CHAPTER FIVE

SUMMARY, MAJOR FINDINGS AND RECOMMENDATIONS

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SUMMARY, MAJOR FINDINGS AND RECOMMENDATIONS

Introduction

The previous chapters discussed the research problem, methodology of study, review of related literature, research design, and the analysis of the data in detail. The present chapter gives a summary of the procedure adopted, major findings of the study and the recommendations.

Summary

The Statement of the Problem

The present study is titled as “Values and Self-Efficacy of Teachers of English and Gujarati Medium Catholic Schools of Gujarat”.

Operational definition of the Terms

The key terms used are teacher-values, self-efficacy, teachers and ethnicity.

Teacher-Values

Values are principles that guide man’s desires, feelings and actions. They are also viewed as socially approved goals and desires and as social ends. Values give direction and firmness to life. They reflect one’s personal attitudes and judgments, one’s decisions and choices, one’s behavior and relationships, one’s dreams and vision. (Ignacimuthu, 1994). Values are the judgments on what is desirable or valuable in one’s life. Values may be
regarded as importance ratings which people attach to things, conditions, and circumstances.

Coleman (1960) referring to the classification of values by Spranger (1928) states that “there appears to be six main types of values which appeal to people in varying degree and around which they build the unity of their lives”. In every individual, there is not one value but many and often life finds itself in contradiction not between a value and another. When different values make claim on man at the same time and in the same situation, then he makes use of his own principle by which he has to choose the one and give secondary preference to the other or others. This is called value priority, i.e., giving more weightage to one and giving secondary preference to the other.

The investigator selected six major values for the present study, which are: Theoretical, Economic, Social, Aesthetic, Religious and Political values. Teacher value means the score obtained by the respective teacher on the Teacher Values Inventory.

**Self-efficacy**

Self-efficacy is defined as people’s beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives. Self-efficacy beliefs determine how people feel, think, motivate themselves and behave. Such beliefs produce these diverse effects through four major processes. They include cognitive, motivational, affective
and selection processes. (Bandura, 1994). In this study, self-efficacy of a teacher means the score obtained by the respective teacher on the Teacher Self-efficacy Scale.

**Teachers**

The study is focused on the teachers of the Catholic schools of Gujarat. They belong to different religious communities. The schools and teachers are selected at random from English and Gujarati medium. Specification of the area of the schools as urban and rural is made. Teachers belong to K.G. section, Primary Section, High School as well as Higher Secondary sections. No attempt is made to classify them into different sections for analysis.

**Ethnicity**

Ethnicity in this study means the self-reported religion of the teacher.

**Objectives of the Study**

1. To validate the Teacher Values Inventory (TVI).
2. To explore the relationship of the values of the teachers of Catholic schools of Gujarat with their gender, ethnicity, medium and area of schools.
3. To adopt and validate the Teacher Self-efficacy Scale (TSES) in Gujarati.

4. To explore the relationship of self-efficacy of teachers of Catholic schools of Gujarat with their gender, ethnicity, medium and area of schools.

5. To explore the correlation between teachers’ self-efficacy and their values.

**Research Hypotheses**

1. There is no significant difference between the mean scores on the TVI of male and female teachers of Catholic schools of Gujarat.

2. There is no significant difference between the mean scores on the TVI of English and Gujarati Medium teachers of Catholic schools of Gujarat.

3. There is no significant difference between the mean scores on the TVI of teachers of urban and rural areas.

4. There is no significant difference between the mean scores of teachers of Catholic schools of Gujarat on the TVI, belonging to different ethnicity.

5. There is no significant difference between the mean scores on the TSES of male and female teachers of Catholic schools of Gujarat.
6. There is no significant difference between the mean scores on the TSES of English and Gujarati Medium teachers of Catholic schools of Gujarat.

7. There is no significant difference between the mean scores on the TSES of teachers of urban and rural areas.

8. There is no significant difference between the mean scores on the TSES of teachers of Catholic schools of Gujarat, belonging to different ethnicity.

