

PERSONAL VALUES AND SELF REGULATED BEHAVIOUR AMONG TEACHERS

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Abstract

Personal values and self-regulated behaviour play a vital role in enhancing teachers' professionalism, effectiveness, and job satisfaction. Personal values encompass various domains, including family prestige, religious, social, democratic, aesthetic, economic, education, self-indulgent, power, and health. Meanwhile, self-regulated behaviour includes self-esteem, self-monitoring, self-evaluation, self-control, task preparation, goal orientation, coping with challenges, and problem-solving skills. Together, these factors contribute to enhance teaching performance, the creation of positive learning environments, and long-term career success. The objectives of this study were to examine the relationship between teachers' personal values and their self-regulated behaviours, and to investigate the influence of gender in personal values and self-regulated behaviour. A quantitative research method was adopted, targeting a sample population of 120 teachers from the Kalmunai educational zone. Data were collected using standardized instruments selected following a comprehensive review of relevant literature: the Personal Value Questionnaire (PVQ) developed by Sherry & Verma (1988), and the Self-Regulated Behaviour Scale developed by Kadiravan (2009). A pilot study was conducted to ensure the reliability and validity of the scales prior to the final investigation. The primary method of data collection involved administering questionnaires to participants individually over a period of two months. Statistical analyses, including the t-test and Pearson product-moment correlation, were conducted using the SPSS statistical package. The results indicated a significant positive relationship between personal values and self-regulated behaviour. Additionally, the findings showed that teachers did not differ significantly in their personal values based on gender; however, they did differ significantly in their self-regulated behaviours according to gender.

Keywords: Personal values, self-regulated behavior, teacher professionalism, ethical conduct, classroom effectiveness.