



STUDY OF RELATIONSHIP OF VALUES OF SECONDARY SCHOOL TEACHERS WITH COMMITMENT AND ROLE CONFLICT

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Values are considered important and fundamental dimensions of an individual. They may also be regarded as good objects for which people orient their thinking, action and feeling. Values are helpful to decide about the means to achieve the aims. Values determine the choice men make and ends they live for. The greatness of country does not depend on lofty buildings and gigantic projects. It depends on teachers. A teacher has been respected and worshipped throughout human history because of his/her noble mission. Teacher values demand that teacher does not try to exploit school influence for private gains.



The strength of any profession depends upon the degree of commitment of its members. Teaching has no exception. Its status depends upon the degree of commitment of its members. Commitment is part of teacher's affective or emotional reaction to their experience in a school setting. It can be seen to be part of a learned behaviour of teacher. From these affective reactions to the school setting, teachers make decisions personally invest to that particular setting, or particular group of students.

Commitment also directs behaviour that is, the teacher's behaviour will be channelized to accomplish organizational goals and objectives. Commitment motivates a teacher to maintain and sustain behaviour. A committed teacher may be more apt to stay within the employing school than an uncommitted teacher. Committed teacher improves the quality of her work.

Everyone who is part of society no matter the size has a role to play. Most in fact, have multiple roles to play that benefit their jobs, families, friends and others. Role conflict is the term which has been used by psychologists and social psychologists to denote the problem which arise due to incompatible expectations of two roles. A situation in which a person is expected to play two incompatible roles, everyone who is part of society play their role according to situation. Teacher has to play many roles in school as a friend, as a guide, as a principal, as a colleague. Teacher gave proper direction to their students to go away right way. They are exposed to conflicting expectation emerging from their work on duties.

Punia (2000) studied the status of commitment among university teachers and found that university teachers are more committed towards their job as compared to their organizations. **Kumar (2000)**, studied that teaching experience, number of children, family involvement, job involvement of secondary school married women teachers were found to be negatively related to role conflict; and value orientation and job stress were found to be positively related to their role conflict. **Janssen (2000)**, found that higher levels of job demands (including role ambiguity or conflicting role demands) trigger innovative responses. In sum, role conflict seems to enhance or reduce creativity. The findings of the study conducted by **Crosswell and Elliot (2004)**, support the growing view that, while teachers do articulate a commitment to external factors make significant links to personal passions which have clear articulation with ideology, values and beliefs. Instead of