CHAPTER – II

REVIEW OF RELATED LITERATURE

In the present research work the investigator has scanned most of the relevant and reported studies done abroad and in India in the field of role conflict, professional commitment, teacher attitude and frustration tolerance among the school teachers, school administrators, principals, head masters and the students.

There are relatively few studies conducted on the role conflict in India as demonstrated by literature available in abstracts, journals, international dissertations abstracts and other written and published material. However, the chapter in hand presents the body of literature reviewed.

It has been attempted that all the studies reviewed may be presented in a systematic way. As the study revolves their basic concepts which are interconnected and interactive. It was considered futile to attempt at a thematic classification of the study on the basis of each concept. It was found that most of the studies have focused on more than one related concept. Hence the review presents the related literature into two broader categories: First, Studies Conducted Abroad and Second Studies Conducted in India.

2.1 STUDIES RELATED WITH ROLE CONFLICT:

Macquarie (1972) predicted the ways in which teachers react under the specific psychological conditions of role conflict. The results of the study indicated that the role conflict and conflicts between teachers needs and role expectations attributed to socially powerful role behaviours were found to be common. The outcomes of these conflicts for "self oriented"
and "other oriented" teachers were supported when predictions of warmth and directiveness of anticipated behaviour were made for individual teachers.

Varma (1975) identified role conflict situations as perceived by the headmasters. He further studied the expectations of teachers, students, parents and administrators from the headmaster and measured the worries experienced by the headmasters when exposed to the role conflict situations. Attempts were also made to explore the relationship between role conflict and personality traits of the headmaster, as used as relationship between the role conflict and institutional factors. Findings of the study suggest that Role conflict is positively related to worry which is highest in situations related to purchase of materials. The incidence of congruence and incongruent between the perceived role conflict and the observed incompatibility in expectation were found to vary from situation to situation. When the groups of headmasters were dichotomised on the basis of boys and girls school the difference in the role conflict was observed significant. The headmasters with high role conflict sought compromise than full conformity or avoidance.

Brenda Freeman; M. Kenneth Coll in (1997) their study reported school counselor role conflict and investigated elementary school counsellor self perceptions of role conflict as compared to middle and secondary school counsellors. The study survey included the Role Questionnaire and demographically questions. Results supported the hypothesis that because elementary school counsellors have more roles and functions were and in less secure positions than middle and secondary school counsellors, they were generally experienced more role conflict.
Felora and Edward (1977) attempted to explore the relationship of role conflict and role ambiguity and the job involvement variables, i.e., job participation, job satisfaction, job threat and anxiety and propensity to leave. All relationships between role conflict, role ambiguity and the four job involvement variables were found to be significant and in the predicted direction. The amount of role conflict and role ambiguity experienced by the principals was not affected by the size and complexity of the principal's corporation or the principal's sex.

Brown and Lamar (1978) examined the possible role conflict experienced by black administrators in predominately white institutions and identify evidence of the actual decision making power and authority within the administrative role of black administrators and investigated those special circumstances and unique services which black administrators perform that are related to black student needs and found black administrators had total administrative authority in their specific areas, administrators experienced no role conflict at all as a result of being a black administrator in a white institution. Black administrators were not expected to be viewed as experts on black related issues.

Porter and Hyden (1978) compared the perceived role conflict experienced by women principals at the secondary public school level to the perceived role conflict experienced by men principals at the secondary school level using Robert Kahns model of role conflict. The findings of the study dealt with the role conflict experienced by men principals at the public secondary school level compared to the role conflict experienced by women principals at the public secondary school level. There were differences in the age, experience year marital status and educational background to be older then the men principals, less
experienced, single and had a higher degree of educational training than did the men principals.

Marry Ann (1979) in his study examined the effects of tenure, role conflict and role conflict resolution on work orientation and burn out. Frequency of role conflict was observed as a significant variable in the predictions. However, significant relationships were not observed between work orientation and tenure, role conflict and burn out.

Rigling and Charles (1979) identified the relationship between school system crises emanating from limited funding and professional labour disputes and the attitudes of middle management administrators towards their work. The results indicate that middle management administrators of crisis school systems differ from administrators holding similar position non-crisis school systems with respect to their attitudes towards their job. Crisis system administrators are less satisfied with their jobs, are more alienated from their work and greater role conflict is expressed.

In an exploratory study Harigopal K and Ravi Kumar (1980) tried to find out the relationships among Role ambiguity, Role conflict and certain attitudes. Results indicated that the Role ambiguity is significantly and positively associated with the self-actualisation need deficiency at the middle management level role ambiguity was significantly and negatively related to job involvement and intrinsic motivation was positively related to autonomy need deficiency at the lower management level.

Madhu and Harigopal (1980) examined role conflict and role ambiguity in relation to job involvement, job performance, age and job tenure of male supervisors. Negative relationship were observed between
role ambiguity, as well as positive relationship between job involvement and job performance were found positively related. Role conflict correlated positively with age for technical sample.

R. John, Mansfield; (1986) studied the effect of role conflict, role ambiguity, and powerlessness on perceived burnout among 225 department heads in New Jersey high schools. Data provided solid support for the prediction that perceived role conflict and ambiguity were related to perceived powerlessness.

Herbert W., Marsh and other (1988) examined relations between women's involvement in sports and three psychological conflicts (role conflict, sex-role identification, and multidimensional self concepts) using three groups of old female powerlifters competing in a national championship. Role conflict was not substantial except for a few specific areas related to conflicting expectations of appropriate female and athlete behaviour. Both athletic groups scored substantially higher on masculinity and on self-concept of physical ability than the nonathletic group, but there were no group differences on femininity and few substantial differences in other areas of self-concept. Results provided support for the construct validity of androgyny and the multidimensionality of self-concept.

