



SELF ESTEEM OF PROSPECTIVE SECONDARY TEACHERS

A. D. Jeyanthi Victoria* & Dr. G. Subramonian**

* Research Scholar, Manonmaniam Sundaranar University, Tirunelveli, Tamilnadu

** Associate Professor, Sri Ramakrishna Mission Vidyalaya College of Education,
Coimbatore, Tamilnadu

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Abstract:

Self-esteem is an important aspect in the happy and peaceful living of individuals. It is a feeling of 'being good' of one's own self. The current study explored the level of self-esteem and significant difference in self-esteem among the prospective secondary teachers with regard to gender, locality and nature of the teacher training institute. The prospective secondary teachers (N=665) studying in the teacher training institutes were surveyed using Self Esteem Scale constructed and standardised by Rosenberg (1975). It was found out that the level of self-esteem of the total sample, and male and female of majority of them was moderate. No significant difference was found between male and female prospective secondary teachers in their self-esteem. Mean scores of the rural (Mean=23.26) and the urban (Mean=22.94) revealed that the rural institute prospective secondary teachers were found to be better than the urban institute prospective secondary teachers in their self-esteem. Further it revealed that the co-education institute (Mean=23.52) prospective secondary teachers were better than the girl's institute (Mean=22.02) prospective secondary grade teachers in their self-esteem.

Key Words: Self-Esteem & Prospective Secondary Grade Teachers

Introduction:

Self-esteem is an evaluation of our worthiness as individuals, a judgment that we are good, valuable people (Neff, 2011). It is a measure of how one feels about oneself (Russello, 2009) and this feeling affects the level of academic performance either positively or negatively depending on the high and low level of self-esteem held by them. The traits and talents a child has are both the result of heredity and environment. Self-esteem has got being shaped by environment than acquired traits from parents as Hosseini (2005) puts it "A child may inherit certain talents, strengths and weaknesses but it is her environment and life experiences that has the power to shape her perception of herself, or her self-esteem". Many research studies have confirmed the positive impact of self-esteem on academic achievement. A significant correlation was found between positive self-esteem and academic achievement of secondary school students by Bhagat (2017); at pre-university level by Aryana (2010); and at five, six and seven graders by Topcu and Leena-Tascilar (2016). Realizing the importance of self-esteem, this research study attempts to find out the level of self-esteem among the prospective secondary teachers.

Significance of the Study:

Ever since the psychologist William James introduced the concept of self-esteem, other fields like social psychology and humanistic psychology had a desire also to study and measure it (Value of self-esteem, 2015, para 1). A low self-worth can obstruct social relationships with classmates by encouraging feelings of isolation and depressed behaviours (Alesi, Rappo, & Pepi, 2014) implying that low self-worth can result in poor academic performance. Many research studies support this finding suggesting that a reasonable level of self-esteem is basic and vital for academic excellence. Thus the investigator being a teacher educator has evinced interest in investigating self-esteem of prospective secondary teachers. Hence is this study.

Objectives:

- ✓ To find out the level of self-esteem of prospective secondary teachers
- ✓ To find out the level of self-esteem of prospective secondary teachers with regard to gender
- ✓ To find out whether there is any significant difference between male and female prospective secondary teachers in their self-esteem
- ✓ To find out whether there is any significant difference between rural and urban institute prospective secondary teachers in their self-esteem To find out whether there is any significant difference between girl's and co-education institute prospective secondary teachers in their self-esteem.

Hypotheses:

- ✓ There is no significant difference between male and female prospective secondary teachers in their self-esteem.
- ✓ There is no significant difference between rural and urban institute prospective secondary teachers in their self-esteem.
- ✓ There is no significant difference between girl's and co-education institute prospective secondary teachers in their self-esteem.

Methodology:

Survey method was employed for the study. Simple random sampling was used to choose the sample from the population. A sample of 665 secondary grade trainee teachers studying in 11 teacher training institutes and one district institute of education and training (DIET) were selected for the study from Thoothukudi district of Tamil Nadu, India. Self Esteem Scale constructed and standardised by Rosenberg (1975) was used for the collection of data. Percentage analysis and “t” test were used in the analysis of data.

