

Analysis on Self-Esteem among Pre-Service Teachers of Teacher Training Institution

Beulah kiruba .J, Dr. D.Venkataraman

*Ph.D. Research Scholar, Department of Education, Dravidian University, Kuppam, A.P, India.
Head, Department Geography Education IASE, Saidapet, Chennai-15, Tamilnadu, India.*

Abstract: The aim of the study is to identify the level of self-esteem among pre service teachers with respect to year of study, academic streams and type of management. For this purpose 630 pre-service teachers selected from government, government aided and self finance Teacher Training Institutions (TTI) in Chennai. Self-esteem Inventory (1996) developed by S. Karunanidhi and it was modified and standardized by the investigator for collection of the relevant data from desired areas. The self-esteem inventory includes six dimensions namely, competency, global self-esteem, moral self-esteem, social-esteem, family, body and physical appearance. For analyzing the data percentage, mean, standard deviation, 't'- test and one way ANOVA are used. The major findings of the study are: The most of the pre-service teachers having moderate level of self-esteem. With regard to year of study, academic stream and type of management, the result reveals that there is no significance difference in overall learning styles among pre-service teachers.

Key words: self-esteem, pre-service teachers, competency, global self-esteem, social-esteem adolescents, Teacher Training Institutions (TTI's).

I. INTRODUCTION

Self-esteem is a term used in psychology to reflect a person's overall evaluation or appraisal of their own worth. Self-esteem can be defined as an individual's judgement of his or her self-worth (Rosenberg 1965). According to Branden, self-esteem is the sum of self-confidence (a feeling of personal capacity) and self-respect (a feeling of personal worth). Self-esteem is an extremely popular construct within psychology, and has been related to virtually every other psychological concept or domain, including personality (e.g shyness, behavioural) behavioural (e.g task performance), cognitive (e.g attribution bias) and clinical concepts (e.g anxiety and depression). Environment of acceptance and success raises self-esteem. It is the key ingredient that affects the level of proficiency in all fields of endeavour. This refers to the way an individual feels about his or her self: including the degree to which he or she possesses self-respect and self-acceptance. It is an individual's sense of personal worth and competence that a person associates with the self-concept. They are also more accepting of others and less likely to conform to peer pressure. Healthy self esteem allows people to be realistic about goals, to accept criticisms, learn from their mistakes and be adventurous (Obidigbo, 2011). Low self-esteem makes people fearful and unrealistic about goals and risks. This further dents their self-image and leads to low performance in school and work (Emler, 2001). An individual's self-esteem is a generalized evaluation of the self. Self-esteem can strongly influence thoughts, moods and behaviours.

Need and Significance of the Study

Self-esteem is the perception of one's feeling. Well being and self-esteem both are important for life. Self-esteem construct is recognized today to be a major factor in learning outcomes (Lawrence 2000). Students with high self-esteem perform better in examination to those students who have low self-esteem (Jordon and Kelly 1990). There seems to be close relationship between self-esteem and high rate of academic achievement (Wood et al). Self-esteem plays a very crucial role in developing a confidence in the individual and making them succeed in their future life. Self-esteem creates self-image and self-concept. In order to boost the self-esteem of students, prospective teachers should be exposed to model behaviour in teacher training institution. The researcher was curious to know the level of self-esteem among pre-service teachers from teacher training institution. The pre-service teachers should equip themselves to face the vast future generation; hence they should portrayed high self-esteem which will create positive learning atmosphere.

II. REVIEW OF RELATED LITERATURE

Hema R.Bhadawkar (2017) conducted a study on academic achievement to B.Ed. students in relation to their self-esteem. The participants of the study 1037 students were drawn proportionately from 14 B.Ed. colleges. The study is a descriptive survey involving correlation and casual comparative methods. Rosenberg

(1965) self-esteem scale was used for data collection. The findings reveal that there is a positive, negligible and significant Relationship between academic achievement and self-esteem among the participants. Abdollahi, *et al.* (2016) conducted a study to examine the relationship among self-esteem, body-esteem, and social anxiety, and to examine the moderating roles of weight and gender between body-esteem and self-esteem with social anxiety. The sample comprised 520 high-school students from eight high schools in Tehrn city in District 11 of the ministry of education. Structural equation modelling showed that adolescents with poor self-esteem and poor body-esteem were more likely to show social anxiety. Body-esteem partially mediated between self-esteem and social anxiety weight and gender moderate between body-esteem and self-esteem with social anxiety. The results highlight the role of body-esteem and self-esteem as promising avenues for reducing social anxiety among adolescent students.