Stephen, Mitchell; Peter, Bamberger & other (1991) Conducted a survey to investigate the relationship between work and career process dimensions and role conflict and role ambiguity in elementary and secondary school teachers. The nature of teacher interaction with supervisors was observed as an important factor in determining role conflict and ambiguity. Findings indicated that the Managerial strategies
appropriate for minimizing role conflict were not necessarily those appropriate for minimizing role ambiguity, and determinants of role stress in elementary schools were different from those in secondary schools. Results that suggest in school organizations, managerial strategies that reflect professional ethos may have no impact on teacher reported role conflict and role ambiguity. In secondary schools, certain managerial strategies that run counter to professional ethos may reduce organizational role conflict and ambiguity.

Latha Kumari in (1991) attempted to explore the role conflict among secondary school women teachers in relation to their age, marital status, morale and modernity constituted the problem of this investigation. Results indicated that the married teachers had significantly more role conflict than unmarried teachers in their personal, interpersonal and domestic dimensions and the group of teachers with low morale had significantly more role conflict than the group of teacher with high morale, on all its dimension. viz. personal, interpersonal, domestic and occupational as well as in toto. The teachers with high low modernity on all the dimensions of role conflict, viz. personal, interpersonal, domestic and occupational as well as in toto.

Mobley Janet & Sermon in (1995) The purpose of this investigation conducted was to study the perceived levels of burnout of secondary school teachers in relation to the following independent variables : (a) age, (b) gender, and (c) years of experience. Additional items included identified supplemental job roles and/or responsibilities which are most often related to role conflict and role ambiguity.
Abraham, Gobi; Dahlia & Moore in (1996) Examined work family role conflict among Jewish women, 72 who were employed in a female typed occupation (secondary school teachers) and 40 who were employed in a male-typed occupation (university professors). Ss completed questionnaires that assessed their role conflict, perception of home burden, time allotted to domestic roles, work time, work burden, and perceptions of importance of gender roles. Women in a male-typed occupation spent less time on family and domestic roles and increased their hours of work. Consequently, their burden at home decreased while their burden at work increased. Because the burden at home contributes more to role conflict than the burden at work, women in male-typed occupations reported less role conflict than did women in typical occupations.

T.K. Saladin & Corbin in (1998) attempted to establish the relationship among the study examined in the role perceptions, the role conflicts and levels of job satisfaction of the faculty of a community college. The primary conclusion drawn from this study was that the faculty at community college, under study was generally satisfied with themselves as teachers and believed that they played a role in helping student to reach their academic and personal goals. A second major finding of this study was that race and gender do interact and impact faculty perceptions of roles.

Adual Kader Parambut, (2000) has undertaken a study of stress and professional efficiency of the Heads of Primary School in Kerala. The Study was initiated for the purpose of Doctoral Degree in Education. Parambut found that the Heads of Primary School feel a lot of stress
during the course of fulfilling their professional obligations with efficiency.

Vincent De Paul and Karpaga Kumaravel (2003) conducted a study on elementary school teachers and study was 'Teacher effectiveness: An empirical study of elementary school teacher, Experiments in education and he found some elementary teachers are not showing professional commitment.

Buda and Lenaghan (2005) also found that role-balance was an important issue for college students. Students perceived greater role-conflict when there was a lack of role balance in their lives. However, there was no relationship found between role-balance and well-being which was contrary to the findings in the work/family literature. It was perceived that an emotional construct such as affect could be moderating this relationship in students (Buda and Lenaghan, 2005). In this research we investigated the work/student relationship and developed a path model of the working student’s wellbeing using structural equations.

Role conflict occurs when different expectations impinge concurrently, resulting in “dissonance” for the individual who aims to perform the incompatible roles (Lynch, 2007). For example, employees are likely to experience role conflict when they are required to produce higher quantity while meeting the call of management to produce quality products and services (Antonioni, 1996).

In some research (e.g., Schaufeli et al., 2009; Babin and Boles, 1996), role conflict has been considered as a mediator variable in a causal model of employee behaviour. In a recent publication, Schaufeli et al. (2009) reported that role conflict is found to be a full mediator between
the following relationships: workaholism and job demands; burnout and well-being. On the basis of such findings in the literature, role conflict is also treated as a mediator variable that links the TQM practices and role ambiguity in this study.

Stephen, R. et.al. (2010) conducted a study Using Gender Role Conflict Theory in Counseling Male-to-Female Transgender Individuals and found that the overall goal of this study was to detail how GRC theory can be used to provide a framework for understanding and accepting the MtF transgender client's distress within the context of a gender society. Authors are suggesting that GRC theory can help provide counselors with a more complex understanding of the client's experiences that are gender and how these experiences create distress for those who are already in conflict about their gender. At the same time, the complexity offered by GRC theory and its focus on the conflicts occurring when situational demands interact with socialized behaviors helps counselors develop an appreciation of this complexity in their clients. Just as the societal forces that clients struggle against are complex, so clients are complexly unique individuals and should be treated as such.
2.2 STUDIES RELATED WITH PROFESSIONAL COMMITMENT

Bisaria (1991) has conducted a pilot study of mobility patterns and professional commitment of higher secondary teachers and concluded that frequent transfer and mobility patterns were negatively correlated with professional commitment.

Theodore Coladarci (1992) conducted a study in which examined the degree to which teachers' sense of efficacy, as well as other hypothesized influences on commitment to teaching, predicted 170 teachers' responses to the question, "Suppose you had it to do all over again: In view of your present knowledge, would you become a teacher?" General and personal efficacy emerged as the two strongest predictors of teaching commitment, along with teacher-student ratio, school climate, and sex. In short, greater teaching commitment tended to be expressed by those teachers who were higher in both general and personal efficacy; who taught in schools with fewer students per teacher; and who worked under a principal regarded positively in the areas of instructional leadership, school advocacy, decision making, and relations with students and staff. Teaching commitment also was higher for female teachers.