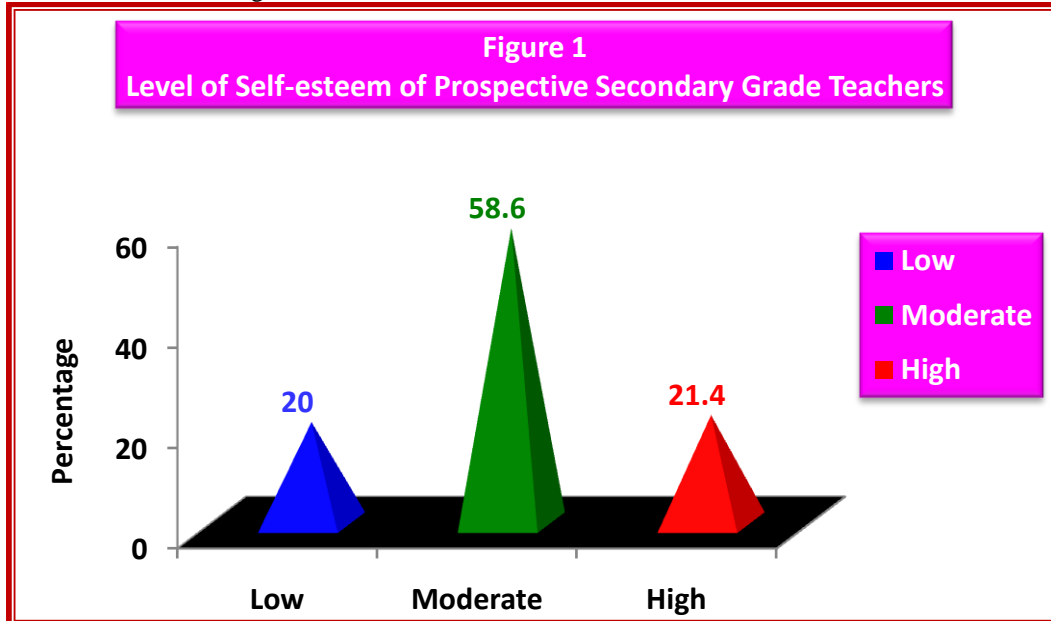
Analysis of Data:

Objective 1: To find out the level of self-esteem of prospective secondary grade teachers.

Table 1: Level of Self-Esteem of Prospective Secondary Teachers

Variable	Low		Moderate		High	
	N	%	N	%	N	%
Self-esteem	133	20.0	390	58.6	142	21.4

This has been shown in the Figure 1.

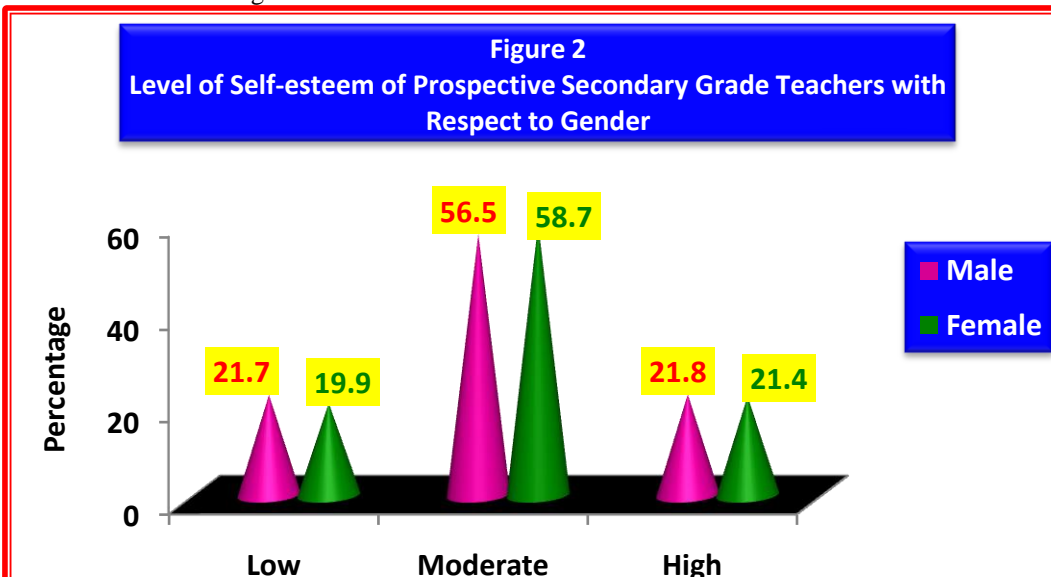


Objective 2: To find out the level of self-esteem of prospective secondary grade teachers with respect to gender

Table 2: Level of Self-esteem of Prospective Secondary Grade Teachers with Respect to Gender

Variable	Gender	Low		Moderate		High	
		N	%	N	%	N	%
Self-esteem	Male	5	21.7	13	56.5	5	21.8
	Female	128	19.9	377	58.7	137	21.4

This has been shown in the Figure 2.



