RESEARCH PAPER

A Study of Role Conflict in Relation to Frustration Tolerance of Female Secondary School Teachers in Allahabad District

Ranjana Jaiswal and Seema Mallick

Department of Teacher Education, SHUATS, Allahabad
Email: raj.jais.1631@gmail.com

ABSTRACT

The occupation of teacher in India is very visible and it is significant that the society at large has gently accepted women's assumption of new roles. Women have broken out of the 'status trap' and have jobs mostly like a teacher that give them both regular income and social esteem (Srinivas, 1978). This research study looked in to the role conflicts in relation to Frustration tolerance of female secondary school teachers of Allahabad district. A stratified random sampling and survey method was used to collect data from 400 (200 Urban, 200 Rural) female) secondary school teachers. Data was collected and measured by using the Role conflict Inventory (Dr. Pramila Prasad & Dr. L.I. Bhusan) and Frustration tolerance (S.N. Rai). A descriptive research design was used to carrying out this research. The finding of study showed that the total role conflict of Urban and Rural female teachers is significantly related with their frustration tolerance and total role conflict of Government and Private secondary school teachers is also significant related with their role performance.

Key words: Role Conflict, Frustration Tolerance, Secondary School Teachers, Allahabad District

INTRODUCTION

Women in India today have more chances to pursue their higher education and more and more women have started taking up the jobs outside their homes like a teacher. The interface between the school or college and the family life is more frustrated for the women who work outside the home and they have to perform both family as well as professional roles. The conflicting circumstances make a struggle in the mind of teacher which is established either through aggressive performance or withdrawal from reality. They may deviate from group norms and norms of teacher's performance as well. Only a teacher knows the basic requirement of learning system but teacher does not always play any vital role in decision making process.

Role conflict refers to the conflict which rises when hopes of role are different or incompatible and role definition is ambiguous. Role conflict may be a sort of communal conflict caused from a particular being forced to require on separate and incompatible roles. Role conflict can occur individually, as within the case of 1 person being torn between single roles for various organizations or groups, or within a corporation, when a private is asked to perform many roles in the same group. Role conflict among teachers rises due to overloading of expectations on them and when they have to meet several necessities towards different parties besides teaching. The word frustration tolerance states to the quantity of stress one can tolerate, before his integrated functioning is seriously impaired. Thus, frustration tolerance refers to the measurements of the individual to show determination in efforts despite repeated failures and unfriendly environment.

NEED AND JUSTIFICATION

The need of the study of Role conflict of female secondary school teachers in Allahabad district is required to understand the effect of role conflict and frustration among Government and Private and Urban and Rural female secondary school teachers. This study will help in understanding the reason behind change in thinking and other differences among Government, Private and Urban, Rural female secondary school teachers in Allahabad district.

The research will be also helpful in knowing the difficulties faced by among Government and Private and Urban and Rural female secondary school teachers. This research study will give valuable information that what are the many problem causes faced by Government, Private Urban and Rural female secondary school teacher during the two roles as a school teacher and as a home maker.

OBJECTIVES OF THE STUDY
1. To study the role conflict in relation to frustration tolerance of female secondary school teachers on the basis of type of school and locale of Allahabad district.

HYPOTHESIS OF THE STUDY
1. H_0- There is no significance difference of Role conflict of female secondary school teachers on the basis of type of school and locale of Allahabad district.
   H_1- There is significance difference of Role conflict of female secondary school teachers on the basis of type of school and locale of Allahabad district.
2. H_0: There is no significance difference of Frustration tolerance of female secondary school teachers on the basis of type of school and locale of Allahabad district.
   H_1: There is significance difference of Frustration tolerance of female secondary school teachers on the basis of type of school and locale of Allahabad district.
3. H_0: There is no significance relation between Role conflict and Frustration Tolerance of female secondary school teachers on the basis of type of school and locale of Allahabad district.
   H_1: There is significance relation between Role conflict and Frustration Tolerance of female secondary school teachers on the basis of type of school and locale of Allahabad district.

