

1. **Aggression:** One of the most common reactions to frustration are a sense of anger and aggressiveness. On some occasions it is adaptive and on others it is extremely unprofitable e.g. if a constantly bullied again and also gains respect from others; but screaming outside his boss's office will not get him a raise in salary. Aggression may be expressed directly towards the obstacle or towards a substitute (displacement). Dollard, Doob, Miller, Mowrer, and Sears (1939) formalized this relationship which has come to be known as the frustration-aggression hypothesis.

2. **Helplessness & Depression:** The above mentioned modes of
dealing with frustration are relatively successful modes of behavior but sometimes our reactions to frustration may become problems in and of themselves. We are faced with the problem to deal with not only the frustration itself but also reactions to frustration. Helplessness and depression are two such undesirable reactions. If a person is frustrated repeatedly and there is no chance of avoiding unpleasant situations animals as well as humans will become helpless, hopeless and depressed (Seligman, 1974). Seligman (1974) has suggested some techniques for alleviating normal depression of everyday life: (a) aggression training (b) assertion (c) graded step reinforcement (d) limiting depression.

(3) **Other unplanned reaction to frustration:** An individual may deal with his frustrations using mechanisms, which work on more or less unconscious level. (a) **Regression:** the individual resorts to earlier modes of behaviour to overcome frustration e.g. an adult throwing temper tantrum. (b) **Fantasy:** When frustrated we escape into fantasy, we day dream of more pleasant things. (c) **Repression:** Events that are ego-threatening can be responded to retroactively only by "motivated forgetting" or repression.

1.5 **CONCEPT OF ATTITUDE:**

Attitude plays a very prominent role in effective communications in the classroom. A teacher with a positive attitude towards teaching is considered better and becomes popular among the students for his/her better teaching. Therefore, it is very important to study the attitude of the teachers belonging to various groups. In this modern age education plays an important role in India, who is passing through great soci-economic
and political charge. Education is an effective instrument for the various developments. Education is regarded as mirror of the society and educational institutions as "Society in Miniature". Education is no exception to it. It is an indispensable vital process in human life. It aims at shopping an individual into a free, full, wholeman, a perfect man. It has in it the potentialities to shape the dating of a nation. Moreover education alone can serve the safe and stable foundation in which we can aspire to raise an imposing, enduring and abiding structure of national heritage. It is meant for national development, social transformation and economic rejuvenation. This necessitates that teachers, who shape the destiny of the nation in class-room, have to be agenda for such transformation, catalyst in the process of developing the future citizens who are to be productive, who believe in social justice and national integration and who pass value befitting to democratic, socialistic and secular citizens. Thus, a teacher should develop understandings, interests, attitudes and skills which would enable him to foster all round development and growth of children under his care.

Favorable classroom teaching attitude not only promotes satisfaction but also creates the kind of climate which stimulates better and successful achievement. Attitude determines the process as well as product of all these activities. They provide the inventive for behaviour and effect all higher mental processes, thinking, reasoning, judgement and creativity. Attitudes have direct relationship and are passed from generation to generation in so many societies. Thus, a good teacher with his/her proper attitude, behaviour and personality traits can motivate, inspire and make students lost in his teaching. Therefore, teachers must develop proper and positive attitude towards his/his profession, so they
can carve the future of India in a magnificent manner. Society approves some of the attitudes and neglect to others. Teachers can only make nation strong. They are the pillars of the nation. Home, school and society play a great role in indicating attitude and interest in primary and secondary level teachers towards teaching job and it is the part of the object to study and compare the attitudes of self-finance and regular students of B.Ed. Colleges towards teaching.

**Attitude:**

The term has not been and probably cannot be distinguished clearly from such terms as traits, opinion, disposition, interest, value, temperament.

It is important to understand the meaning and nature of *attitude*, the factors responsible for its formation and development and technique of its measurement.

Allport (1954), attitudes are "A mental and neural state of readiness, organised through experience exerting a directive or dynamic influence upon the individuals response to all objects and situations with which it is related".

The Encyclopedia Britannica (1964) refers attitude in a general way, to inclinations, presumed to be enduring to react in a certain kind of situations to see and interpret events according to some predisposition and to organised opinions into coherent interrelated clusters.

