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**TEACHER VALUE BEHAVIOUR AND SELF-EFFICACY OF LECTURERS WORKING IN  
TEACHER TRAINING INSTITUTES AND COLLEGES OF EDUCATION  
–AN INVESTIGATION**

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The quality of human life basing on values is probably possible only through the teacher, the learner and the teaching learning process. The education imbibes mainly the value structure and value based behavioural pattern. The present day educational scenario is time and time emphasizing the works like values value education, value based education, educational values (Dr.VSR, Pakalapati, 2005). The teacher is endeavour of inculcating the values through his effective professional efficacy. Where Self-efficacy is that 'it is largely through their action that people produce the environmental conditions that affect their behavior in a reciprocal fashion (Prof.Albert Bandura, 1976) There has been high amount of research, which could answer that what is Teacher Value Behavior? What is teacher Self-Efficacy? And how they are influencing on the learner and teaching-learning process? In what way they are related?

Roy, D.K.(1980) found that the standard of adolescent Values was lower than expected and the development of value system was positively related to the process of socialization.

Dr.PSS Sastry (1980) reveal that differential weights for the item form was in the NII were determined with the help of two group discriminated function analysis. Schmitz, G.S. & Schwarzer, R.(2000) disclosed in his study that teacher high on teacher self-efficacy were used to offer up more leisure time for their students than their less self-efficacious counterparts. Whereas, Selaledid, K.(2008) revealed in his findings that a significant effect for the school category with respect to Teacher Administrative Responsibilities, Classroom organization and Relationship with others.

**Problem:**

The problem posed in this study is to establish the relationship between Teacher Value Behaviour and Self-Efficacy among the Lecturers working in Teacher Training Institutes and Colleges of Education in Vizianagaram District.



### **Objectives of the Study:**

- (1) To study the relationship between Teacher Value Behaviour and Teacher Self-Efficacy.
- (2) To find out the significance of relationship between Dimensions of – Teacher Value Behaviour; and Self-Efficacy.
- (3) To find out the significance of difference between the demographic and professional variables in respect of Teacher Value Behaviour, Self-Efficacy.

### **Hypotheses:**

- (1) There is no significance of relationship between Lecturers in their Value Behaviour and Self-Efficacy.
- (2) There is no significance of relationship between the Dimensions of Teacher Value Behaviour; and Self-Efficacy.
- (3) Lecturers considered under Sex, Locality, Age, Marital Status, Qualification, Experience, and Type of Institute do not differ significantly in their Teacher Value Behaviour and Self-Efficacy.

### **Procedure adopted:**

In order to test the hypotheses, the investigator is planned and executed in four phases. In the first phase development and standardization of Teacher Value Behaviour and Self-Efficacy self-rating scales. In the second phase measurement of Teachers' opinion is collected with the help of above two self-rating scales. In the third phase using appropriate statistical procedure is adopted to find out the significance of relationship between Teacher Value Behaviour and Self-Efficacy. In the Fourth and last phase is using appropriate statistical procedures to find out the significance of difference between the demographic variables in their Teacher Value Behaviour and Self-Efficacy.

### **Administration of the Tools:**

After developing and standardizing these two tools following the predictive validity as suggested by John, W.Best and James V.Kahn, the final and fresh scales are prepared for administration with specific instructions. Each statement in both the tools is followed with five alternatives as suggested by Likert's methods of summated rating technique. This technique is used because it is most forward technique. Those



five alternatives are – Strongly agree (SA), Agree (A), Neutral (N), Disagree (DA) and Strongly Disagree (SDA). A clear instruction was given to the respondents to express their opinion by putting a tick mark against the response category to which they are agreed with. Each scale is stated with the personal data sheet. These two scales are administered to 128 Lecturers of Teacher Training Institutes (TTI) and Colleges of Education in Vizianagaram District.

### **Collection of Data:**

For collection of data, the investigator personally visited each school and administered these scales to the teachers. They advised to put their name, sex, qualification, designation, Age, experience and address of the school etc., as mentioned in the demographic data provided to the tools. Teachers are further requested not to leave any item of the tool. Most of the teachers have responded on the spot and return the tools to the investigator. Thus these two tools collected are scores according to the scoring procedure.

### **Scoring:**

The responses scored according to the key. For all the positive items scores from 5 to 1 for five responses viz., Strongly Agree: (SA) -5, Agree (A) -4, Neutral (N) -3, Disagree (DA) -2 and Strongly Disagree (SDA) -1 respectively are given. For all negative items weightages given in reverse orders from 1 to 5. Basing on the above scoring procedure both the tools were scored and computed as required and stated in the analysis of data. Thus the total score of Teacher Value Behaviour tool will be 30 to 150 and Teacher Self-Efficacy Scores is 46 – 230.

