

## A STUDY OF SELF- EFFICACY OF TEACHER TRAINEES IN RELATION TO HUMAN RIGHTS EDUCATION

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### Abstract

*The concept of human rights is as old as mankind. This concept is based on the assumption that all human beings are born equal in dignity and rights. These are the moral claims which are inalienable and inherent in all human individuals by virtue of their humanity alone. These are necessary to ensure the dignity of every person so that he is fully able to develop and use his abilities and talents irrespective of their race, religion, nationality, language, sex or any other factor. This paper analyzes the self-efficacy of teacher trainees in relation to Human Rights education. For this purpose researcher developed a Human Rights Education Self-Efficacy Scale. The data was collected from 600 teacher trainees of different colleges of Punjab. The data was analyzed and results showed that teacher trainees had poor self- efficacy levels towards Human Rights Education. The results also revealed that there was no significant difference in the self- efficacy of teacher trainees due to variation in their gender, location and educational qualification but these trainees differed significantly due to variation in their stream.*

**Key Words-** Human Rights, Human Rights Education, Self- Efficacy, Teacher trainees.

The concept of human rights is as old as the human civilization. The history of mankind is marked by the efforts to ensure respect for the dignity of human beings. Human Rights are simply defined as the rights which every human being is entitled to enjoy. The struggle for the recognition of human rights and the struggle against political, economic, social and cultural oppression, against injustice and inequalities, have been an integral part of the history of all human societies.

The massive destruction of human life and the brutality of both the world wars turned the attention of the whole world to the immediate need to codify and protect Human Rights because it became a necessary condition for the world peace and progress. So the horrors of the Second World War provided the impetus for the modern human rights' movement. So the evolution of the contemporary concept of human rights can be understood in terms of three generations of human rights. The first generation of rights were concerned mainly with the civil and political rights of the

individual. These rights were meant to impose negative obligations on governments to desist from interfering with the exercise of individual liberties.

The second generation rights provide for social, economic and cultural security. These rights are more positive in nature in that they make it the duty of the state to ensure that these rights are realized. The Universal Declaration of Human Rights reflects the consensus on the principle which form the basis of the first and second generation rights. The third generation of human rights are of relatively recent origin. They have evolved in response to various new concerns over which international consensus has emerged in recent years. These include environmental, cultural and developmental rights. They are concerned with rights of groups and peoples rather than of individuals and include such rights as the right to self determination and the right to development.

### **NEED AND SIGNIFICANCE OF THE STUDY**

In this growing world of conflicts and tensions the importance of Human Rights Education increases all

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the more. It encourages using human rights as a frame of reference in our relationship with others. It encourages inquiry, forming arguments, deciding, cooperating, evaluating, sharing and living according to values. Human Rights education encourages us to critically examine our own attitudes and behaviours and ultimately, to transform them in order to advance respect for the rights of all.

Human Rights Education helps in reducing Human Rights violation and helps in building free, just and peaceful societies. It also contributes long term prevention of Human Rights abuses and an important investment towards a democratic society. Children's attitudes, ideas and characters are formed at a young age and these are always influenced by their environment. Human Rights Education in schools is an effective means to assist children to incorporate human rights values into their attitudes and behaviors. The need of promoting and protecting all human rights is important in order to secure full and universal enjoyment of these rights and it cannot be fulfilled without mass awareness and sensitivity to human rights issues. The grand agenda of peace and prosperity is possible only with people understanding and imbibing the human rights values. This robust participation can be achieved only with human rights education.

Now a days the whole world has realized the importance of Human Rights Education. The Universal Declaration of Human Rights also states, "Every individual and every organ of society to strive by teaching and education to promote respect for these rights and freedom." Realizing its importance, Human Rights Education should become an important part of the goal and objectives of education.

Teachers and teacher trainees are believed to be the architect of the future. They have to teach millions of students, so they must be aware about the developments in the field of Human Rights Education, so this research is important to know the

prospective teachers awareness and self efficacy about the Human Rights Education, only if the teachers and teacher trainees are aware about Human Rights and possess a positive attitude about Human Rights then they can create awareness about these rights in the coming generations. So it is important to obtain an accurate picture of teacher trainees self efficacy towards Human Rights Education

The review of related literature revealed that teacher efficacy and achievement were significantly correlated factors. Higher the self efficacy of the teachers better was their adjustment, higher was the level of intelligence in their students and better habits and achievement than the teachers with low self efficacy. Moreover the studies are related to various dimensions of self-efficacy but there is dearth of studies which relates self-efficacy to the implementation of human rights education in classroom situations.