9. There is no significant relationship between teachers’ scores on TSES and TVI.

Tools used for the Study

For the purpose of data collection on the teacher values, the Teacher Value Inventory is used. The inventory is originally constructed in Hindi and English by Dr. Harbhajan L. Singh and Dr. S.P. Ahluwalia (1981). Its mean reliability coefficient, using a Z transformation was 0.81 and the validity for the six values (theoretical, economic, aesthetic, social, political, and religious) were found to be 0.48, 0.55, 0.61, 0.47, 0.59, and 0.36 respectively. For the present study the English version of the Inventory is used for the English Medium Teachers. For the Gujarati Medium Teachers a Gujarati version of the same validated by NileshJani (2004) is used. The reliability and validity of the Gujarati version were 0.75 (Spearman-Brown)
and 0.73 (Cronbach alpha) respectively. Cliff’s Index was 0.34. The scale has 25 items, each having 6 response categories. The respondent has to prioritise these six response from 1 to 6 on a separate response sheet.

For the purpose of data collection on the self-efficacy of teachers, Teacher Self-efficacy Scale, (TSES) by Ralf Schwarzer, Gerdamarie S. Schmitz and Gary T. Daytner (1999) is used. Its reliability and validity were found to be 0.67 and 0.76 (test-retest reliability) and 0.76 and 0.82 (Cronbach’s alpha) respectively.

For the Gujarati Medium, a Gujarati version of the same scale was used. The Gujarati version was prepared and validated systematically by the investigator for the purpose. A pilot survey was made for the purpose of collecting data for validation of the Gujarati version of TSES. It was done on a sample of about 100 teachers before the actual survey. The scale had 10 items having 4 response categories namely, 1. Exactly true, 2. Moderately true, 3. Barely true, and 4. Not at all true. The respondent had to select any one of the response categories.

**Method**

For the present study, survey method was adopted for data collection. The survey was carried out in two phases. In the first phase, Teacher Values Inventory (TVI) to measure the value preferences of teachers and the Teacher Self-efficacy Scale (TSES) to measure the self-efficacy of
teachers were selected. In this phase the investigator either visited the selected schools or contacted them through post or phone. The purpose of the study was explained to the Principals of the schools and obtained the necessary permission to administer the Teacher Values Inventory and the Teacher Self-efficacy Scale to the teachers on a suitable day suggested by the head of the institution. Where the investigator could not reach personally, the possible date for conducting the survey was decided in consultation with the Principal and the tools TVI and TSES were made available to them with clear instructions about how to conduct it. The Teacher self-efficacy scale was translated into Gujarati and it was validated. A pilot survey was undertaken to validate the translated version of Teacher self-efficacy Scale.

In the second phase, collection of data using the Teacher Values Inventory and the Teacher self-efficacy Scale was carried out. The investigator visited the schools on the concerned days and administered the tools to the teachers of the selected schools. They were given instructions about the procedure of answering the tools and requested them to mark their priority response on a response sheet attached to the tools and return them to the investigator. In some schools where the researcher could not go personally, assistants were sent with clear instructions of conducting the survey on the decided date. In some schools the tools were sent by post along with the instructions and the response sheets were collected back by
the investigator. In such schools the principal or an in charge teacher administered the test and returned the response sheets duly filled up.

In the third stage, the investigator sorted out the incomplete answer sheets. These were not taken into consideration for scoring. A total of 1766 response sheets were collected back. There were 12 invalid answer sheets. After removing the invalid or incomplete sheets, there were 1754 respondents. Of them 919 were from English medium schools and 835 were from Gujarati medium schools. The answer sheets of TVI were scored according to the scoring key. For this purpose specially prepared transparencies were used corresponding to each value. Using the instructions given in the TVI manual, the raw scores were then converted into standard scores.

**Population and Sample**

Population for the present study comprised all the teachers of English and Gujarati medium catholic schools of Gujarat. It is to be noted that the study was not conducted on Catholic teachers of Gujarat, but it was conducted on teachers who are working in the Catholic schools of Gujarat. It consisted of the teachers of about two hundred schools including both English medium and Gujarati medium schools of the four catholic dioceses of Gujarat. There were approximately about four thousand teachers in these schools at the time of the study. The sample was selected from this
population using stratified random selection. It was decided that the teachers present on the day of data collection would be included in the sample of the present study.