Null Hypothesis 1: There is no significant difference between male and female prospective secondary grade teachers in their self-esteem.

Table 3: Difference between Male and Female Prospective Secondary Grade Teachers in their Self-esteem

Variable	Gender	N	Mean	S.D.	Calculated 't' value	Remark
Self-esteem	Male	23	23.30	7.326	0.15	NS
	Female	642	23.06	7.467		

(The table value of 't' is 1.96, NS - Not Significant)

It is inferred from the above table that the calculated 't' value (0.15) is less than the table value (1.96) at 0.05 level of significance. Hence the respective null hypothesis is accepted. Thus, the result shows that there is no significant difference between male and female prospective secondary grade teachers in their self-esteem.

Null Hypothesis 2: There is no significant difference between rural and urban institute prospective secondary grade teachers in their self-esteem.

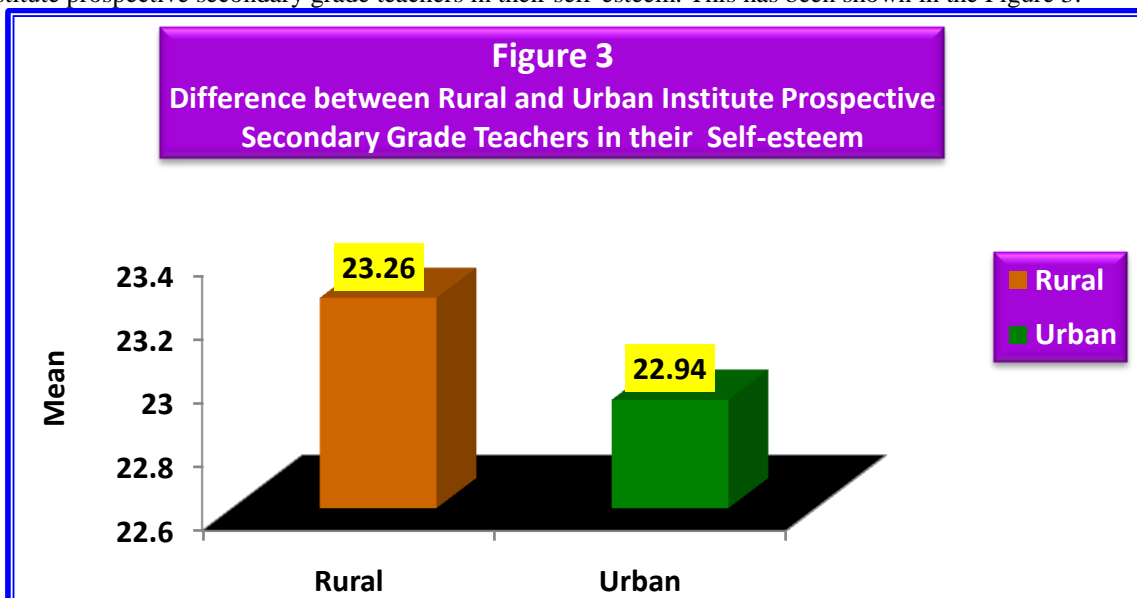
Table 4: Difference between Rural and Urban Institute Prospective Secondary Grade Teachers in their Self-esteem

Variable	Locality of the Institute	N	Mean	S.D.	Calculated 't' value	Remark
Self-esteem	Rural	255	23.26	7.424	2.53	S
	Urban	410	22.94	7.483		

(The table value of 't' is 1.96, S - Significant)

It is inferred from the above table that the calculated 't' value (2.53) is greater than the table value (1.96) at 0.05 level of significance. Hence the respective null hypothesis is rejected. Thus, the result shows that there is significant difference between rural and urban institute prospective secondary grade teachers in their self-esteem.

While comparing the mean scores of rural (Mean=23.26) and urban institute prospective secondary grade teachers (Mean=22.94), the rural institute prospective secondary grade teachers are better than the urban institute prospective secondary grade teachers in their self-esteem. This has been shown in the Figure 3.