National Council for Teacher Education (1998) In its document entitled "Competency Based and Commitment Oriented Teacher Education for Quality School Education." Has envisaged a wider concept of role commitment of a teacher. The Council has identified five commitment areas of a teacher: commitment to learner, commitment to society, commitment to the profession commitment to achieve excellence and commitment to basic human values." The council has also identified five areas of teacher's performance-Class room performance, school level
performance, out of school activities, parents related performance and performance of teacher in the community. The teacher has been advised to undertake periodic evaluation his performance and continuous progression towards achieving excellence.

Suja (2007) in a study found that attitude towards teaching, interest in teaching and teaching experience have significant main effect on job commitment of teachers.

Maheshwari, Amrita (2002) attempted to study professional commitment of secondary teachers. The objective of the study as a to ascertain the extent, variation and distribution of professional commitment between teachers of secondary education at to compare the degree of professional commitment of teachers with their social and academic characteristics like sex, age, Academic Career, Socio-economic Status, Caste, Community Background, Teaching experience and Associational membership. She concluded that professional commitment of teachers can be increased by some means and ways explored by her in this investigation.

Ronit Bogler and Anit Somech (2004) study focused on the relationship between teacher empowerment and teachers' organizational commitment, professional commitment (PC) and organizational citizenship behavior (OCB). It examines which subscales of teacher empowerment can best predict these outcomes. The data were collected through a questionnaire returned by a sample of 983 teachers in Israeli middle and high schools. Pearson correlations and multiple regression analyses indicated that teachers' perceptions of their level of empowerment are significantly related to their feelings of commitment to
the organization and to the profession, and to their OCBs. Among the six subscales of empowerment, professional growth, status and self-efficacy were significant predictors of organizational and PC, while decision-making, self-efficacy, and status were significant predictors of OCB. Practical implications of the study are discussed in relation to teachers, principals and policy-makers. This essay posits a problem of fit among five streams of reform and prevailing configurations of teachers' professional development. It argues that the dominant training-and-coaching model—focused on expanding an individual repertoire of well-defined classroom practice—is not adequate to the conceptions or requirements of teaching embedded in present reform initiatives. Subject matter collaborative and other emerging alternatives are found to embody six principles that stand up to the complexity of reforms in subject matter teaching, equity, assessment, school organization, and the professionalization of teaching. The principles form criteria for assessing professional development policies and practices.

K. Lu, L. Hang, & H. Wu (2006) conducted a study which aimed to assess both direct and indirect relationships between professional commitment, job satisfaction, and work stress in public health nurses (PHNs) in Taiwan. The two major questions addressed were as follows: What were the professional commitment, job satisfaction, and work stress among PHNs? What model accurately portrays the relationships between these three independent variables? Exploration of the causal pathways among these variables revealed a fitness model. A structured, self-administered questionnaire with three scales was distributed to the subjects. A total of 258 subjects completed the questionnaire, yielding a 90% response rate. Results demonstrate a significant, direct, and positive
effect of professional commitment on job satisfaction, as well as a significant inverse influence of job satisfaction on work stress. An indirect effect of professional commitment on work stress through job satisfaction was also revealed in the findings. All paths in the model were significant (P < .05). The findings of the study can help show that professional commitment plays an antecedent role to job satisfaction and work stress of nurses. This study suggests that professional commitment is an important factor related to work stress and that health care institutions should be concerned with this issue.

Scott E. Bryant, Dan Moshavi & Thang V. Nguyen (2007) investigates attitudes and citizenship behaviors of IS workers in the software industry by examining relationships among various facets of organizational commitment, professional commitment, and a particular organizational citizenship behavior (OCB) called peer mentoring. Results revealed that one facet of organizational commitment, affective commitment, was positively associated with peer mentoring, while a second facet, normative commitment, was negatively associated with peer mentoring. A third facet of organizational commitment, continuance commitment, had no significant relationship with peer mentoring while professional commitment was positively associated with peer mentoring. Our results also found a positive and significant interaction between professional commitment and affective commitment, and a negative and significant interaction between professional commitment and normative commitment in predicting OCBs, suggesting that managers of software professionals can foster OCBs by focusing on specific facets of commitment.
Dalchand (2007) studied "A study of professional commitment between BTC and special BTC Primary Teachers", The findings of the study are as follows: 1. BTC primary teachers are more committed to learner orientation than the Special BTC. 2. BTC primary teacher are more committed to society. 3. BTC and Special BTC are similar towards the commitment to institution. 4. BTC primary teachers have high degree of commitment to work rather than special BTC primary teachers. 5. Both were found to be similar in their commitment to achieving excellence. 6. Both are similar in commitment to human values.

Sood, Vishal (2008) conducted a study, "Professional Commitment Among B.Ed. Teacher Educators of Himachal Pradesh". He studied the level of professional commitment of teacher educators serving in secondary teacher training institutions of Himachal Pradesh. Results showed that the level of professional commitment of B. Ed. teacher educators in Himachal Pradesh is moderate. Significant differences were found in professional commitment of B. Ed. teacher educators with regard to gender, marital status and teaching experience. However, NET qualified and Non-NET qualified teacher educators were found to have similar level of commitment towards their profession. The paper discusses certain suggestions for enhancing the professional commitment level of B. Ed. teacher educators.

Elissa D. Giffords (2009) examines organizational commitment and professional commitment among a sample of social workers. It empirically explores the relationship between social workers' commitment and nine work environment variables (collegiality, promotional opportunity job security, organization and profession-specific skills, autonomy, legitimacy of promotions, distributive justice
and supervisor recognition), six demographic or background variables (gender, relationship status, age, employment status, years in social work (profession tenure) and years employed in the current organization (job tenure). It also includes 16 organizational variables (organizational auspices, organizational type, job position, yearly earnings and various types of job benefits, that is, medical, dental, vacation time, sick leave, flex-time, child care, maternity/paternity-leave, disability insurance, life insurance, university education/degree programs, employer-paid professional development opportunities and other benefits. Findings: Based on a sample of the members of the National Association of Social Workers, the findings suggest that work environment and organizational factors contribute to social workers' organizational and professional commitment, though the results suggest that organizational commitment is noticeably easier to explain than professional commitment.