The criteria like; area, gender, medium and religion were taken into consideration for the selection of the sample. The investigator collected the list of all the schools of the four Catholic dioceses of Gujarat. From this list 182 schools were selected. Of them 110 were Gujarati medium and 72 were English medium schools. From these schools, 113 schools returned the filled up questionnaires. Of them 67 were Gujarati medium schools and 46 were English medium schools. After rejecting the incomplete and invalid questionnaires the final sample contained 919 teachers from English medium Schools and 839 teachers from Gujarati medium Schools. Thus for the final analysis the total number of eligible sample was 1758. The teachers present on the day of data collection were included in the sample of the present study.

At the time of hypothesis testing it was found that two teachers from Gujarati medium did not mention their gender and four teachers did not mention their religion. These were also removed as they were considered invalid. Thus the final sample had 1754 teachers from both the mediums together. Of them, 1258 were female and 496 were male. Thus the female subjects (71.72%) outnumbered the male subjects (28.28%). There were 919 teachers from English medium and 835 teachers from Gujarati Medium. That meant 52.39% were from English Medium and 47.61% were from
Gujarati Medium. There were 1057 teachers (60.26%) from the urban areas while there were 657 teachers (37.46%) from the rural areas in the sample. There were 764 Christian teachers (51.20%) and 898 Hindu teachers (43.56%) in the sample. There were 92 teachers (0.05%) of all other religions in the sample.

**Data Collection**

For the data collection, the selected tools are administered to the sample. Most of the data was collected by the researcher himself. Where it is inevitable the tools were sent by post or help from colleagues was preferred. For the data collection, the selected tools were administered to the sample. The data collection was carried out in the following phases.

**Phase one**

In the first stage the investigator either visited the selected schools or contacted them through post or phone. The purpose of the study was explained to the Principals of the schools and obtained the necessary permission to administer the Teacher Values Inventory and the Teacher Self-efficacy Scale to the teachers on a suitable day suggested by the head of the institution. Where the investigator could not reach personally, the possible date for conducting the survey was decided in consultation with the Principal and the tools TVI and TSES were made available to them with clear instructions about how to conduct it.
**Phase two**

The investigator visited the schools on the concerned days and administered the tools to the teachers of the selected schools. They were given instructions about the procedure of answering the tools and requested them to mark their priority response on a response sheet attached to the tools and return them to the investigator. In some schools where the researcher could not go personally, assistants were sent with clear instructions of conducting the survey on the decided date. In some schools the tools were sent by post along with the instructions and the response sheets were collected back by the investigator. In such schools the principal or an in charge teacher administered the test and returned the response sheets duly filled up.

**Phase three**

In the third stage, the investigator sorted out the incomplete answer sheets which were not taken into consideration for scoring. A total of 1766 response sheets were collected back. There were 12 invalid answer sheets. After removing the invalid or incomplete sheets, there were 1754 respondents. Of them 919 were from English medium schools and 835 were from Gujarati medium schools. The answer sheets were scored according to the scoring key. For this purpose specially prepared transparencies were used corresponding to each value. Using the instructions given in the TVI manual, the raw scores were then converted into standard scores.
Data Analysis

For the present study, the Investigator had used both Descriptive as well as Inferential statistics. For exploring the correlation of variables and for testing of the hypothesis ‘t’ test and ‘F’ test were used. For validity, Cliff’s C index and for reliability, Cronbach alpha and split half reliability were used. Factor analysis also was done. Computer programs such as NRTVB and SPSS were used for the analysis of data. Frequency distribution and graphs were used as per requirement.

In the present study on the Values and Self-efficacy of Teachers of catholic Schools of Gujarat, the following statistical techniques were used.

Descriptive statistics

Mean, Standard Deviation, Skewness and Kurtosis were calculated to study the Values and Self-efficacy of teachers of Gujarat according to gender, ethnicity, medium of the schools and area of schools. Graphical representations of the data like Histogram for different values of Teacher Values Inventory and Teacher Self-efficacy Scale were also prepared to analyse the data.

Inferential statistics

The ‘t’ value and ‘F’ value were calculated to find out the significance of difference between the means of scores of the teachers on Teacher Values
Inventory and Teacher Self-efficacy Scale according to gender, ethnicity, medium and area of schools.

