



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

Dr. Rohtash, Principal, Aryavart College of Education, Muana.

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



just discussing the way they show their commitment that is their practice, teachers are investigating their beliefs about education and their value system. **Shukla and Gupta (2007)**, found that the role conflict in women teachers of unaided secondary school is higher than that of women teachers of aided secondary schools. **Dhillon and Kaur (2009)**, also found no relationship between teacher effectiveness and value patterns of school teachers. They also reported no significant difference in the level of teacher effectiveness and value patterns of schools teachers with respect to gender (M/F) and type of school (Govt./Private).

**Talwar and Kumar (2010)**, found significant difference in the teaching commitment of male and female primary school teachers.

### **OBJECTIVES OF THE STUDY**

1. To find out the relationship between the values and commitment of secondary school teachers.
2. To find out the relationship between the values and role conflict of secondary school teachers.

### **HYPOTHESES**

1. There exists significant relationship between the values and commitment of secondary school teachers.
2. There exists significant relationship between the values and role conflict of secondary school teachers.

### **SIGNIFICANCE OF THE STUDY**

The significance of the study lies in the fact that it will study the relationship of the values with the commitment and role conflict. Different Committees, Programme of Action of NPE (1992) and National Curriculum Framework 2005 also stress on the value education with a view of the growing erosion of essential values. Values determine the choices men make and the ends they live for. The values, which the teacher has, will affect their generations. The values that influenced or transmitted depend on the teacher's own value orientation. Teachers strong in commitment find it easy to be interested in whatever they do and can involve themselves in it whole-heartedly. Teachers have to play divergent and dynamic roles. Expectations of the roles may generate role conflicts for teachers. The present study will help the teachers to understand their value pattern in relation to commitment and role conflict. The study can be very suggestive and useful for value planning.

### **DESIGN OF THE STUDY**

In the present study the investigator has adopted the survey method. Karl Pearson's Co-efficient of correlation has been calculated to find out the relationship of teacher's values with commitment and role conflict.

### **SAMPLE**

A random sample of 150 secondary school teachers has been drawn from the various secondary schools of Karnal.

### **TOOLS**

The following tools have been used:

- Teacher values inventory by S. P. Ahaluwalia and H.L.Singh.
- Teacher commitment inventory by NoorJehan N. Ganihar.



- Teacher’s role conflict inventory by Pramila Prasad and L.I. Bhusan.

**TECHNIQUE OF STATISTICAL ANALYSIS**

Karl Pearson’s coefficient of correlation has been computed to see the relationship of teacher’s values with commitment and role conflict .

**ANALYSIS AND INTERPRETATION**

**Hypothesis –H<sub>1</sub>**

“There exists significant relationship between the values and commitment of secondary school teachers.”

**Table-1**

**Relationship between the values and commitment of secondary school teachers**

| Sr. No. | Teacher Values    | Co-efficient of Correlation with Commitment | Level of Significance     |
|---------|-------------------|---|---------------------------|
| 1.      | Social Value      | -0.24                                       | Significance at .01 level |
| 2.      | Political Value   | 0.09  | NS                        |
| 3.      | Theoretical Value | 0.30  | Significance at .01 level |
| 4.      | Religious Value   | 0.05  | NS                        |
| 5.      | Aesthetic Value   | 0.06  | NS                        |
| 6.      | Economic Value    | 0.012                                       | NS                        |

For df = 148; r = .160 at 0.05 level and r = .209 at 0.01 level

**Table-1** showed that the co-efficient of correlation between Commitment and Social Value is, r = -0.24, is found to be significant at 0.01 level of confidence. **Table -1** also shows that the co-efficient of correlation between Commitment and Theoretical Value is, r = 0.30, which is not significant even at 0.05 level of confidence. But there exist negligible and non-significant co-efficient of co-relation between Commitment and other values (Political Value, Religious Value, Aesthetic Value and Economic Value). Therefore, Hypothesis – 1 is accepted for social and theoretical values. However same is rejected for political value, religious value, aesthetic value and economic value. Thus it may conclude that there exists significant negative correlation between commitment and social value and there exists significant positive correlation between commitment and theoretical Value.