Yves Gendron, Roy Suddaby & Sandy Q. Qu (2009) extends the literature on professional and organisational commitment through an online survey of professional accountants that examines the influence of several contextual features; namely, workplace diversification, occupational stress, professional involvement and culture. The survey was carried out around the end of 2002 with Canadian chartered accountants (CAs) from four Canadian provincial institutes. Three of these provincial institutes are located in English-speaking provinces (Alberta, British Columbia and Nova Scotia), while the fourth CA association is in Quebec, a predominantly French-speaking province. In contrast to prior research carried out more than two decades ago, our results indicate that respondents in public practice do not differ from respondents in non-public accounting settings in their level of
professional commitment and in their level of organisational commitment. Our results also suggest that occupational stress and professional involvement are both significantly related to professional commitment. Finally, our survey data indicate that accountants working in Quebec had a lower professional commitment than their peers working in English-speaking provinces, thereby suggesting that culture exerts significant influence on professional commitment.

An attempt was made by Shashi Sukla (2009) to study professional commitment, teaching competency and job satisfaction-their relationship and influence on each other and the results showed the high positive relation between professional commitment and job satisfaction but the relation between teaching competency and job satisfaction came to be positively very low for most of the dimensions and for some of the dimensions it came out as negative correlation.

- The result showed very high positive correlation between commitment to profession and job satisfaction level of primary school teachers. This means teachers who are satisfied with their job are also equally committed to their profession.
- The result shows very low positive correlation between teaching competency and job satisfaction. This means job satisfaction level do not effect competency skills of the teachers.
- The result shows very low positive correlation between professional commitment and teaching competency. This shows that professional commitment and teaching competency are not related to each other which means teacher are committed need not be competent and vice versa.
There is no significant difference between teaching competencies level of teachers with high and average levels of job satisfaction. Teachers with different level of job satisfaction did not showed any difference in level of their competency skills.

The t-value shows no significant difference between professional commitment level of teachers with high and average levels of job satisfaction. Teachers with different level of job satisfaction did not showed any difference in level of their commitment towards the profession.

There is no significant difference between teaching competencies level of teachers with high and low levels of job satisfaction.

The t-value shows no significant difference between professional commitment levels of teachers with high and low levels of job satisfaction.

The result shows no significant difference between teaching competencies level of teachers with average and low levels of job satisfaction

The t-value shows no significant difference between professional commitment level of teachers with average and low levels of job satisfaction.

A study was conducted by M.S. Talawar, T. Pradeep Kumar (2010) on ‘Correlation between Teaching Commitment and Educational Aspiration of Primary School Students’ in this study aims to investigate the correlation between Teaching Commitment and Educational Aspirations of primary school students. A sample of 130 teachers and 150 students was drawn adopting random sampling technique from government primary schools of Bangalore district, Karnataka. Survey
method was used to collect the data. The study revealed that there is high correlation between Teaching Commitment and Educational Aspiration of primary school students. There is a significant difference in the Teaching Commitment of male and female primary school teachers.

Bogler, (2010) conducted a study on different roads lead to teachers organizational and Professional Commitment. The study aims to explore the antecedents of teacher's organizational and professional commitment. Data were collected from 841 teachers employed in 118 Israeli schools. Multiple regression analysis revealed that organizational characteristics such as organizational effectiveness teachers' loyalty to the principal and extrinsic job satisfaction were significant predictors of organizational commitment, job-related attributes such as autonomy at work, intrinsic job satisfaction, job stress, role conflict and job work load predicted professional commitment.

Somech, (2010) examined the distinctive relationship of teacher professional and organizational commitment with participation in decision making and with organizational citizenship behavior (OCB). The results of the structural equation model confirmed the main hypotheses and depicted distinctive patterns of relationships regarding professional commitment and organizational commitment in schools. First, whereas participation in the managerial domain was positively associated with both the professional and the organizational commitment, participation in the technical domain laws positively related with only teachers' professional commitment. Second, professional commitment was positively associated with OCB towards the student, whereas organization commitment was positively associate with all three dimensions of OCB (toward the students the team and the organization)
2.3 STUDIES RELATED WITH FRUSTRATION TOLERANCE

Frustration tolerance tends to increase with age and there is some sort of optimum amount of frustration that an individual should experience at a particular developmental level in order to attain maximal frustration tolerance. Rosenzweig (1944), Grinker and Spiegel (1945), Hollenberg & Sperry, (1951), Rao & Ramalingaswami, (1974); Malviya (1977), Feiring and Lewis (1979), and many other have found that age has significant effect on frustration tolerance. In her experiments, Malavia (1977) indicates that adolescents are found to be more aggressive than adults. Normal adult likewise shows great individual variation in the frustration tolerance.

According to Rosenzweig (1944) frustration tolerance increase with maturation. But Pareek (1964) has developed an Indian adaptation for the picture frustration test of Rosenzweig and after the administration he finds that there is a definite trend in its decline with increase in age.

The influence of sex variable on frustration – tolerance has been investigated by many psychologists such as Berkowitz et al (1952), Rosenzweig (1969), Feiring & Lewis (1979), Rai & Gupta (1988), Rani (1989). In a study Rai and Gupta (1988) postulated that sex affects the frustration-tolerance. According to them females have shown higher frustration tolerance than males. Malvavia (1977) has also similar views. She has concluded that women are less aggressive as compared to men. Both learning and biological factors seem to play some part in producing this difference. Women have a fairly strong wish to conform to the cultural definition to their sex role, which discourages them to behave aggressively. Female students become relatively anxious of guilty as a
result of aggressive responses. So they show more frustration-tolerance than men. But Rani (1989) states that no differences exist in reaction to frustration of men or women. She further explains the differences may be due to differential social restraints for men and women.

