

## A STUDY ON SELF-ESTEEM AMONG PROSPECTIVE TEACHERS

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**Paper Received On:** 25 MAR 2022

**Peer Reviewed On:** 31 MAR 2022

**Published On:** 1 APR 2022

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### Abstract

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*The purpose of the study was to assess the self esteem of prospective teachers in relation to demographic variables. The sample consisted of 400 prospective teachers from different universities in Kerala. The research used descriptive survey method. The result of the study revealed that most of the prospective teachers have average level of self esteem. It also revealed that demographic variables affect the self esteem of prospective teachers.*

**Key words:** *Self esteem, In-service teacher education*

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“The most basic task for one's mental, emotional and social health, which begins in infancy and continues until one dies, is the construction of his/her positive self-esteem.”

-Macdonald, 1994

### Introduction

Self-esteem is crucial to mental and social well-being. It influences aspirations, personal goals and interaction with others. Self-esteem can lead to better health and social behavior, and that poor self-esteem is associated with a broad range of mental disorders and social problems. Self-esteem is the evaluative and affective dimension of the self-concept, and is considered as equivalent to self-regard, self-estimation and self-worth (Harter, 1999). It refers to a person's global appraisal of his/her positive or negative value, based on the scores a person gives him/herself in different roles and domains of life (Rogers, 1981; Markus and Nurius, 1986).

### Need and Significance of the study

Positive self-esteem is not only seen as a basic feature of mental health, but also as a protective factor that contributes to better health and positive social behavior through its role

as a buffer against the impact of negative influences. It is seen to actively promote healthy functioning as reflected in life aspects such as achievements, success, satisfaction, and the ability to cope with the difficulties in life and career. The teacher's professional self-esteem is viewed as the teacher's generalized image or implicit theory of himself/herself as a professional. The teacher's perception of himself/herself as a communicator has an important role to play in his/her self-concept since teaching cannot be effective without high-quality pedagogical communication.

### Objectives of the study

- To find out the level of self esteem of prospective teachers
- To find out whether there is any significant difference in the self esteem of prospective teachers with respect to gender, locale and type of institution

### Methodology in brief

Descriptive survey method was used. The study will be conducted on a representative sample of four hundred prospective teachers of different universities in Kerala by using stratified random sampling technique giving due representation of Gender, Locale and Type of institution. 'Self -esteem assessment inventory' constructed by the investigator was used to collect data.

### Analysis and Interpretation

- **Analysis of the level of self esteem of prospective teachers**

**Table 1: Statistical constants of self esteem among prospective teachers**

Statistical constant	Mean	Median	Mode	SD	Skewness	Kurtosis
Self esteem	27.15	27	28	4.29	-0.266	0.329

From the table 1 it is observed that the mean value of self esteem is 27.15. The median value is 27, which means 50% of prospective teachers scored above 27 and 50% of prospective teachers scored below 27. The mode of the score was found to be 28. The standard deviation scores were found to be 4.29 as the scores have shown a skewness of -0.26, it can be interpreted that clustering of scores on the lower end of the distribution.

- **Analysis of the self esteem of prospective teachers with respect to gender, locale and type of institution**

**Table 2: Gender and level of self esteem among prospective teachers**

Gender		Level of self esteem			Total	x <sup>2</sup>	p value
		Low	Average	High			
Male	Count	4	16	3	23	1.370	0.0504
	%	17.4%	69.6%	13.0%	100.0%		
Female	Count	37	272	68	377		
	%	9.8%	72.1%	18.0%	100.0%		
Total	Count	41	288	71	400		
	%	10.3%	72.0%	17.8%	100.0%		

The obtained 't' value for the Self esteem is .049. All these values are less than the table value 1.96 at 0.05 level of significance (p>0.05). That means there is a significance difference in the Self esteem and its components between males and females prospective teachers.

**Table 3: Locality and level of self esteem among prospective teachers**

Gender		Level of self esteem			Total	x <sup>2</sup>	p value
		Low	Average	High			
Rural	Count	28	90	2	120	61.504	0.000
	%	23.3%	75.0%	1.7%	100.0%		
Urban	Count	13	198	69	280		
	%	4.6%	70.7%	24.6%	100.0%		
Total	Count	41	288	71	400		
	%	10.3%	72.0%	17.8%	100.0%		

The obtained 't' value for Self esteem is 6.322. All these values are greater than the table value 1.96 at 0.05 level of significance (p>0.05). That means there is a significance difference in the Self esteem and its components between rural and urban prospective teachers.

**Table 4: Self esteem of prospective teachers based on the type of institution**

		Sum of squares	df	Mean square	F	Sig
Self esteem	Between groups	970.855	2	485.428	30.231	.000
	Within groups	6374.842	397	16.058		
	Total	7345.697	399			

The obtained F value is 30.23. Which is significant at 0.05 level of significance (F=30.23; p<0.05) that means there is a significant difference in the self esteem based on the type of institution of prospective teachers.

## Results and Discussion

Most of the prospective teachers have average level of self esteem (74.5%). While 13.75% of prospective teachers have high level of self esteem, similarly only 11.75% of prospective teachers have low level of self esteem. There exists a significant association

between gender and level of self esteem. It is clear that female prospective teachers (18.00%) have high self esteem than male prospective teachers (13.00%). So it can be concluded that gender is not a significant factor on the self esteem. There exists a significant association between locale and level of self esteem. It is clear that urban area prospective teachers (24.6%) have high level of self esteem than rural area prospective teachers (1.7%). So it can be concluded that locale is a significant factor on the self esteem. There exists a significant association between type of institution and level of self esteem. It is clear that prospective teachers from Government or UCTE (36.4%) have high level of self esteem than aided (0.0%) and self-financing (17.6%) prospective teachers. So it can be concluded that type of institution is a significant factor on the self esteem.

### **Conclusion**

Self esteem helps the teacher trainees to manage their classrooms and inculcate the psychosocial behavior among their students for effective living. It also helps to empower the teacher trainees to enhance their teaching competencies, and attitudes towards profession

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