**Hypothesis –H<sub>2</sub>**

“There exists significant relationship between the values and role conflict of secondary school teachers.”

**Table - 2**

**Relationship between the values and role conflict of secondary school teachers**

| Sr. No. | Teacher Values    | Co-efficient of Correlation with Role Conflict | Level of Significance |
|---------|-------------------|--|-----------------------|
| 1.      | Social Value      | 0.13   | NS                    |
| 2.      | Political Value   | -0.10  | NS                    |
| 3.      | Theoretical Value | 0.03   | NS                    |



|    |                 |        |    |
|----|-----------------|--------|----|
| 4. | Religious Value | -0.023 | NS |
| 5. | Aesthetic Value | -0.12  | NS |
| 6. | Economic Value  | -0.046 | NS |

For  $df = 148$ ;  $r = .160$  at 0.05 level and  $r = .209$  at 0.01 level

**Table-2** showed that the co-efficient of correlation obtained in the case of political value, religious value, aesthetic value and economic values are negative and not found significant even at 0.05 level of confidence. However the value of co-efficient of correlation obtained in the case of social value and theoretical values are positive and this also found not significant.

Therefore, hypothesis -2 rejected for all values from 1 to 6. Thus it may be concluded that there exists no significance relationship between the values and role conflict of secondary school teachers.

### EDUCATIONAL IMPLICATIONS

Values drive our decisions and cause us to summon up energy to preserve what we believe in or what we word to defend. As such, they can be principal determinants of behavior and will influence our views about people, situations and events. The study revealed negative relationship between social value and commitment of secondary school teachers. It means if the level of social value increase the graph of commitment declines and if level of social values decreases, the graph of commitment go higher. So the teacher should be helped to maintain the balance between social value and commitment. One should not be scarified for the sake of other.

A positive relationship has been found between theoretical value and commitment of teachers. It means that a teacher having theoretical value is more committed. So the school should develop a programme to develop theoretical value of the teachers. Although the significant relationship were expected between the other values (Political Value, Religious Value, Aesthetic Value and Economic Value) and commitment of secondary school teachers, so far in the present study, values (Political Value, Religious Value, Aesthetic Value and Economic Value) have not made its significant relationship with commitment. Commitment is a sense of fidelity and adherence. The sense of belonging in the core of commitment concept causes a constitution of a kind of connection between organization and individual and makes the individual gather round a common value, aim and culture. Commitment is the one of most importance factors influencing their work and student performance in schools. Teacher commitment indicates that teachers with high levels of commitment work harder demonstrate stronger affiliation to their school and show more desire to carry out the goals of teaching than teachers show with low levels of commitment. More importantly, students of highly committed teachers are more likely to learn material and develop a positive attitude towards school than those with low levels of commitment.

Teacher commitment is a key factor influencing the teaching learning process. It is the psychological identification of the individual teacher with school and the subject matter or goal, and the intention of that teacher to maintain organizational membership and become involved in the job well beyond personal interest. So the committed teachers are necessary for the improvement of the teaching learning process. However, some school did not bother to take care of commitment of their



teachers, which in return affects the quality of education. Highly committed teachers are willing to do everything for the good of students and schools and resulting to high quality education. Thus school should have programs and approaches to enhance the teacher's commitment.

A teacher today has to play many roles and the role of the teacher is changing so fast that no amount of pre-service or in service teacher education can probably cope with the expectations of the society. So the teacher faces so many role conflicts. These role conflicts may prove a major hindrance in the work of teachers. Teacher can work wonder to achieve the aims of education. So the teacher should be helped to remove their role conflicts. For this it is recommended that roles of teacher should be clearly stated and their schedule of duties made known to them. The programmers like seminars, workshops etc. should be organized to help the teacher for the resolution of role conflicts.

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