Show and Wright (1961) defined it as a "Relatively enduring system of evaluation, effective reactions based upon and reflecting the evaluative concepts or beliefs which have been learnt about the characteristics of a social object or class of social objects".
Attitudes fall with in the realm of personality and are different from other personality constructs. Attitudes are rational, they possess on evaluative function and are overt responses serving as predisposition to respond overtly. They are measured indirectly on the psychological scale. Attitudes occupy a location between concept and trait.

Newcomb (1950) differentiates it from motive as on given a motive. Secondly, attitude is labeled by its objects and objective specific, where as motives by goals and goal specific.

Attitudes differ from traits because attitudes have a specific referent, where as traits are non-specific and the layman as well as the scientists frequently use the true concept of attitude in the description and explanations of human behaviour. Generally a common view of attitude is that they have got the three components :-

1. A cognitive component, consisting of the ideas and beliefs which the attitude holder has about the attitude object.

2. An effective emotional component which refers to the feeling and emotional one has towards the object.

3. A behavioural component consisting of one's action tendencies towards the object.

Kamala Bhutani in her study had given several definitions, Many different aspects of the concept of attitude have stressed in definitions offered by different authors.

SET:

(An Attitude) denotes the general set of the organism as a whole towards an object or situation which calls for adjustment (Lundbery, 1929).
Readiness To Act:

Attitude is a condition of readiness for a certain type of activity (Warren, 1934).

Physiological Basis:

The attitude, or preparedness in advance of the actual response, constitutes an important determinant of the ensuing social behaviour. Such neural setting, with their accompanying consciousness are numerous and significant in social life. (F.H. Allport, 1924).

Permanence:

Permanence is more or less permanently enduring state or readiness of mental organization which predisposes an individual to react in a characteristics way to any object or situation with which it is related (Contrail, 1934).

Learned Nature:

An attitude, roughly is a residuum of experience, by which further activity is conditioned and controlled. We may think of attitudes as acquired tendencies to act in specific ways towards object (Kruger and Reckless, 1931).

Comprehensive Definition:

As defined by Allport, an attitude is a mental or neural state of readiness, organised through experience, exerting a directive or dynamic influence upon the individuals response to all objects and situations with which it is related.

Permanence:

Permanence is more or less permanently enduring state of
readiness of mental organization which predisposes an individual to react in a characteristics way to any object.

The concept of attitude was a very important on in social psychology's formative years and still remains so today. Though many conflicts definitions have been offered, in general an attitude can be defined as a readiness to respond in a favorable or unfavourable manner to a particular class of objects.

This conceptual distinction between thoughts, feelings and actions as separate but interrelated parts of an attitude has a long history in philosophy. Though the term 'attitude' has a long history in philosophy. The term 'attitude' was first used by Herbert and Spencer in 1862 as described by Allport, the thought-emotion-behaviour distinction is essentially identical with one made by Plato, who used the terminology of cognition, affection and cognition as mentioned by Oskamp.

The attitude is the prime factor which opens the door to aptitude and interest for a particular task like occupation.

Which is very much important for teaching profession. Generally, the training colleges supply trained human resources to man the schools. Therefore, it is essential to know and develop proper attitudes in these future trained philosophers and guides of the student teachers towards this profession of teaching.

1.6 STATEMENT OF THE PROBLEM:

The statement of the problem is as under: "A Study of Role Conflict in Relation to Professional Commitment, Frustration Tolerance and Teacher attitude of Secondary School Teachers".
1.7. OBJECTIVES OF THE STUDY:

The present study has been designed with a view to achieve the objectives mentioned as under:

1. To ascertain the relationship between the role conflict and the professional commitment of sec. school teachers.
   
   1.1 To compare the relationship between the role conflict and the professional commitment of male and female teachers.

   1.2 To compare the relationship between the role conflict and the professional commitment of rural and urban teachers.

   1.3 To compare the relationship between the role conflict and the professional commitment of government aided and public school teachers.

2. To ascertain the relationship between the role conflict and the frustration tolerance of secondary school teachers.

   2.1 To compare the relationship between the role conflict and the frustration tolerance of male and female teachers.

   2.2 To compare the relationship between the role conflict and the frustration tolerance of rural and urban teachers.

   2.3 To compare the relationship between the role conflict and the frustration tolerance of government aided and public school teachers.