**Delimitations of the Study**

The present study attempted to study about the teacher values in terms of value preferences namely; theoretical, social, economic, political aesthetic and religious values and the relationship between these values and self-efficacy of teachers in Catholic schools of Gujarat. The major delimitation of the study was, the sample for the present study was selected from the Catholic schools of Gujarat only, though the sample contained teachers from all major religious denominations.

**Significance of the Study**

1. The present study will help to identify the values of the teachers of the Catholic Schools of Gujarat.
2. The findings of the study can be used for the in service training of the teachers.
3. The relation of gender and the values of the teachers can be found out.
4. The relation of medium of instruction and the values of teachers can be identified.
5. Whether the teacher values of the urban area are different from those of the rural areas, can be found out.

6. The relation of ethnicity and the teacher values can be found out.

7. This study will help to identify the self-efficacy level of the teachers of the Catholic schools of Gujarat.

8. The relation of gender and the self-efficacy of teachers can be found out.

9. The relation of medium of instruction and the self-efficacy of teachers can be found out.

10. We can find out whether the self-efficacy of the teachers of the rural area is different from that of the urban area.

11. The relation of the ethnicity and the self-efficacy of the teachers can be found out.

12. Since self-efficacy beliefs determine how people feel, think, motivate themselves and behave, the findings of the present study can be used to organize self-efficacy enhancement programs for the teachers.

13. Such a study has not been done yet. So there is scope and relevance for the present study. It will be a small but significant contribution to knowledge.
Major Findings

A. Findings of the Pilot Survey.

1. There were ten items in the Teacher Self-efficacy Scale. The items were analysed using Classical Test Theory (CTT) and Item Response Theory. All the items of TSES (Gujarati version) were found to be valid.

2. Cronbach alpha of the Scale in the pilot survey was 0.65 which was same as the test – retest reliability of the original scale in English. So the translated version (Gujarati) of TSES was found to be reliable.

3. The Scale was found to be valid, by the analysis of the pilot survey data based on Cliff’s Index C.

4. Thus a new scale for testing the Self-efficacy of Teachers was made available in Gujarati by the study.

A. Findings of the Study

Teacher Values Inventory (TVI) was used for testing of the hypotheses regarding the values of teachers. Teacher Self-efficacy Scale (TSES) was used to test the hypotheses regarding the self-efficacy of teachers. The correlation between the values and the self-efficacy of teachers was also tested.
Based on the analysis of the data the following major findings were obtained.

1. The gender of the teachers made a significant difference in choosing the theoretical values.

2. The gender of the teachers made a significant difference in the preference of social values of teachers.

3. The gender of the teachers made a significant difference in choosing the Economic Values by teachers.

4. The gender of the teachers did not make a significant difference in preferring Aesthetic Values, Political Values and Religious Values by the teachers.

5. The medium of instruction of the school did not make a significant difference in choosing the Theoretical, Economic, Aesthetic or Social Values by the teachers.

6. The medium of instruction of the school made a significant difference in choosing the Political Values by teachers.

7. The medium of instruction of the school did make a significant difference in the value preference of teachers in the case of Religious Values.

8. The area of the school did make a significant difference in choosing the Political values by the teachers.
9. The area of the school did not make a significant difference in preferring Theoretical, Economic, Aesthetic, Social or Religious values by the teachers.

10. Ethnicity or the self-reported religion of the teachers did make significant difference in the theoretical, economic, social and religious values of the teaches.

11. Ethnicity or the self-reported religion of the teachers did not make significant difference in the aesthetic and political values of teachers.

12. Ethnicity made significant difference in the value preference between Hindu teachers and Christian teachers in the case of theoretical values.


14. Ethnicity made significant difference in the value preference of Christian teachers and Others in the case of Theoretical Values.

15. Ethnicity did not make significance difference in the value preference between the groups Hindus and Others and Christians and Others.

16. The gender of the teachers did not make a significant difference on their self-efficacy.
17. The medium of instruction of the school made a significant difference on the self-efficacy of the teachers.

18. The area of the school made a significant difference on the self-efficacy of teachers.

19. Ethnicity or the self reported religion of the teachers made significant difference on their self-efficacy.


21. Ethnicity did not make significant difference in the Self-efficacy of teachers in the comparison between Hindu teachers and Other teachers.

22. There was a positive correlation between Theoretical Values and Self Efficacy of teachers. Thus as the level of theoretical value increases there is a possibility that the self-efficacy of teachers also increases.