Null Hypothesis 3: There is no significant difference between girl's and co-education institute prospective secondary grade teachers in their self-esteem.

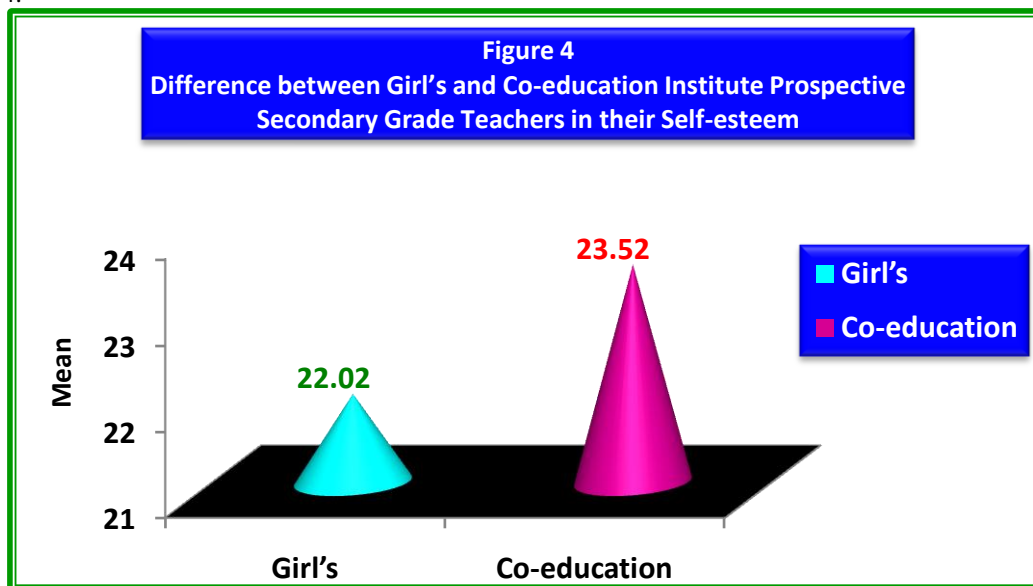
Table 5: Difference between Girl's and Co-education Institute Prospective Secondary Grade Teachers in their Self-esteem

Variable	Nature of the institute	N	Mean	S.D.	Calculated 't' value	Remark
Self-esteem	Girl's	201	22.02	8.124	2.37	S
	Co-education	464	23.52	7.110		

(The table value of 't' is 1.96, S - Significant)

It is inferred from the above table that the calculated 't' value (2.37) is greater than the table value (1.96) at 0.05 level of significance. Hence the respective null hypothesis is rejected. Thus, the result shows that there is significant difference between girl's and co-education institute prospective secondary grade teachers in their self-esteem.

While comparing the mean scores of girl's (Mean=22.02) and co-education institute prospective secondary grade teachers (Mean=23.52), the co-education institute prospective secondary teachers are better than the girl's institute prospective secondary grade teachers in their self-esteem. This has been shown in the Figure 4.



Major Findings:

- ✓ The level of self-esteem of majority of prospective secondary teachers is found to be moderate.
- ✓ The level of self-esteem of majority of male and female prospective secondary teachers is found to be moderate.
- ✓ There is no significant difference between male and female prospective secondary teachers in their self-esteem.
- ✓ There is significant difference between rural and urban institute prospective secondary grade teachers in their self-esteem. While comparing the Mean scores of rural (Mean=23.26) and urban institute prospective secondary grade teachers (Mean=22.94), the rural institute prospective secondary grade teachers are found to be better than the urban institute prospective secondary grade teachers in their self-esteem.
- ✓ There is significant difference between girl's and co-education institute prospective secondary grade teachers in their self-esteem. While comparing the mean scores of girl's (Mean=22.02) and co-education institute prospective secondary grade teachers (Mean=23.52), the co-education institute prospective secondary teachers are better than the girl's institute prospective secondary grade teachers in their self-esteem.

Conclusion:

The study concludes that the high level of self-esteem was found to significantly low and majority of them were at the moderate level, suggesting that efforts should be made to improve the level of self-esteem among them. As the level of self-esteem was found to be higher among the teacher training institutes located in rural area and in the girl's teacher training institutes, efforts to improve the self-esteem level among the other students deems to be necessary for the overall excellence.

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