3. To ascertain the relationship between the role conflict and the teacher attitude of secondary school teachers.

   3.1 To compare the relationship between the role conflict and the teacher attitude of male and female teachers.
3.2 To compare the relationship between the role conflict and the teacher attitude of rural and urban teachers.

3.3 To compare the relationship between the role conflict and the teacher attitude of government aided and public school teachers.

1.8 HYPOTHESES OF THE STUDY

The hypotheses as under shall be tested:

1. The role conflict and its six components have significant correlation with professional commitment of secondary school teachers.

1.1 Male and female teachers have significantly different correlation between role conflict and professional commitment.

1.2 Rural and urban teachers have significantly different correlation between role conflict and professional commitment.

1.3 Government aided and public school teachers have significantly different correlation between role conflict and professional commitment.

2. The role conflict and its six components have significant correlation with frustration tolerance of secondary school teachers.

2.1 Male and female teachers have significantly different correlation between role conflict and frustration tolerance.

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

2.3 Government aided and public school teachers have significantly different correlation between role conflict and frustration tolerance.
3. The role conflict and its six components have significant correlation with teacher attitude of secondary school teachers.

3.1 Male and female teachers have significantly different correlation between role conflict and teacher attitude.

3.2 Rural and urban teachers have significantly different correlation between role conflict and teacher attitude.

3.3 Government aided and public school teachers have significantly different correlation between role conflict and teacher attitude.

1.9 DEFINITION OF THE KEY TERMS:

1. **Role Conflict**- It refers to the conflict which arises when expectations of role are different or incompatible and role definition is ambiguous.

**Components of Role Conflict**

(i) **Role Diffusiveness conflict**- It arises when the role incumbent fails to gain precisely the knowledge and outcomes of his role behaviour.

(ii) **Role Vulnerability Conflict**- It arises when two or more reference groups have different expectations from the same role. Thus ambiguity arises in role definition causing conflict.

(iii) **Role Marginal Conflict**- It arises when the role incumbent clearly perceives the task but feels that he/she is deprived of performing behaviours required for task accomplishment.

(iv) **Role Commitment Conflict**- It refers to the conflict caused by lack of promotional and career advancement avenues to a role incumbent in his/her job.
(v) **Value Conflict**: It arises when the respective role behaviour is impossible in changing conditions and role incumbent feels that his/her individuality and autonomy are being challenged.

(vi) **Institutional Conflict**: It arises due to lack of control of role incumbent over institutional activities and decision making process.

**2. Professional Commitment**

Commitment implies sincerely love for each child, open to criticism form every one, truth full in his action and deeds and sensitivity to the emotional needs of children.

There are following five commitment areas:

(i) **Commitment to the Learner**: Commitment to the learner implies teachers' genuine love and affection for children, tolerance towards their mistakes and mischief coupled with their pedagogically correct interpretations, commitment to their progress and development, concern for their human empowerment and care for the development of quality of life among the children. These commitment will, indeed, add to the effectiveness of every characters role performance.

(ii) **Commitment to the society**: Teachers commitment to the community may basically related to developing the sense of equity for children of the poor and illiterate parents, willingness to take initiative to advise the parents for enrichment of the child and community mobilization for development of the school and willingness to actively participate in the enrolment drive.

(iii) **Commitment to the profession**: This commitment area involves two essential components namely, pride in one's being in the teaching profession and a strong desire for professional development.
(iv) **Commitment to the attaining excellence for professional action:** Professionally committed implies love is their quest for knowledge and excellence, both on their own part as well as on the part of their students.

(v) **Commitment to basic values:** Commitment to basic values include honesty, co-operation love, truth, objectivity, regularity, punctuality etc.

**Frustration Tolerance:**

According to Rai & Gupta (1988) fined the terms 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.

**Teacher Attitude:**

Thurstone and Chave (1929) defined the term attitude first used to denote "the sum-total of a man's inclinations and feelings, prejudice of bias, preconceived notions, ideas, fears, threats and convictions about any specific topic".

**1.10 DELIMITATIONS:**

The present study delimited in following manner.

(i) The study shall be confined to school teachers thus is excludes from its preview teachers of primary and university level.

(ii) The study shall be confined to secondary school teachers of Meerut region only.