#### **OBJECTIVES OF THE STUDY**

1. To assess the self- efficacy level of teacher trainees about Human Rights Education.
2. To find out the difference in the self- efficacy of teacher trainees in terms of their gender.
3. To find out the difference in the self- efficacy of teacher trainees in terms of their location.
4. To find out the difference in the self- efficacy of teacher trainees in terms of their educational stream.
5. To find out the difference in the self- efficacy of teacher trainees in terms of their educational qualification .

#### **SAMPLE**

The data for the present study was collected randomly from 600 teacher trainees of B.Ed colleges of three universities Guru Nanak Dev University, Amritsar, Panjab University, Chandigarh and Punjabi University, Patiala. Demographic variables gender, location, educational stream and qualification (graduate and post graduate) of the students were taken into consideration.

**ANALYSIS AND INTERPRETATION OF DATA***Table1 :Distribution of Self-Efficacy Scores of Teacher Trainees (N=600)*

Class Interval	Frequency	Percent	Cumulative Percent
161- 180	8	1.33	1.33
141- 160	40	6.66	8
121-140	117	19.5	27.5
101-120	132	22	49.5
81- 100	87	14.5	64
61- 80	118	19.66	83.7
41- 60	64	10.66	94.32
21-40	18	3	97.32
0-20	16	2.67	100
Total	600		
Mean= 95.30; Median= 99.50;SD= 35.08; SE= 0.03; Skewness= -0.42; Kurtosis = -0.24			

The table 1 shows that the value of mean and median of self-efficacy of teacher trainees were 95.30 and 99.50 respectively which are proximate to each other. The value of Skewness was -0.42 which means curve is moderately negatively skewed. The value of kurtosis was -0.24 which means curve is platykurtic in shape. However comparing to normal values (0.00 for both skewness and kurtosis) the distortion in both cases is negligible. Hence the distribution can be treated as normal. Further the table also shows that the 1.33% teacher trainees showed extremely favourable efficacy level, 6.66 % showed most favourable efficacy to promote Human Rights Education, 19.5% teacher trainees showed above average efficacy level and 22% showed average efficacy towards promotion of Human Right Education. 14.5 % showed below average, 19.66% depicted most unfavourable efficacy level and 16.33% showed extremely

unfavourable efficacy level to promote human rights education. Overall, the self-efficacy exhibited by the teachers in promoting human rights was below average and there was significant scope to sensitize the teachers regarding promotion of human rights in the classroom activities. Therefore our first hypotheses , *"The self- efficacy of teacher trainees towards human rights education will be low"* stands accepted.

#### **Interaction effect of gender and location on self-efficacy of teacher trainees towards human rights education**

In order to find out the significance of mean difference in self- efficacy of teacher trainees across gender and locale two way analysis of variance was done. The means and SDs of attitude of teacher trainees towards human rights education across gender × locale are given in table 2.

*Table 2: Mean and SD's of Self- Efficacy of Teacher Trainees towards Human Rights Education across Gender Locale*

	Locale					
	Urban			Rural		
Gender	N	Mean	SD	N	Mean	SD
Male	10	102.8	35.7	18	82.38	36.09
Female	289	98.8	33.8	265	93.07	35.7

The table 2 shows the summary of analysis of variance of self- efficacy towards human rights

education (Gender x Locale).

*Table 3: Summary of Analysis of Variance of Self-Efficacy towards Human Rights Education (Gender x Locale) Factorial Design*

Source Variance	Sum of Squares	Df	Mean Square	F-value
Gender (A)	278.614	1	278.614	.230
Locale (B)	4209.066	1	4209.066	3.476
A x B	1317.698	1	1317.698	1.088
Within Error	699979.207	578	1211.037	
Total	6047319.00	582		

It is observed from the table 3 that F- value for the main effect of type of gender on self-efficacy of teacher trainees towards human rights education came out to be .230 which is not significant at any level of confidence. This indicates that there is no significant gender difference found in the self-efficacy of teacher trainees towards human rights education. Further the table 3 reveals that the F-value for the self-efficacy of urban and rural teacher trainees towards human rights education came out to be 3.476 which is not significant at any level of confidence. This indicates that there is no significant difference found in the self-efficacy of rural and urban teacher trainees towards human rights education. It may be seen from the table 3 that the F-value for the interaction effect of gender and

locale on self-efficacy of teacher trainees towards human rights education came out to be 1.088 which is not significant at any level of confidence. This indicates that gender and locale are not dependent on each other to explain the self-efficacy of teacher trainees towards human rights education.