### **Sample:**

The sample selected for the present investigation is 37 Lecturers of Teacher Training Institutes and Colleges of Education (TTI = 18; B.Ed., Colleges = 19) in Vizianagaram District. Random sampling technique is followed to draw the sample for the present study. To measure the Teacher Value Behaviour and Self-Efficacy of the selected sample of Lecturers, the collected data was categorized variable wise as Sex (Male= 71; Female = 57), Locality (Rural = 66; Urban = 62), Age (below 35 years = 59; above 35 years = 69), Marital Status (Married = 82; Unmarried = 46), Qualification (Post-graduates = 85; PG with M.Phil/Ph.D. = 43), Experience (Below 15 years = 67; Above 15 years = 61), Type of Institution (Teacher Training Institutes = 54; Colleges of Education = 74). Thus it is found to be a satisfactory sample and the sample is believed to be an adequate to test the hypotheses. Thus the total sample of 37 Teacher



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Training Institutions and Colleges of Education Lecturers is 128.

### **Delimitation of the Study:**

This study is delimited to the Lecturers working in Teacher Training Institutes and Colleges of Education in Vizianagaram District only. To measure the opinion of Lecturers in their Teacher Value Behaviour and Self-Efficacy, self-rating Scale is used. Of many dimensions of Teacher Value Behaviour – Work Centered, Learner Centered, Professional Centered, Adjustment Centered and Emotional Centered are taken into account. Similarly, of many dimensions of Teacher Self-Efficacy – Mastery experience, Vicarious experience, Social experience and Physiological and Psychological experience are taken into account.

### **Tool Description:**

The Teacher Value Behaviour tool was devised and standardized by Dr. VSR Pakalapati (1994). In this tool is covered five dimensions viz., Work centered (06 items), Learner Centered (06 items), Professional Centered (06 items, Adjustment Centered (06 items) and Emotional Centered (06). The Teacher Self-Efficacy scale was designed and standardized by Dr.Ch.Satyrao (2009) to measure the Self-Efficacy among Junior College Lecturers. This tool was designed with four dimensions viz., Mastery experience (12 items), Vicarious experience (12 items), Social experience (11 items) and Physiological and Psychological experience (11 items).

### **Statistical Procedure :**

After presenting the methodological aspects, the statistical procedure was used to establish the relationship between the two variables, i.e., Teacher Value Behaviour and Self-Efficacy 'r' values are computed. To measure the significant differences between these two variables in relation to the demographic variables the means, standard deviations and Critical Ratio values are computed.

### **Analysis of Data:**

The following statistics were calculated for arriving at conclusions like co-efficient correlation to find the relationship between Teacher Value Behaviour and Self-Efficacy and also obtained the Critical Ratio values variables wise.



**Table 1**

**Table showing significance of ‘r’ between Teacher Value Behaviour and Self-Efficacy**

Variable category	N	df	‘r’	Probability
Teacher Value Behaviour Teacher Self-Efficacy	128	126	0.73	Significant at 0.01 Level

The value of ‘r’ is significant between the aspects Teacher Value Behaviour and Self-Efficacy. Hence, the null hypothesis that ‘there is no significance of relationship between Teacher Value Behaviour and Self-Efficacy among the Lecturers of Teacher Training Institutions and Colleges of Education’ is rejected.

**Table 2**

**Table showing the inter-correlation matrix of various dimensions of Teacher Value Behaviour of Dr.VSR, Pakalapati (1994)**

	Work centered	Learner centered	Professional centered	Adjustment Centered	Emotional centered
Work centered	1.00	0.49	0.35	0.43	0.61
Learner centered		1.00	0.36	0.54	0.44
Professional centered			1.00	0.38	0.52
Adjustment Centered				1.00	0.67
Emotional Centered					1.00

From the above table it can be concluded that the obtained ‘r’ values are significant at 0.01 levels respectively. The dimensions viz., Work centered, Learner centered, Professional Centered, Adjustment Centered and Emotional Centered of Teacher Value Behaviour are correlated and statistically significant. Hence, the null hypothesis that ‘There is no significance of relationship between the dimensions of Teacher Value Behaviour among the Lecturers working in Teacher Training Institutions and Colleges of Education is rejected.



**Table 3**

**Table showing the inter-correlation Matrix of various Dimensions of Teacher Self-Efficacy of Dr.Ch.Satyarao (2009)**

	Mastery experience	Vicarious experience	Social experience	Physiological and Psychological experience
Mastery experience	1.00	0.43	0.37	0.52
Vicarious experience		1.00	0.61	0.49
Social experience			1.00	0.57
Physiological and Psychological experience				1.00

From the above table it is concluded that the obtained 'r' values are statistically significant at 0.01 levels respectively. The dimensions viz., Mastery experience, Vicarious experience, Social experience and Physiological and Psychological experience. Hence, the null hypothesis that, 'there no significance of relationship between the dimensions of Teacher Self-Efficacy' is rejected.