Objectives of the Study

1. To analyse the level of self-esteem among pre-service teachers.
2. To find out whether there is any significant difference in self-esteem among pre-service teachers with respect to
 - a. Year of study
 - b. Academic Streams and
 - c. Type of management

Hypotheses of the Study

1. There is no significant difference in self-esteem among pre-service teachers with respect to year of study.
2. There is no significant difference in self-esteem among pre-service teachers with respect to Academic Streams.
3. There is no significant difference in self-esteem among pre-service teachers with respect to Type of management.

III. METHODOLOGY OF THE STUDY

Method: The present study attempts to describe and interpret what exists at present in the form of conditions, practices, processes, trends, effects, attitudes and beliefs. Survey method was adopted for the present study.

Method of study	Normative Survey
Sample of the Study	Pre-service Teachers(D.T.Ed)
Sampling Techniques	Random sampling technique
Area of Study	Chennai

Tools Used for Data Collection:

The following research tools used for data collection:

1. Personal data sheet developed by the researcher
2. Self Esteem Inventory (SEI) for adolescents was constructed and standardized by S.Karunanidhi (1996) and it was modified and validated by the investigator.

Sample: The present study consists of 630 Pre-service teachers (D.T.Ed.) studying in Government, Government-Aided and Self Financing Teacher Training Institutions in Chennai District. The random sampling technique used for selecting the sample.

IV. DATA ANALYSIS AND INTERPRETATION

Table 1: The level of Self-esteem among Pre-Service Teachers

Self Esteem and its Dimensions	Level	N	Percentage
Competency	High	121	19.20
	Moderate	417	66.20
	Low	92	14.60
Global	High	182	28.90
	Moderate	397	63.00
	Low	51	8.10
Moral	High	176	27.90
	Moderate	429	68.10
	Low	25	4.00
Social	High	107	17.0

	Moderate	433	68.70
	Low	90	14.30
Family	High	125	19.80
	Moderate	371	58.9
	Low	134	21.3
Body & Physical Appearance	High	138	21.9
	Moderate	434	68.9
	Low	58	9.20
Overall Self-esteem	High	141	22.38
	Moderate	414	65.72
	Low	75	11.90

From the above table it is clear that the most of the Pre-service teachers have (66.2%) posse’s moderate level of competency. The study also reveals that 19.2% of pre-service teachers have high and the 14.6 % of pre-service teachers have low level of competency. The above table it is clear that the most of the Pre-service teachers have (63%) moderate level of global self-esteem. The study also reveals that 28.9% of pre-service teachers have high and the 8.1 % of pre-service teachers have low level of global self-esteem. The above table concluded that the most of the Pre-service teachers (68.1%) have moderate level of moral self-esteem. The study also reveals that 27.9% of pre-service teachers have high and 4.0 % of pre-service teachers have low level of moral self-esteem.

From the analysis of the study reveals that the most of the Pre-service teachers (68.7%) have moderate level of social self-esteem. The study also reveals that 17.0% of pre-service teachers have high and 14.3 % of pre-service teachers have low level of social self-esteem. The above table it is clear that the most of the Pre-service teachers (58.9%) have moderate level of family self-esteem. The study also reveals that 19.8% of pre-service teachers have high and 21.3 % of pre-service teachers have low level of family self-esteem.

It was found that the most of the Pre-service teachers (68.9%) have moderate level of body and physical appearance dimension. The study also reveals that 21.9% of pre-service teachers have high and 9.2 % of pre-service teachers have low level of body and physical appearance. From the above table it is clear that the most of the Pre-service teachers (65.72%) have moderate level of overall self-esteem. The study also reveals that 22.38% of pre-service teachers have high and 11.90 % of pre-service teachers have low level of overall self-esteem.