23. The correlation between Economic value and Self-efficacy was negative indicating that as the level of economic value increases the level of self efficacy decreases.

24. In the case of Aesthetic value and Religious value the correlation between them and Self-efficacy was negative, but it was negligible.

25. Social Value was positively correlated with self-efficacy. So as the social value increases the Self-efficacy of teachers also increases.
26. In the case of Political values the correlation was negative. So when political value increases the Self-efficacy decreases.

**Recommendations**

**Educational Implications**

1. The present study reveals that identifying the value priorities of teachers is essential for teaching and training, so that the teachers can make use of proper strategies to settle the value conflicts.

2. The study shows that gender and ethnicity of the teachers are significant in choosing theoretical, social and economic values. So male and female teachers choose these values differently. Also these values are chosen differently by the teachers belonging to different ethnicity or religions. This understanding will be useful in the selection and training programs of teachers at different levels. This will help in a better understanding of the teachers in different conflicting situations and will be useful in evolving strategies for creating supportive systems.

3. The study reveals that the medium of instruction is significant in the choice of political and religious values by the teachers. This implies that the teachers of English and Gujarati medium respond and react differently to different political and religious realities and events.
This will in turn affect the instructional and interpretational methods and systems employed by these teachers in class rooms.

4. The study also reveals that the area of the school is significant in the choice of only political values by teachers. Other values are not affected by the area of the school. That means as a whole the teachers in the urban and rural schools hold almost same set of values. So the same instructional material and training methods may be used for both the areas. Also it is possible to impart the same set of values without consideration of the rural-urban divide.

5. The ethnicity or the religion of the teachers is significant in the choice of the religious values of the teachers as is evident from the study. So care should be taken in conducting value education classes for the students so that the personal religious values of the teachers may not adversely influence the imparting of the prescribed contents. At the same time it can positively enhance while interpreting the given contents of value education.

6. The present study clearly reveals that the gender of the teachers is not a significant factor in their self-efficacy. So male and female teachers can be equally efficacious in a given task and given situation. This calls for revision of traditional understanding of gender specific duties in a predominantly male dominated society. Female teachers should be treated at par with their male counterparts in terms of efficacy.
7. The study shows that the medium of instruction of the school, the area of the school, and the ethnicity of the teachers are influencing the self-efficacy or at least the self-efficacy beliefs of the teachers. This is important as corrective steps can be taken based on this finding to improve the self-efficacy of the teachers.

8. The present study reveals that there is a positive correlation between self-efficacy of the teachers and their theoretical and social values. This implies that teachers with a higher self-efficacy may have a better understanding of the theoretical values and social consciousness. On the contrary the teachers with a better sense of social and theoretical values may be more efficacious. This finding can be used to improve the self-efficacy of teachers by improving their social and theoretical values through suitable programs.

9. The study shows that there is a negative correlation between the economic and political values of the teachers and their self-efficacy. This may imply that the political involvement of the teachers should be kept moderate and their economic concerns should be addressed adequately so that their level of self-efficacy may improve.

10. To improve the self-efficacy of the teachers, topics of it should be included in the curriculum of teacher training courses.

11. The teachers and teacher trainers may be given orientation and training on the development of instructional materials in value education to teach at different levels.
12. Through the present study a tool for measuring the Self- Efficacy of teachers (Teacher Self – Efficacy Scale), is constructed and validated in Gujarati. This tool, made available in Gujarati, can be used for further researches.

**Recommendations for Future Research**

On the basis of the experience of the present study, the following topics are recommended for future researches.

1. Correlation between self-efficacy of teachers and student achievement.
2. Correlation between student self-efficacy and their specific achievement in different subjects.
3. Correlation between values of students and their self-efficacy.
5. Correlation between values of Principals and their self-efficacy.
6. Correlation between values of teachers and their job satisfaction.
7. Construction and validation of self-efficacy scale of Principals in Gujarati.
8. Construction and validation of self-efficacy scale of students in Gujarati.
9. Construction of a suitable value education curriculum for school students based on the correlation of their values and their self-efficacy.

10. A similar correlational study can be conducted among the teacher trainees.

11. Further research is needed to identify the specificity of the medium, area and ethnicity that hinders the self-efficacy of the teachers.