The persons who are gay, cheerful, healthy and social have a greater degree of frustration-tolerance. Doctor et al. (2002) conducted a study on personality adjustment of children and adolescents with hypopitutarism. The results show that subjects with hypopitutarism typically perceived less adaptive mature solutions to frustrating situations than did peers of average stature. Sherman & Jost, 1942, Rosenzweig, (1944), Murphy, (1947), Marquart (1948), Stafford and Hsu (1958), Stolorow & Harrison, (1975), Malavia (1977), Weinberg (1977), Ickes et al. (1979), Rai and Gupta (1987), Rai (1988)— all of them have expressed that frustration tolerance varies due to personality traits. Sherman & Jost (1942) have shown that neurotics have lower frustration-tolerance. Extroverts are supposed to tolerate frustration more than introverts and neurotics (Rai 1988), Extroverts are found to be avoiding aggression to some extent (Malavia 1977). Rai & Gupta (1987) have maintained that perceived need pressure has negative relationship with frustration-tolerance.

To study that high Machiavellians have more frustration-tolerance or low Machiavellians few studies are available. Weiner (1977) has demonstrated differences in the frustration tolerance of high and low Machiavellians. Rai and Gupta (1988) have concluded that high Machiavellians have low frustration-tolerance than low Machiavellians.
Sherman and Jost (1942), Mss Marquart (1948) and Stafford & Hsu (1958) have examined the relationship between reaction patterns and personality. Findings indicate that extroverts are as inclined to be aggressive, but not fixed under frustrations.

There are few studies that reveal the relations of anxiety, rigidity, role pressure of conflict, need for affiliation etc. and tolerance for ambiguity (Anthoney, 1984; Nadine 1984; Beer 1989; Lysonski & Andrews 1990) Anthoney (1984) indicates that participants high in ambiguity tolerance are likewise equally effective and satisfied when interaction in normal and unstructured groups. Beer (1989) maintains that tolerance of ambiguity is not associated with viewing an ambiguous figure.

Many investigators such as Marquart (1948), McCord et al. (1961), Reek, McCarry & Weatherly, (1969), Malavia (1977), Nancy (1984), Agarwal and Verma (1987), Pareek (1988), Rai (1988), etc. have found that frustration tolerance varies from culture to culture. Malavia (1977) has postulated that the reactions to frustration are dependent upon the subject's ego structure as moulded by the culture.

Mother's role is an important factor responsible for the development of the ability to tolerate frustration (Tusbouchi & Jenkins, 1969). Malavia (1977) indicates that the child learn and receives its first reward and frustration in the family. She further expresses that Indian society discourages open aggression through its child rearing patterns. It would seem that a person would under emphasize aggression as a response to frustration when normative standards are held before him. Thompson (1978) has provided the findings on frustration tolerance as
related to cultures of different settings. The findings indicate that in some cultures children are kept in such atmosphere where they learn to tolerate frustration more than the children of other culture. Pareek 1988 proceeds the study on culture and development, as in the case of Indonesia. The findings indicate that the various features related to the culture of Indonesia viz., fatalism, ambiguity tolerance, contextualism, temporalness, collectivism, particularism, other directedness, androgyny, power-distance and expressive culture influence frustration tolerance.

McCord et al. (1961) have postulated that aggressive reaction is the outcome of social environment like maternal attitude towards the boy, parental punitiveness, parental model, their supervision, the strength of maternal religion of super-ego; the kind of culture, society or learning one gets. The attitudes of parents, teachers and their peers also have an influence on the ability of the children to tolerate frustration (Thompson 1977).

Variation in frustration-tolerance as a function of social-economic status has been reported by Allison & Hunt (1959). According to Allison and Hunt (1959) individuals belonging to lower social-economic status, have a lower frustration-tolerance than the economically more fortunate ones. Berkowitz (1962) and Malavia (1977) also have similar views. Malavia (1977) Puts forward that the subjects of lower status have favoured more aggressive responses than average and higher economic status. She postulates that difference between social economical status groups are more pronounced which may be due to greater difference or gap between their social environment and training.
Different social milieu and training have influenced the reaction patterns of rural-urban subjects also. Agarwal and Verma (1987) have indicated that urban and rural mothers follow the differential procedure of training children for aggressive behaviour. Mothers especially, of rural areas follow training to avoid the future problems of aggressive behaviour for children. Rai (1988) has also supported that frustration-tolerance varies from rural to urban area. He further expresses that on account of urbanization and westernization environmental stressors have increased. As consequence the capacity/persistence to tolerate frustration has been influenced.

Educated individuals have higher self-esteem and more tolerance for frustration (Malavia 1997). Babo & Lacari (1989) maintain that the effects of education on tolerance are strong even when a person has negative feelings toward the negative group.

In this category we have included the environmental conditions under which the subjects act. A large and growing number of experiments have been conducted to examine the influence of situational factors upon the development of frustration-tolerance. Wholwill et al. 1976 have expressed that if the environment is suitable and interferes in the achievement of desired goals, it will create frustration. There are many studies such as, Wright (1937), Dob & Sears (1939), Mcfarlane (1939), Glass and Singer, (1973), Malavia (1977), Cohen & Weinstein (1981), Aminev et al. (1986), Agrawal and Rai (1988), Rai (1988), Which have indicated that situational factors affect the frustration aggression and frustration tolerance.
Rai, S.N. & Gupta, M.D. (1988) in their studies observed that the dependence proneness and controllability of noise both have significant influence on frustration tolerance of insoluble puzzle. Intensity duration predictability and control of stressors also affect frustration tolerance (Cohen & Weinstein 1981). Frustration tolerance increases with the predictability and perceived control of the stressor (Glass & Singer 1973). Quality of the stressor also affects the ability to tolerate frustration (Rai 1988).