Table 2: Self-esteem among Pre-service Teachers with respect to year of study

Year of Study	N	Mean	SD	t-value	P value
First year	206	103.53	10.635	0.977	0.329
Second year	424	104.36	8.221		

Since P value is greater than 0.05, the null hypothesis is rejected at 5% level, with regard to year of study. The result reveals that there is no significance difference in their level of self-esteem among pre-service teachers based on year of study.

Table 3: Self-esteem among Pre-service Teachers with respect to Academic Streams

Academic Streams	N	Mean	SD	t-value	P value
Arts	232	104.941	8.831	1.729	0.084
Science	398	103.61	9.201		

Since P value is greater than 0.05, the null hypothesis is rejected at 5% level, with regard to academic stream. The result reveals that there is no significance difference in their level of self-esteem among pre-service teachers based on academic streams.

Table 4: Self-esteem among Pre-service Teachers with respect to Type of Management

Source of Variation	df	SS	MS	F-Value	P Value
Between	2	478.054	239.027	2.916	0.055
Within	627	51392.144	81.965		
Total	629	51870.198			

Since P value is greater than 0.05, the null hypothesis is rejected at 5% level, with regard to type of management. The result reveals that there is no significance difference in self-esteem among pre-service teachers based on type of management.

V. MAJOR FINDINGS OF STUDY

- The Pre-service teachers have posse’s (66.2%) moderate level of competency. The study also reveals that 19.2% of pre-service teachers have high and the 14.6 % of pre-service teachers have low level of competency.
- The Pre-service teachers have (63%) moderate level of global self-esteem. The study also reveals that 28.9% of pre-service teachers have high and the 8.1 % of pre-service teachers have low level of global self-esteem.
- The Pre-service teachers (68.1%) have moderate level of moral self-esteem. The study also reveals that 27.9% of pre-service teachers have high and 4.0 % of pre-service teachers have low level of moral self-esteem.
- The Pre-service teachers (68.7%) have moderate level of social self-esteem. The study also reveals that 17.0% of pre-service teachers have high and 14.3 % of pre-service teachers have low level of social self-esteem.
- The Pre-service teachers (58.9%) have moderate level of family self-esteem. The study also reveals that 19.8% of pre-service teachers have high and 21.3 % of pre-service teachers have low level of family self-esteem.
- The Pre-service teachers (68.9%) have moderate level of body and physical appearance dimension. The study also reveals that 21.9% of pre-service teachers have high and 9.2 % of pre-service teachers have low level of body and physical appearance.
- The Pre-service teachers (65.72%) have moderate level of overall self-esteem. The study also reveals that 22.38% of pre-service teachers have high and 11.90 % of pre-service teachers have low level of overall self-esteem.
- The result reveals that there is no significance difference in their self-esteem based on year of study.
- The result reveals that there is no significance difference in their self-esteem among pre-service teachers based on academic streams.
- The result reveals that there is no significance difference in self-esteem among pre-service teachers with respect to type of management.

VI. EDUCATIONAL IMPLICATIONS

- ❖ The self-esteem plays a very crucial role in developing a confidence in the individual and making them success in their future life. As B.F Skinner rightly says “Nothing succeeds like success”, let the students taste success.
- ❖ The educational institution is an instrument in creating a learning environment which nurture and supports students to develop self-esteem. It is important to empower and help students to assess their achievements in a positive productive manner.
- ❖ This creates autonomous learners. Students need to be encouraged to develop support systems both within and outside of the class room so they feel confident to take risks in their learning.
- ❖ This study would enable teachers and counsellors to get a realistic picture of self-esteem. They will be sensitized to work on boosting the self-image and self-esteem of students so as to enhance their confidence and level of aspiration.

VII. CONCLUSION

Self-esteem plays vital role in once personal and social life. Higher the self-esteem leads to higher academic achievement. Building social skills and academic skills will provoke the value of an individual. The value imbibe in the individual will develop higher self-esteem. The self identity of a person leads to self confidence that will lead to self-responsibility resulted in self-aspiration and self-esteem. Thus the teachers,

parents, peers, society, culture and nation should nurture the self-esteem of our future architects of India. The educational thinkers and planners and policy makers should incorporate the curriculum which develops self-esteem among pre-service teachers.

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