# A study of role conflict in relation to frustration tolerance of secondary school teachers

**Dr. Ruchi Agarwal***

**ABSTRACT**

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

## Introduction:

Education is the unique invention of mankind. Man without education still is living just like an animal. Education is a power, which makes a man "a man". Every man possesses 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.

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.

The 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.

## Concept of Role Conflict:

Role conflict is a concept arises due to overburdening of expectations on the part of teachers when they have to meet several requirements towards different parties besides teaching. Not all expectations for teachers are shared, of course, and many studies have reported non-consensual expectations for teachers. Mostly 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.

## 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.

## Objectives of the study:

1. To ascertain the relationship between the role conflict and the frustration tolerance of

* **Deptt. of Education, Gandhi Institute of Professional & Technical Studies, Meerut**

secondary school teachers.

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

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

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

**Hypothesis of the study:**

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

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

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

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

**Delimitations:**

The present study delimited in following manner:

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

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

**Methodology:**

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

**Sample:**

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

| Teachers | Sample | Urban | Rural | Urban Govt. Aided School | Rural Govt. Aided School | Urban Public School | Rural Public School |
|---|---|---|---|---|---|---|---|
| Male | 200 | 100 | 100 | 50 | 50 | 50 | 50 |
| Female | 200 | 100 | 100 | 50 | 50 | 50 | 50 |

**Sample size:**

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

**Tools:**

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

**Results:**

**Table – 1**

**Showing the significance of difference between Male and Female teachers in respect to their correlation of role conflict and first dimension of frustration tolerance**

| N | Type | r | t | Level of Significant |
|---|---|---|---|---|
| 200 | Male | 0.1841** | 1.6 | Insignificant |
| 200 | Female | 0.0169 | | |

** Significant at .01 level of confidence

**Table – 2**

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

| N | Type | r | t | Level of Significant |
|---|---|---|---|---|
| 200 | Male | 0.1994** | 2.1* | Significant at .05 level |
| 200 | Female | -0.0106 | | |

** Significant at .01 level of confidence

* Significant at .05 level of confidence

**Table – 3**

**Showing the significance of difference between Rural and Urban teachers in respect to their correlation of role conflict and first dimension of frustration tolerance, i.e. in term of attempt**

| N | Type | r | t | Level of Significant |
|---|---|---|---|---|
| 200 | Rural | 0.1577* | 1.2 | Insignificant |
| 200 | Urban | 0.0427 | | |

* Significant at .05 level of confidence

**Table – 4**

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

| N | Type | r | t | Level of Significant |
|---|---|---|---|---|
| 200 | Rural | 0.0438 | 1.1 | Insignificant |
| 200 | Urban | 0.1443 | | |

**Table – 5**

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

| N | Type | r | t | Level of Significant |
|---|---|---|---|---|
| 200 | Govt. Aided | 0.0632 | 0.3 | Insignificant |
| 200 | Public School | 0.0846 | | |

**Table – 6**

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

| N | Type | r | t | Level of Significant |
|---|---|---|---|---|
| 200 | Govt. Aided | 0.1073 | 0.6 | Insignificant |
| 200 | Public School | 0.0375 | | |

**Findings & recommendations of the study:**

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

3. Rural and Urban teachers do not differ in relationship of role conflict with first dimension of frustration tolerance, i.e., in term of attempt.
4. Rural and Urban teachers do not differ in relationship of role conflict with second dimension of frustration tolerance, i.e., in term of time.
5. Govt. aided and Public school teachers do not differ in relationship of role conflict with first dimension of frustration tolerance, i.e., in term of attempt.
6. Govt. aided and Public school teachers do not differ in relationship of role conflict with second dimension of frustration tolerance, i.e., in term of time.

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