Macfarlane (1997) shows wide individual differences among normal children in the degree and kind of stress that they can successfully withstand and in the adequacy of the adjustive techniques upon which different children rely in time of stress. Risk-taking, n-achievement, independence have been found significantly related to stress indicators of job-dissatisfaction, life-dissatisfaction, life-distress, anxiety and depression (Vizek 1984). In a study Agarwal (1988) has found that high dependent proneness subjects have shown lesser postnoise frustration-tolerance and performance than low dependence proneness subjects.

If the task is simple it will not create frustration. Frustration-tolerance decreases as the level of task-difficulty increases (Amsel, 1958, Andreanska, 1974; Kucek, 1976; Cohen & Spacepan, 1978; Manani & Saxena, 1988)

Amsel (1998) has conducted an experiment of the frustration effect. He indicated that the frustration has also shown an increase in activity level in the goal-box and side by side speeds, the magnitude of a startled response to a sudden noise.
Feelings of frustration are also aroused when things do not work out as planned (Goodale 1978). Manani & Saxena has stated that frustration occurs wherever the organism meets a more or less unsurmountable obstacle or obstructions in its route to the satisfaction of any vital need.

There are a number of other factors that have impact on frustration, aggression and frustration-tolerance but have received less attention from the investigators.

In order to investigate the effect of reinforcement on frustration tolerance, Nelson (1999) has conducted a study and found that reinforcement affects the frustration tolerance behaviour. When a person is rewarded for showing tolerance to frustration his capacity/persistence to tolerate frustration increases.

Harris (1976) highlights that the presence of an irrelevant aggressive cue can increase aggressive behaviour. The results suggest that aggressive cues can increase aggression, and dependency cues inhibit it in a naturalistic setting.

Berkowitz (1998) points out that a person, who has been given appropriate training or has learnt in the past no to show aggression, develops "aggression-inhibiting tendencies". Brown and Farber (1997) also indicate that learning experiences undoubtedly can influence the nature of the reactions to frustration. Nadine (1984) postulates that the students are more creative as well capable of solving more complex tasks that appear to be associated with higher levels of cognitive thinking.

Hoglund and O'Brien (1989) highlight cooperative learning as a way to increase student's skill in the areas of thinking, expression and
tolerance of opinions and the applications of the "Goal, Plan, Action, Results" format of the great school network to 3 elementary school projects.

Another study related to health shows that persons having less nutritious items have shown more aggression (Harris & Samerotte, 1997). So it can be said that persons having bad health are found more aggressive and less frustration-tolerant. Malavia (1977) has also expressed that the persons who are less aggressive are found more frustration tolerant.

Songford (2000) has concluded that the defensive reactions may not satisfy frustrated-motives, but they do defend the psychological system.

Gailora and Sodhi (2009) carried out a study of Frustration Tolerance Neuroticism and Personality Type as Related to Spiritual and Normal Environment. His objectives are (i) to compare the frustration tolerance of the people living in spiritual and normal environment, (ii) to compare the neuroticism (Personality Type) of the people living in spiritual and normal environment, (iii) to compare the psychoticism (Personality Type) of the people living in spiritual and normal environment and (iv) to compare the extraversion/introversion (Personality Type) of the people living in spiritual and normal environment. He used the tools of frustration tolerance test given by S.N. Rai and Eysenck Personality Questionnaire given by Eysenck. They found that after the hypothesis testing result met revealed a significant difference of frustration tolerance (at .01 level of significance) between the people living in spiritual and normal environment, statistical
difference level of neuroticism, extraversion/introversion and psychoticism.

Shirotriya & Basumatary (2010) Statistics show that within the army and paramilitary force there have been more deaths in the recent past due to stress rather than combat. Occupational stress and low level of frustration are the two main root causes of suicides and shoot outs which are very pervasive in paramilitary and other security forces now a days. The purpose of this study was to compare occupational stress and Frustration tolerance among BSF, CISF and PAC with some selected rank and age categories. Data were collected through 150 male subordinate officers and other personnel of different rank categories from selected three forces. Samples were selected through random sampling by the Occupational Stress Index (OSI) by A.P. Srivatsava and A.P. Singh and Frustration Tolerance (FRTO) Inventory by S.N.Rai. Data were evaluated by applying ANOVA for comparing both parameters among selected three forces, level of significance was set at 0.05. The result of the study indicated that PAC endure highest level of occupational stress and BSF and CISF exhibit moderate level of occupational stress and each category of paramilitary forces has similar level of frustration tolerance this may be due to similar level of working atmosphere and transitions lifestyle. The occupational stress among selected forces is of significantly higher level and should be matter of concern of ensuring efficient work output from them.

Shirotriya & Singh (2012) Every human being has a fundamental right of access to physical education and sport, which are essential for the full development of his personality. Physical education is a vital element in a comprehensive, well-balanced curriculum and can be a major
contributing factor in the development of an individual in all aspects of life. Somehow, the profession of physical education is struggling very hard to make its appropriate place in the academic system in India which is definitely unfortunate. Physical Education Teachers (PETs) are an essential part of the school system in both primary and secondary educational institutions. They encourage students to be physically active and promote healthy eating habits. In India, there are limited numbers of studies on teacher stress, symptoms of it, the effects of stress on teachers and coping strategies of stress. But, there is no study on large scale that of Physical Educators' stress. High occupational stress and low level of frustration are the two main root causes of drop outs and disfavor towards physical education which are very pervasive in PETs now a day. The aim of this study was to “Intervention on Occupational Stress and Frustration Tolerance of Physical Education Teachers Working in Public Schools at Delhi & NCR”. Data were collected through 125 Physical Education Teachers (86 Males & 39 Females) of Delhi & NCR. Sample was selected through purposive sampling by the Occupational Stress Index by A.P. Srivatsava and A.P. Singh and Frustration Tolerance Inventory by S.N. Rai. Descriptive statistics and percentages were applied to test the research hypotheses and norms based grading was also applied to determine the exact level of both parameters. The findings indicated that large number of selected sample of Physical Education Teachers suffers with high occupational stress and low frustration tolerance. The findings of this study provides a direction as requirement of such study’s in larger scale to generalized more authentic findings in terms of Occupational Stress and Frustration Tolerance.
2.4 STUDIES RELATED WITH ATTITUDES:

Roy (1971) studied the relationship between teacher attitude and teaching efficiency and found a positive relationship between them.

