

A Study on Self-Esteem of Secondary Teacher Education Students

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Abstract

Teachers are responsible to guide students to learn by providing clear directions and explanations in order to educate the future generation. In the present study the investigator has attempted to study the self-esteem of secondary teacher education students. The sample consisted of 900 secondary teacher education students, who were studying B.Ed. degree in Colleges of Education at Tirunelveli, Kanyakumari and Thoothukudi district and the investigator adopted the normative survey method. The findings of the study were, i) No significant difference was found between male and female students in their self-esteem and its dimensions and ii) significant difference was found between married and unmarried secondary teacher education students in their self-esteem and its dimensions.

I. INTRODUCTION

Self-esteem is a term used in psychology to reflect a person's overall evaluation or appraisal of his/ her own worth. Self-esteem encompasses beliefs and emotions such as triumph, despair, pride and shame. Self-esteem is the sum of self-confidence (a feeling of personal capacity) and self-respect (a feeling of personal worth). It exists as a consequence of the implicit judgment that every person does about, on one side, his/her

ability to face life's challenges, that is, to understand and solve problems, and on the others side, his right to achieve happiness, or, in other words, to respect and defend his own interests and needs(Branden (2001), Positive self-esteem is important because when people experience it, they feel good and look good, they are effective and productive and they respond to other people in a healthy, positive growing way. People who have positive self-esteem know that they are lovable and capable. They care about other people and themselves. They do not build themselves up by tearing other people down or by patronizing less competent people.

II. SIGNIFICANCE OF THE STUDY

At the present scenario, B.Ed students face a number of challenges which they have to overcome with mental stability. Self esteem is the primary motive for the prospective teachers to perform their activities in the best way. Self-esteem is an important psychological factor which accelerates an individual to believe in his or her capability to organize and execute courses of action required to successfully accomplish a specific teaching task in a particular context. According to psychologists' self esteem is responsible for the success of an individual. Since teaching is a making process, self-esteem is very important for the prospective teachers. Hence the investigator wants to study on self – esteem of secondary teacher education students.

III. OBJECTIVES

- To find out the level of self-esteem of secondary teacher education students.
- To find out whether there is any significant difference between male and female secondary teacher education students in their self-esteem.
- To find out whether there is any significant difference between married and unmarried secondary teacher education students in their self-esteem.

IV. HYPOTHESES

- H₀1:** There is no significant difference between male and female secondary teacher education students in their self-esteem.
- H₀2:** There is no significant difference between married and unmarried secondary teacher education students in their self-esteem.

V. RESEARCH METHODOLOGY

- **Method Used:** In the present study the investigator has adopted the normative survey method.
- **Tool Used:** Adopted Self-Esteem Inventory developed by Karunanidhi (1996).
- **Statistical Techniques Used:** Percentage analysis and 't' test were used in this study.

VI. ANALYSIS OF DATA

Table – 1 : Level of self-esteem of secondary teacher education students

Dimensions	Low		Moderate		High	
	N	%	N	%	N	%
Personal competency	225	25.0	494	54.9	181	20.1
Global self-esteem	204	22.7	503	55.9	193	21.4
Moral and self-control	216	24.0	469	52.1	215	23.9
Social self-esteem	206	22.9	501	55.7	193	21.4
Family self-esteem	190	21.1	551	61.2	159	17.7
Bodily and physical appearance	212	23.6	471	52.3	217	24.1
Self-esteem	223	24.8	452	50.2	225	25.0

It is inferred from the above table that 24.8% of the students have low self-esteem, 50.2% of them have moderate self esteem and 25% of them have high level of Self-esteem.