**Interaction effect of educational qualification and educational stream on self-efficacy of teacher trainees towards human rights education**

To find out the significance of mean difference in self- efficacy of teacher trainees across educational qualification and educational stream two way analysis of variance was done. The means and SDs of self- efficacy of teacher trainees towards human rights education across educational qualification educational stream are given in table 4

*Table 4: Mean and SD's of Self- Efficacy of Teacher Trainees towards Human Rights Education across Educational Qualification x Educational Stream*

	Educational Qualification					
	Graduate			Post Graduate		
Educational Stream	N	Mean	SD	N	Mean	SD
Arts	309	88.04	35.9	109	93.18	34.4
Science	105	110.9	30.7	50	105.2	32.5
Commerce	12	102.4	30.4	11	111.8	27.66

The table 4 shows the interaction effect of educational qualification and educational stream on

self- efficacy of teacher trainees towards human rights education.

*Table 5: Summary of Analysis of Variance of Self-Efficacy towards Human Rights Education (Educational Qualification x Educational Stream) Factorial Design*

Source Variance	Sum of Squares	Df	Mean Square	F-value
Educational Qualification(C)	5017.064	7	716.723	.618
Educational Stream (D)	6.250	1	6.250	.005
C x D	0.000	0	0.00	
Within Error	683804.676	590	1158.991	
Total	618634.00	600		

The table 5 shows that F- value for the main effect of Educational qualification on self-efficacy of teacher trainees towards human rights education came out to be .618 which is not significant even at .05 level of confidence. This indicates that there is no significant difference found in the attitude of teacher trainees towards human rights education due to educational qualification. It is also observed from the table 5 that the F-value for the self-efficacy of teacher trainees towards human rights education for educational stream came out to be .005 which is not significant at any level of confidence. This reveals that there is no significant difference found in the attitude of

teacher trainees towards human rights education due to educational stream. This indicates that educational qualification and educational stream are not dependent on each other to explain the self-efficacy of teacher trainees towards human rights education.

**Difference between the mean scores of male and female teacher trainees on the variables of self-efficacy towards human rights education**

The table 6 shows the mean difference of self-efficacy scores of teacher trainees due to variation in their gender.

*Table 6: Mean Difference of Self-Efficacy Scores of Teacher Trainees due to Variation in their Gender (N=600)*

Gender	N	Mean	Std. Deviation	t-value
Male	31	88.45	36.43	1.11
Female	569	95.67	35.00	

The table 6 reveals that the mean scores of male and female teacher trainees on the variable of self-efficacy came out to be 88.45 and 95.67 respectively. The standard deviation values for the same are 36.43 and 35.0. The value of t-ratio was found to be 1.11 which is not significant at any level of confidence. The results suggested that the gender had no significant impact on the self-efficacy of teachers. Both male and female teacher trainees exhibited same level of self-efficacy in spreading

human rights education in the classroom. Thus our hypotheses, “ *There exists no significant difference in the self- efficacy of teacher trainees due to variation in their gender*” stands rejected.

**Difference between the mean scores of urban and rural teacher trainees on the variables of self-efficacy towards human rights education**

The table 7 shows the mean difference of self-efficacy scores of teacher trainees due to variation in their location.

*Table 7: Mean Difference of Self-Efficacy Scores of Teacher Trainees due to Variation in their Location (N=600)*

Institute Location	N	Mean Deviation	Std.	t-value
Urban	360	95.98	34.00	0.579
Rural	240	94.28	36.68	

The table 7 reveals that the mean scores of teacher trainees of rural and urban institutes on the variable of self-efficacy came out to be 94.28 and 95.98 respectively. The standard deviation values for the same are 36.68 and 34.00. The value of t- ratio came out to be .579 which was not significant at any level of confidence. Thus it may be concluded that the self-efficacy of teacher trainees did not change due

to the urban or rural location of the institute or location of the institution did not affect the self-efficacy of the teacher trainees in exhibiting human rights values in the classroom. Thus our hypotheses, “ *There exists no significant difference in the self-efficacy of teacher trainees due to variation in their location*” stands rejected.

Difference between the mean scores of teacher

trainees having graduate and post graduate degree on the variable of self- efficacy towards human rights education

The table 8 shows the mean difference of self- efficacy scores of teacher trainees due to variation in their educational qualification.