DELIMITATION OF THE STUDY
1. Government and private secondary schools were considered for the purpose of the study.
2. Government and private secondary school teachers of urban and rural areas were taken into consideration.
3. The study was conducted on the sample of 200 rural and 200 urban secondary school teachers.

TOOLS AND TECHNIQUES OF THE STUDY

METHOD:
In this research Descriptive Survey Method was used.

POPULATION:
The population for this study consists of all female teachers servicing in secondary schools of Allahabad district. Both the government, private, rural and urban secondary schools are the population of this study.

SAMPLING TECHNIQUE:
Stratified random sampling technique was used. A sample of total 400 secondary school teachers in which, 200 Urban (100 Government 100 Private) and 200 Rural (100 Government 100 Private) female secondary school teachers of Allahabad district were selected for the present study.

TOOLS USED:
The tool used for the present study was Teachers Role Conflict Inventory constructed and standardized by Dr. Pramila Prasad & Dr. L.I. Bhusan and Frustration tolerance scale developed by S.N. Rai.

DATA COLLECTION:
The test was explained and the instructions were given to the women for Role Conflict inventory and Frustration tolerance scale. In the Role conflict inventory to choose one of the five alternatives in each statement. There were 22 items in Role conflict inventory. There was no time limit, to

complete the scale but generally it takes 30-45 min. to complete the scale. In the test of Frustration tolerance scale, Frustration tolerance booklet and pen or pencil were given to the women. Instructions are given to her.After making instructions clear the subject is asked to start the work. When she starts the work, stopwatch is also started. Ifthe subject says that she has solved the puzzle. At that time stopwatch was stopped and she asked to draw the figure before the experimenter.

STATISTICAL ANALYSIS USED:
The analysis and interpretation of the data was done by calculating the mean, SD, t- value and correlation.

OBSERVATION

Table 1: Mean, SD and t-ratio showing differences of Role conflict between Urban and Rural secondary school teachers of Allahabad district and its dimensions

Area	N	Mean	S. D.	t-ratio
Urban	200	61.01	12.63	11.16*
Rural	200	48.62	9.31	

* Significant at 0.05 level

Table 2: Mean, SD and t-ratio showing difference of Role conflict between government and private secondary school teachers of Allahabad districtand its dimensions

School	N	Mean	S. D.	t-ratio
Government	200	9.98	0.68	7.07*
Private	200	8.36	2.91	

* Significant at 0.05 level

Table 3: Mean, SD and t-ratio showing difference of Frustration Tolerance between Urban and Ruralsecondary school teachers of Allahabad district and its dimensions

Area	N	Mean	S. D.	t-ratio
Urban	200	36.43	9.27	3.46*
Rural	200	39.75	9.88	

* Significant at 0.05 level

Table 4: Mean, SD and t-ratio showing difference of Frustration Tolerance between government and private secondary school teachers of Allahabad district and its dimensions

Variable	N	Mean	S. D.	t-ratio
Government	200	35.35	8.61	11.17*
Private	200	44.98	8.63	

* Significant at 0.05 level

Table 5: Data showing correlation between Role conflict and Frustration tolerance of Secondary school teachers of Allahabad district

Variable	N	r-value				Level of significant			
		Urban	Rural	Govt.	Pvt.	Urban	Rural	Govt.	Pvt.
Role conflict	400								
Frustration Tolerance	400	0.02	0.02	0.03	0.01	No significant	No significant	No significant	No significant

* Significant at 0.05 level

From the table 1 it is clear that the calculated value of t-ratio of Role conflict is 11.16 which are greater than the table value 1.97, which is significant at 0.05 level. Therefore, the null hypothesis stating that 'There is no significant difference in Role conflict between urban and rural secondary school teachers.' is rejected and the research hypothesis is accepted that is 'There is significant difference in Role conflict between urban and rural secondary school teachers.'

From the table 2 it is clear that the calculated value of t-ratio of Role conflict is 7.07 which are greater than the table value 1.97, which is significant at 0.05 level. Therefore, the null hypothesis stating that 'There is no significant difference in Role conflict between government and private secondary school teachers.' is rejected and the research hypothesis is accepted that is 'There is significant difference in Role conflict between government and private secondary school teachers.'