George G. Austin (1979) conducted a study on the effect of student teaching and pretesting on student teachers attitude and found that attitude of student teachers can be improved by student teaching experience provided that they are not pre-tested concerning their attitudes.

Goyal (1980) studied the relationship among attitude, job satisfaction, adjustment and professional interest of teacher educators. The study found that teachers are favourably inclined towards their profession and are satisfied in their job.

Diran Taiwo (1980) studied the influence of previous exposure to science education on attitude of preservice science teachers towards science teaching. Major finding was: previous exposure to science education as a discipline before registering for bachelor's degree in science education in Nigerian Universities seems to significantly affect the attitude towards science teaching.

Bhandarkar (1980) in a study on polytechnic teacher's attitude towards teaching profession and its correlates, found that attitude towards teaching profession is not significantly related to the qualification of the teachers.

Ramakrishnaiah, (1980) revealed through his study, that women teachers have a significant and more favourable attitude towards teaching than men teachers.
Rawat and Sreevastava (1984) conducted a comparative study of the attitude of male and female teacher trainees towards teaching. Significant difference was found between male and female teacher trainees in their attitude towards teaching profession.

Khatoon (1985) in a study on the relationship between teacher's classroom verbal behaviour and attitude towards teaching and found that teachers' attitude towards teaching has nothing to do with the teachers' influence in classroom.

Austin (1985) found significant differences between attitudes of teachers and principals concerning various aspects of main streaming practices. Teachers show a great deal of concern about classroom behaviour and academic progress of students, whereas principals tend to show a greater concern about philosophy of students.

Poozhikuth (1989) found that female teachers have high attitude towards teaching than male teachers and age is not significantly associated with attitude towards teaching whereas length of service is associated with attitude towards teaching.

Karp, Karen and Silliman (1991) conducted a study on the Elementary School Teachers' Attitudes toward Mathematics. The teaching behaviour and instructional methods of elementary school teachers were investigated to determine whether teachers with positive attitude toward mathematics employ different methods in mathematics instruction than those with negative attitudes. Overall, teachers with negative attitudes employed methods that fostered dependency whereas teachers with positive attitudes encourages student initiative and independence.
Pugh Ava and Others (1991) conducted a study, an Investigation of Preservice Teachers' Attitude toward Theory and Practical Application in Teacher preparation. To determine program effectiveness, students were surveyed at the end of the spring and fall semesters for 6 years, examining their attitudes towards theory and practical application in teacher education. The study noted whether they felt competent about subject matter, audiovisuals, classroom management and routine, and communication. Results found their attitudes more positive in the fall on all four measures.

Ruscoe, Gordon and Others (1991) analyse the Qualitative and quantitative perspectives on Teacher Attitudes. Since 1988, teacher analysis suggest that simultaneous involvement with more than one type of restructuring has a positive effect on teacher attitudes. In subsequent interviews with teachers and administrators. While showing appreciation for shared decision making, teachers more often accounted for their positive attitudes by describing a supportive administrative style.

Koontz and Franklin (1992) in their study 'An Assessment of Teacher Trainees Attitude' towards selected Instructional Media, they selected two groups: 168 students and 170 preservice teachers. Based on the final results of the study, it was concluded that a formal course in the selection and utilization of instructional media can function as a primary factor in the development of student's attitudes in a positive direction.

In the study, the effects of Hands-on, Minds-on Teaching Experiences on Attitudes of Preservice Elementary Teachers (1992) Pedersen and Mecurdy examines the effects of a science method course on the attitude of the preservice elementary teachers (N=145) toward
teaching science. Results indicated a significant positive change in attitude that was not significantly different for low and high science achievers.

Twille, Less-Doll and Others (1992) conducted a study in improving Academic Achievement in Inner City Schools: Do Attitude of Parents and Teachers Make a Difference? A study was done to determine whether or not the attitude of parents and teachers were related to the academic achievement of elementary school students. Seventy-one teachers, 49 parents, and thirty-two fourth grade students served as participants. Teachers' responses were used to supplement the development of the "Parent Teacher Attitude Questionnaire" (PTAQ). Parents completed pretests of the PTAQ. "Parent Version," were exposed to strategies designed to facilitate academic achievement and were then administered post tests of the PTAQ-P. Students were tested on a pretest-posttests basis in English, Mathematics and reading student's scores were compared using dependent 't' tests. Performance in all academic subjects improved significantly. Parent's responses to the PTAQ-P did not change significantly. The Teacher performance factor of the PTAQ-P was significantly related to two academic tests: the English Pre-test and the Mathematics post test. The school requirement factors was found to be significantly related to the reading pretest. Changes in parent's responses to the test were positively correlated with three of the student's academic gain scores.

Baxter and Anthony, G. (1993) conducted a study on improving Teaching candidates' Attitudes toward Learning Theoretical knowledge. Study tested the hypothesis that teacher candidate who were exposed to a theory oriented normative model and given theory - oriented
reinforcement within a practice-oriented context would manifest more positive attitudes toward learning theoretical knowledge than those who were not so exposed. Results proved the hypothesis is plausible.

Benton, Gary and Others (1993) conducted a study about the Professional Development School's Impact on Student Teacher's Attitudes. The purpose of this study was to determine if student teacher's attitudes toward their student teaching experiences differed significantly after the addition of professional development school experiences. Two groups of student teachers were compared. A one way analysis of variance revealed significant differences for 7 of the 38 items.

Skariah (1994) studied creativity of teacher trainees' in relation to their self concept, attitude towards teaching profession and success in teaching and found that high teaching success group and high attitude towards teaching group are more creative than the other groups.