Table – 2 : Difference between male and female secondary teacher Education students in their self-esteem

Dimensions	Gender	N	Mean	S.D	Calculated 't' value	Remarks at 5% level
Personal competency	Male	203	31.25	6.161	1.47	NS
	Female	697	31.93	5.683		
Global self-esteem	Male	203	42.20	8.078	0.91	NS
	Female	697	42.76	7.472		
Moral and self-control	Male	203	26.46	4.804	0.02	NS
	Female	697	26.45	5.102		
Social self-esteem	Male	203	20.92	2.872	0.39	NS
	Female	697	21.01	2.736		
Family self-esteem	Male	203	24.24	3.299	1.53	NS
	Female	697	24.62	3.042		
Bodily and physical appearance	Male	203	24.48	3.463	0.56	NS
	Female	697	24.63	3.441		
Self-esteem	Male	203	169.55	25.564	0.71	NS
	Female	697	170.96	24.773		

(At 5% level of significance the table value of 't' is 1.96, NS –Not Significant)

It is inferred from the above table that there is no significant difference between male and female secondary teacher education students in their self-esteem.

Table – 3 Difference between married and unmarried secondary teacher education students in their self-esteem.

Dimensions	Marital Status	N	Mean	S.D	Calculated 't' value	Remarks at 5% level
Personal competency	Married	153	29.91	5.515	4.40	S
	Unmarried	747	32.15	5.784		
Global self-esteem	Married	153	40.93	7.328	3.04	S
	Unmarried	747	42.98	7.627		
Moral and self-control	Married	153	24.95	4.104	4.10	S
	Unmarried	747	26.76	5.152		

Social self-esteem	Married	153	19.99	2.774	4.97	S
	Unmarried	747	21.19	2.721		
Family self-esteem	Married	153	23.18	3.189	6.03	S
	Unmarried	747	24.81	3.014		
Bodily and physical appearance	Married	153	23.52	3.836	4.30	S
	Unmarried	747	24.82	3.318		
Self-esteem	Married	153	162.47	24.193	4.49	S
	Unmarried	747	172.32	24.783		

(At 5% level of significance the table value of 't' is 1.96, S - Significant)

It is inferred from the above table that there is significant difference between married and unmarried secondary teacher education students in their personal competency, global self-esteem, moral and self-control, social self-esteem, family self-esteem, bodily and physical appearance and self-esteem. Unmarried secondary teacher education students are better in their personal competency, global self-esteem, moral and self-control, social self-esteem, family self-esteem, bodily and physical appearance and self-esteem.

VII. FINDINGS

- i.) 24.8% of the students have low self-esteem, 50.2% of them have moderate self-esteem and 25% of them have high level of Self-esteem.
- ii.) There is no significant difference between male and female secondary teacher education students in their self-esteem.
- iii.) There is significant difference between married and unmarried secondary teacher education students in their personal competency, global self-esteem, moral and self-control, social self-esteem, family self-esteem, bodily and physical appearance and self-esteem. Unmarried secondary teacher education students are better in their personal competency, global self-esteem, moral and self-control, social self-esteem, family self-esteem, bodily and physical appearance and self-esteem.

VIII. RECOMMENDATIONS

- i.) The teacher educators should render necessary strategies for developing more personal competency, global self-esteem, moral and self-control, social self-esteem, family self-esteem, bodily and physical appearance among secondary teacher education students. For married secondary teacher education students the teacher educators should provide special training to improve their self-esteem.
- ii.) The teacher educators should create more situations for socialising and thus developing the secondary teacher education student's self-esteem.

IX. CONCLUSION

Self-confidence is essential and anyone who wishes to build self-confidence starts with self-esteem. Self-assured persons are bent on succeeding, and each little conquest

enhances their confidence, but they also know that no failure is final. Self-esteem enables teacher's to have the right attitude to succeed at work. High self-esteem correlates, highly with self-reported happiness. Self-esteem is very important because it affects how a person thinks, acts and even how he relates to other people. High self-esteemed teachers are so well organized and so popular with children and she/he is the teacher who seems to be really on the top of the job, this sort of person would appear totally relaxed and untroubled by the usual strains and stresses of teaching. The personal qualities that make up this type of teacher have been the subject of research from time to time. Self-esteem is the primary motive for the prospective teachers to perform their activities in the best way. Teachers particularly need to develop self esteem skills because they are handling human being with low self esteem.

X. REFERENCES

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