*Table 8: Mean Difference of Self- Efficacy Scores of Teacher Trainees due to Variation in their Educational Qualification (N=600)*

Qualification	N	Mean	Std. Deviation	t-value
Graduation	426	94.04	35.82	1.37
Post-Graduation	174	98.37	33.09	

The table 8 exhibits that the mean scores of graduate and post graduate teacher trainees on the variable of self-efficacy came out to be 94.04 and 98.37 respectively. The standard deviation values for the same are 35.82 and 33.09. The value of t-ratio was found to be 1.37 which is not significant at any level of confidence indicating that there is no difference among the teacher trainees having graduate and post-graduate degree on the variable of self-efficacy. Thus, it may be concluded that the education of the teacher trainee did not affect their

self-efficacy levels. So our hypotheses, “ *There exists no significant difference in the self- efficacy of teacher trainees due to variation in their educational qualification*” stands rejected

**Difference between the mean scores of teacher trainees with respect to their educational stream on the variables of self-efficacy towards human rights education**

The table 9 reveals the mean and standard deviation of self-efficacy of teacher trainees towards human rights education of the three streams of education

*Table 9: Mean and SDs of Self- Efficacy of Teacher Trainees towards Human Rights Education across Educational Stream(N= 600)*

Stream of Education	N	Mean	Std. Deviation
Arts	420	89.51	35.64
Science	157	109.09	29.92
Commerce	23	106.91	28.29

The table 1.10 shows the summary of one way analysis of variance on self- efficacy scores due to

variation in their educational stream.

*Table 10: Mean and Standard Deviation of Self- Efficacy Scores of Teacher Trainees and Summary of One way Analysis of Variance on Self- Efficacy Scores due to Variation in their Educational Stream (N=600)*

Stream	N	Mean	Std. Deviation	Welch	Brown-Forsythe
Arts	420	89.51	35.64	23.19**	25.502**
Science	157	109.09	29.92		
Commerce	23	106.91	28.89		

\*\* Significant at 0.01 level.



The table 10 shows the mean scores and standard deviation of self-efficacy scores of teacher trainees due to variation in their educational stream. It may be observed from the table that the mean score of Arts, Science and Commerce stream are 89.51,109.09 and 106.9 respectively. The standard deviations for the same were found to be 35.64, 29.92 and 28.89 respectively. To find out the mean

difference between these variables, one way analysis of variance was used. Further the F-value of Welch statistics came out to be 23.19 and Brown Forsyth Statistics was 25.502 which are significant at 0.01 level of confidence. So the hypotheses, “ *There exists no significant difference in the self- efficacy of teacher trainees due to variation in their educational stream*” stands accepted.

*Table 11:Results of Post-hoc Analysis of Self- Efficacy of Teacher Trainees across educational stream (Arts× Science × Commerce)*

S.No	Educational Stream		N	Mean diff.	S.E	Sig
1	Arts	Science	157	19.5796*	3.18459	.000
		Commerce	23	17.4035	7.29043	.052
2	Science	Arts	420	19.5796*	3.18459	.000
		Commerce	23	2.1761	7.60086	1.000
3	Commerce	Arts	420	17.4035	7.29043	.052
		Science	157	2.1761	7.60086	1.000

*\*Significant at .05 level*

The perusal of table 11 shows that mean difference of self-efficacy scores of arts stream teacher trainees with science stream teacher trainees came out to be 19.5796 which is significant at .05 level. The mean difference of arts stream teacher trainees with that of commerce stream teacher trainees came out to be 17.4035 which is not significant at any level of confidence. This indicates that there is a significant difference in self-efficacy of teacher trainees with science stream. Further the table also reveals that the mean difference of Science stream with that of arts stream came out to be 19.5896 which is significant at .05 level. The mean difference of Science stream with Commerce came out to be 2.1761 which is not significant at any level of confidence. It may also be seen from the table that mean difference of Commerce with Arts and science stream came out to be 17.4035 and 2.1761 respectively. The mean difference of commerce and arts stream was not significant at any level of confidence. This indicates that there is significant difference in self- efficacy of science stream teacher trainees towards human rights education

**CONCLUSION**

Thus it may be concluded that the self efficacy of the

teacher trainees towards Human Rights Education was below average which indicates that teacher trainees do not feel efficacious to deal will the concepts of Human Rights Education. The self efficacy of teacher trainees showed no difference due to variation in gender and location i.e. self efficacy levels are not affected by their gender and location. The self-efficacy of teacher trainees showed no difference due to qualification but the educational stream of the teacher trainee affected its self efficacy in sensitizing students about Human Rights Education. The results also revealed that science group had significantly higher counterparts.Teachers are believed to be the architect of the future. They have to teach millions of students, so they must be aware about the developments in the field of Human Rights Education, Only if the teachers are aware about Human Rights and possess a positive attitude about Human Rights, Only then they can create awareness about these rights in the coming generations.

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