Anderson, Dewayne studied (1995) about the preservice Teacher's Attitude toward children. Results from a teacher attitude questionnaire given to 1,405 preservice teachers revealed large differences in attitudes toward children, associated with age, gender, and major. The most positive were females in elementary, least positive males in secondary. Those in special education were most positive, in music art and physical education least positive. Whether these attitudes manifest themselves in the classroom remains unknown.

Kumar (1995), in a study, found that there is significant difference in the attitude of male and female teacher trainees towards teaching profession.
Reddy (1995) studied the attitudes of student teachers and success of student teachers, and reported that attitude of teachers do not significantly influence the success of student teachers.

Roos, Marie and Others in their study (1995), the Influence of Early Field Experiences on the attitudes of Preservice Teachers, investigated the effects of early field experience on the attitudes of elementary preservice teachers toward teaching. Pre-test and post-test data were collected by means of an instrument employing a semantic differential scale measuring attitudes toward teaching. Results offer support for the inference that these preservice elementary teachers have positive attitudes toward teaching prior to early field experience and have even more positive attitudes toward teaching after their easily field experience.

Balan (1996) found no significant gender difference in attitude towards teaching of student teachers of Kerala and there exists significant relationship between attitude towards teaching and self concept of the female student teachers.

Marso & Pigge (1996) investigated the relationship between pre and post preparation development of attitudes, anxieties and confidence about teaching, and candidates success or failure in making the transition to teaching on 241 teacher candidates, and it was found that teacher preparation itself, has an impact upon teacher candidates' affective characteristics.

Pigge and Others (1997) studied the development of Attitudes toward Teaching career in a Longitudinal sample of Teacher Candidates Progressing Through Preparation and Five Years of Teaching. The study
revealed that the development of attitude toward teaching does not follow the same pattern for all teacher candidates and suggested a possible explanation for the sometimes apparent contradictions noted in the findings from previous research of teacher attitude development.

White, Pamela and Joy (1997) conducted a study about the "Effects of Teaching Techniques and Teacher Attitude on Maths Anxiety in Secondary Level Students". The purpose of this study was to determine if teaching techniques and teacher attitudes tend to reduce math anxiety. The MARS pretests and post test comparison indicated that both the control and experimental groups began and ended the study with the same level of anxiety. Likewise both groups started the study on the same basic skill level and performed on the same level at the end of the study.

Cornelious (2000) investigated the factors affecting teacher competence of teacher trainees at the secondary level, revealed that intelligence, attitude towards teaching profession, and academic achievement of teacher trainees are the discriminating factors of the different groups of subjects.

Pushpam (2003) while examining the attitude of women teachers towards teaching profession on a sample of 725 teachers found significant and positive relationship between attitude of women teachers towards teaching profession and job satisfaction.

Devi (2005) in a study, found that moderate and highly significant correlation exists between success in teaching and the predictor variables like, role conflict, attitude towards teaching profession and job satisfaction. It was also reported that role conflict and Attitude towards teaching profession are the two variables capable of significantly and
efficiently discriminating between successful and less successful groups of women teachers of Kerala.

Heather E. Price (2009) studied on Principal–Teacher Interactions How Affective Relationships Shape Principal and Teacher Attitudes. Author finds that Principals’ relationships with their teachers affect principals’ and teachers’ satisfaction, cohesion, and commitment levels. Among principals, these positive work relationships improve job satisfaction, cohesion perceptions, and commitment levels. Among teachers, substantial variation is explained directly by the relationship mechanism of principals sharing expectations with their teachers. He concluded that School professionals’ attitudes form under similar organizational conditions as those of other workers. These relationships affect the schooling environment. Because of their centrality and leadership position, particular focus is paid to role of the principal in these relationships. The relationships of principals, as the school leader, strongly and directly affect teachers’ attitudes, which define the schooling climate.

Cavas et al. (2010) study explored Turkish primary science teachers’ attitudes towards ICT in education and (then) the relationship between teachers’ attitudes and the factors related to teachers’ personal characteristics (gender, age, computer ownership at home, and computer experience). The instrument (STATICTE) was developed by researchers and administered to 1071 science teachers. The results indicated that the Turkish science teachers have positive attitudes toward ICT; no gender differences have been traced in their attitudes towards ICT but differences were found in terms of their age, their computer skills (experience) and their ownership of computers at home.
Samira M. Bakr (2011) conducted a study on "Attitudes of Egyptian Teachers towards Computers". Appraisal of teacher attitudes towards computers has gained importance following the widespread availability of microcomputers in schools all around the world. This study aims at investigating Egyptian teachers’ attitudes towards computers in terms of gender and years of teaching experience. Attitudes of a sample of 118 public school teachers, 53 (45%) male and 65 (55%) female, were assessed using ‘The Attitude Towards Computer Instrument’ (ATCI), developed by Shaft et al (2004), which is a Likert type instrument with three factors of affective, cognitive, and behavioral. The gathered data were analyzed using an analysis of variance (ANOVA). Findings showed that the Egyptian public school teachers' attitudes towards computers are positive. There were no significant differences in terms of gender and teaching experience. Recommendations for further research are provided.

Rishi Kumar (2011) studied an attempt to explore the gender differences in attitude towards modernization in a sample of 200 students of Punjabi university, Patiala. The results of the study revealed significant gender difference in the area of education, politics, status of woman, religion and socio-cultural factors where female university students scored significantly higher than their male counterparts. This means that university female students have more favorable attitude towards modernization in the area of education, politics, status of woman, religion and socio-economics status. The study has implications for educationists and for guidance workers. He found that there is significant gender differences in the attitude of university students on education politics, status of woman, religion and socio-cultural factors area of modernization. Further, female university students have more favorable
attitude in education politics, status of woman, religion, socio-cultural factors and total area of modernization as compared to their male counterparts. There are no significant gender differences in the attitude of university students on parent-child relationship and marriage area of modernization.