**Table 4**

**Table showing the significance of difference between the Lecturers of Teacher Training Institutions and Colleges of Education in their Value Behaviour and Self-Efficacy**

Variable category	Mean	S.D	N	C.R	Mean	S.D.	N	C.R
Male	135.31	11.35	71	2.69**	128.76	27.62	71	2.75**
Female	140.86	11.82	57		115.19	27.74	57	
Rural area	130.45	11.76	66	2.9**	118.36	27.64	66	1.47@
Urban area	136.46	11.78	62		125.54	27.66	62	
Below 35 years Age	132.29	11.81	59	2.38*	128.85	27.72	59	2.35*
Above 35 years Age	125.37	11.74	69		117.32	27.63	69	



Married	124.76	11.13	82	3.93**	126.51	27.53	82	1.87@
Unmarried	133.18	11.95	46		116.89	28.12	46	
Post-Graduates	136.78	11.11	85	3.31*	118.45	27.51	85	1.98*
PG with M.Phil/Ph.D.	129.52	11.97	43		128.83	28.16	43	
Below 15 years Experience	134.51	11.77	67	2.53*	116.78	27.65	67	2.4*
Above 15 years Experience	129.23	11.79	61		128.54	27.68	71	
Teacher Trg.Institutions	127.84	11.85	54	2.81**	115.86	27.78	54	2.24*
Colleges of Education	133.69	11.28	74		126.98	27.64	74	

\*\*Significant at 0.01 level

\* Significant at 0.05 level

@Not Significant at any level

From the above table it can be concluded that the Critical Ratio values of Teacher Value Behaviour in respect of all the variables like Sex, Locality, Age, Marital Status, Qualification, Experience and Type of Institution of Lecturers working in Teacher Training Institutes and Colleges of Education are more than 1.96 and 2.58 and significant at 0.05 and 0.01 levels respectively. Hence, the null hypotheses in respect of the above variables are rejected. Further, it is also concluded that the Teacher Self-Efficacy in respect of the variables like Sex, Age, Qualification, Experience and Type of Institution are more than 1.96 and 2.58 and significant at 0.05 and 0.01 levels respectively. Hence, the null hypotheses are these variables are rejected, Further, it is also concluded that though there is significance of difference between the variables like Locality and Age, statistically they are not corroborated. Hence, the hypotheses are accepted.



**Table 6**

**Table showing the Mean values of the various Dimensions Lecturers of Teacher Training Institutes and Colleges of Education**

<b>Value Behaviour</b>	<b>Mean</b>	<b>S.D</b>	<b>Self-Efficacy</b>	<b>Mean</b>	<b>S.D</b>
1.Work Centered	22.18	4.82	Mastery experience	35.25	7.89
2.Learner Centered	19.45	4.28	Vicarious experience	33.52	8.11
3.Professional Centered	23.37	4.36	Social experience	34.47	7.59
4.Adjustment Centered	24.75	4.48	Physiological and Psychological experience	35.86	7.46
5.Emotional Centered	22.39	4.39			

From the above table it is observed that the dimension ‘Adjustment Centered’ aspect is possessed highest mean score followed by ‘Professional Centered’, ‘Emotional Centered’, ‘Work Centered’ and ‘Learner Centered’ aspects of Value Behaviour. Similarly, in respect of Self-Efficacy – the ‘Physiological and Psychological experience’ possessed highest mean score followed by ‘Mastery experience’, ‘Social Experience and ‘Vicarious experience’ aspects.

### **Conclusions:**

- 1) There is significance of relationship between Teacher Value Behaviour and Self-Efficacy among the Lecturers working in Teacher Training Institutes and Colleges of Education.
- 2) There is significance of relationship between the dimensions of Teacher Value Behaviour.
- 3) There is significance of relationship between the dimensions of Teacher Self-Efficacy.
- 4) In respect of Teacher Value Behaviour, there is significance of difference between all the selected variables like – Sex, Locality, Age, Marital Status, Qualification, Experience and Type of Institution. Whereas the Self-Efficacy aspect disclosed that ‘there is significance of difference is between the variables like – Sex, Age, Qualification, Experience and Type of Institution. No significance of difference is found between the variables – Locality and Marital Status.
- 5) In respect of Teacher Value Behaviour – ‘Adjustment Centered’ aspect is the highest in the merit order followed by ‘Professional Centered’, ‘Emotional





Centered', 'Work Centered' and 'Learned Centered' aspects respectively. While in the case of Teachers Self-Efficacy – 'Physiological and Psychological experience' aspect is in the highest in the merit order followed by 'Mastery experience', 'Social experience' and 'Vicarious experience'.

The results of the study indicates that the Teacher Value Behaviour is influenced by the variables like Sex, Locality, Age, Marital Status, Qualification Experience and type of institution, whereas the Teacher Self-Efficacy is influenced by the variables Sex, Age, Qualification, Experience and Type of Institution. Further, there is significance of relationship between Teacher Value Behaviour and Teacher Self-Efficacy aspects. All the dimensions of Teacher Value Behaviour and Teacher Self-Efficacy aspects are statistically corroborated. It is also observed that the highest mean score of Teacher Value dimension is 'Adjustment Centered' followed by Professional Centered, Emotional Centered, Work Centered and Learner Centered. Whereas the highest mean value of Teacher Self-Efficacy is 'Physiological and Psychological experience' followed by Mastery experience, Social experience and Vicarious experience. Taking the above study into consideration, the educational planners are needed to ascertain the causes of disparity among the Lecturers working in Teaching Training Institutes and Colleges of Education so as to mould better teachers, which support the national objects in enhancing the quality in teaching-learning in Primary and Secondary Schools.

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