From the table 3 it is clear that the calculated value of t-ratio of Frustration tolerance is 3.46 which are greater than the table value 1.97. Therefore, the null hypothesis stating that 'There is no significant difference in Frustration tolerance between urban and rural secondary school teachers.' is rejected and the research hypothesis is accepted that is 'There is significant difference in Frustration tolerance between urban and rural secondary school teachers.'

From the table 4 it is clear that the calculated value of t-ratio of Frustration tolerance is 11.17 which are greater than the table value 1.97, which is significant at 0.05 level. Therefore, the null hypothesis stating that 'There is no significant difference in Frustration tolerance between government and private secondary school teachers.' is rejected and the research hypothesis is accepted that is 'There is significant difference in Frustration tolerance between government and private secondary school teachers.'

From the table 5 it is clear that the calculated value of correlation of Rural, Urban, Government and Private secondary school teachers is 0.02, 0.02, 0.03 and 0.01 which is less than the table value 0.097, which is not significant at 0.05 level. Therefore, the null hypothesis is accepted that is 'There is no significance in relation between Role conflict and Frustration Tolerance of female secondary school teachers on the basis of type of school and locale of Allahabad district' and the research hypothesis is rejected that is 'There is significance relation between Role conflict and Frustration Tolerance of female secondary school teachers on the basis of type of school and locale of Allahabad district'.

CONCLUSION

The results of the research study indicated that urban and private secondary school teachers had shown high level of role conflict. But still, conflict resolution is very vital for effectiveness as a teacher. Hence, for reducing the role conflict among teachers, they should be trained in using the techniques of decreasing role conflict, way of dealing with others and resolving conflicting situations. Teachers should be provided extra support and chances for understanding the philosophy of conflict resolve and the skills to reduce various types of conflicts arising among them. It is the duty of the school management to make sure that the teachers should be properly trained in conflict resolution. In this regard, the teachers and the school management may seek the support and family members, fellow colleagues and even students. School authorities and family members should provide better environment in schools and home, so that it will able to increase tolerance level of the secondary school teachers. The teachers, family members and other stake holders should develop strong communication with each other. So that teacher can share their problems with other teachers and principals and family members.

REFERENCES

1. Kaur Manpreet (2014): Study of Adolescence Problems in Relation to Frustration of Mansa District. International Journal of Research in Humanities, Arts and Literature, 2(6): 103-122.
2. Prakash Chandra Jena (2015): Sch. J. Arts. Humanities. Social. Science, 3(9A): 1437-1442.
3. Rai S.N., Seth U. and Gupta M.D. (1987): Social deprivation and frustration tolerance: A study of caste and locale. U.G.C. Seminar, M.K.P. College, Dehradun (Dec).
4. Rai SN. (1989): FRTO. Ankur Psychological Corporation, Lucknow, 1989.
5. Sapna Sen (2017): Professional Commitment, Role Conflict and Self-Efficacy as related to Change Proneness among Secondary School Teachers. Department of Education, ICDEOL Himachal Pradesh university Summer hill, Shimla.
6. Shirotriya A.K. and Basumatary B. (2010): Occupational Stress & Frustration Tolerance of Indian Security Forces. Indian Journal of Psychometric and Education, 41(2): 214-218.

7. Shirotriya A.K. and Singh D.K. (2012): Intervention on Occupational Stress and Frustration Tolerance of Physical Education Teachers Working in Public Schools at Delhi & NCR: Pilot Study. Research paper presentation at the International Seminar on Physical Education Recreation and Yogic Sciences, Banaras Hindu University, Varanasi (UP).
8. Strebeck, Walter Ray (1980): Relationships of Teachers role conflicts to teaching situations and MyersBriggs personality preference types of secondary teacher. Dissert. Abst. Int. (A), 41:1, p, 54. (Ed. D. The Florida state University, 1980).
9. Thompson, Douglas Leonard (1982): Role ambiguity, Role conflict Tension and job satisfaction among arizona secondary school counsellors. Dissert. Abst. Int. (A). 1982, 43:4, p. 1051A (Ph.D. The University of Arizona, 1982).