

A Study of Self-Esteem of Secondary Teacher Trainees in COVID Pandemic

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ABSTRACT

Self-esteem is a person's sense of worth which is important for success in teaching and learning. When teacher trainees feel confident and secure, they're more likely to succeed in school and achieve personal goals. The objective of the study was to measure the Self-Esteem of male and female secondary teacher trainees as well as secondary teacher trainees of Arts and Science stream. The researcher has selected the sample through random sampling 148 teacher trainees were selected from Secondary teacher trainees from Prayagraj City. To collect the data researcher has used Self-esteem scale prepared by S.K. Karunanidhi. The salient finding of the study was the male of secondary teacher trainees have comparatively low Self-Esteem than Self-Esteem of female secondary teacher trainees and secondary teacher trainees of science stream have comparatively high Self-Esteem than Self-Esteem of secondary teacher trainees of arts stream.

Key Words : Secondary teacher trainee, COVID pandemic, Self-esteem, Education

INTRODUCTION

Education is the most important invention of human being. Man without education would still be living just an animal. Education of man does not again at school. Education is a lifelong process. Education, there are narrow and broader meaning of teaching too. In its narrow meaning teaching means to impart knowledge to the students in the classroom while broader sense in teaching process, every person or an object goes on teaching one or the other things to the students right from birth till death. Teaching is relationship with which the student develops his all the powers. Self-esteem is how we feel about ourselves. Our opinion of ourselves critically influences everything from performance at work, relationship, role as parents, to accomplishment in life. Self-history is a major component in determining success or failure in life. Self-esteem gives you internal drive. All great world leaders and teachers throughout history have concluded that they must be internally driven in order to be a success. Self-esteem is a feeling that comes from

the awareness of what is good and having done.

The self-esteem means the evaluative component of the self-concept. It is a function of the distance between the ideal self and the perceived self. When the perceived self matches the ideal self, Self-esteem is high. Low self-esteem occurs when the perceived self is significantly lower than ideal self. Since the distance between the ideal and perceived self constantly varies depending on the self-concept and it is always in a state of change and development. Many researches show that low Self-Esteem is associated with low academic achievement and performance while high self-esteem tends to be associated with high academic achievement and performance. Self-esteem and perceived competence are necessary for teacher trainees to take risks in their teaching and learning. Low self-esteem or lack of confidence leaves teacher trainees doubting their ability to succeed, making them uncertain to engage in learning or take appropriate academic growth risks. Self-esteem affects problem solving, decision-making process, relationships, emotional health, and overall well-being of

students. It also influences motivation, as teacher trainees with a healthy, positive view of them understand their prospective and may feel motivated to take on new challenges in teaching. Self-esteem also can have a noticed effect on teaching learning and academic performance. Low self-esteem can reduce a student's desire to learn, ability to focus, and willingness to take risks. On the other hand high self-esteem is one of the constructing blocks of school success; it provides a secure foundation for learning.

All people in our society have a need a desire for a stable, definitely based high evaluation of themselves. For self-respect or self-esteem and for the stream of others. By confidently based self-esteem mean that which soundly based upon real capacity, achievement and respect from others. These needs may be classified into two subsidiary areas. First is the desire for strength for achievement, for advocacy, for confidence and for Independence and freedom in the face of the world. Second is desire for reputation or prestige, recognition, attention and importance or appreciation.

Objective of the study:

1. To compare the Self-Esteem between male and female secondary teacher trainees.
2. To compare the Self-Esteem of secondary teacher trainees between Arts and Science stream.

Research hypothesis:

1. There is significant difference in Self-Esteem between male and female secondary teacher trainees.
2. There is significant difference in Self-Esteem of secondary teacher trainees between Arts and Science stream.

Null hypothesis:

1. There is no significant difference in Self-Esteem between male and female secondary teacher trainees.
2. There is no significant difference in Self-Esteem of secondary teacher trainees between Arts and Science stream.

METHODOLOGY

In this study survey method under the descriptive research has used.

Population and sample:

All the secondary teacher trainees of Prayagraj city

considered as the population and 148 secondary teacher trainees has randomly selected for this study.

Tools used :

Self-esteem scale prepared by S.K. Karunanidhi have used.

RESULTS AND DISCUSSION

Objective 1 : To compare the Self-Esteem between male and female teacher trainees.

From the Table 1 the calculated value of t-ratio 6.871 is greater than the table value of t-ratio at .05 level of significance. Therefore, the null hypothesis is rejected at .05 level of significance that 'There is no significant difference in Self-Esteem between male and female secondary teacher trainees' and the research hypothesis is accepted that "there is significant difference in Self-Esteem between male and female secondary teacher trainees. Hence it is stated that there is significant difference in Self-Esteem between male and female secondary teacher trainees.

Table 1 : Mean, SD and t-ratio of Self-Esteem of male and female teacher trainees

Group	N	Mean	S D	t-ratio
Male	75	187.97	23.30	6.871*
Female	73	210.36	15.29	

Significant at .01 level of significance

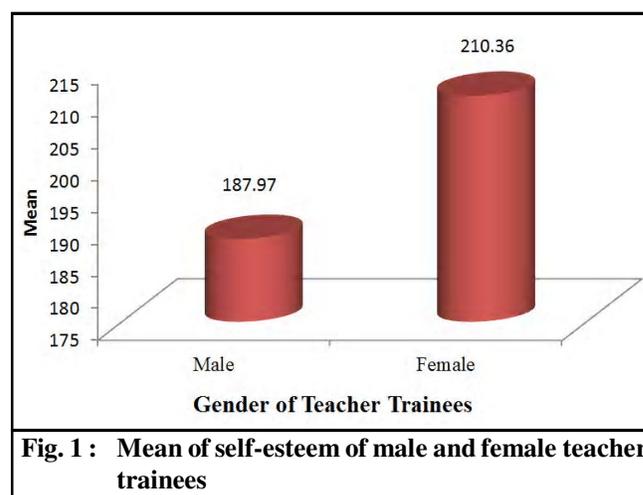


Fig. 1 : Mean of self-esteem of male and female teacher trainees

It is observed from Table 1 that the Self-Esteem of male secondary teacher trainees is 187.97 which less than the mean of Self-Esteem of female secondary teacher trainees is 210.36. The exist difference in Self-Esteem between male and female secondary teacher trainees is

significant at .05 level of significance. So, it is stated that male of secondary teacher trainees' have comparatively low Self-Esteem than Self-Esteem of female secondary teacher trainees.

Objective 2 : To compare the Self-Esteem of secondary teacher trainees between Arts and Science stream.

From the Table 2 the calculated value of t-ratio 5.671 is greater than the table value of t-ratio at .05 level of significance. Therefore, the null hypothesis is rejected at .05 level of significance that 'There is no significant difference in Self-Esteem of Self-Esteem of secondary teacher trainees between Arts and Science stream' and the research hypothesis is accepted that there is significant difference in Self-Esteem of Self-Esteem of secondary teacher trainees between Arts and Science stream. Hence it is stated that there is significant difference in Self-Esteem of Self-Esteem of secondary teacher trainees between Arts and Science stream.

It is observed from Table 2 that the Self-Esteem of secondary teacher trainees of Arts stream is 194.29 which is less than the mean of Self-Esteem of secondary teacher trainees of science stream is 210.34. The exist difference in Self-Esteem of secondary teacher trainees between Arts and Science stream is significant at .05 level of significance. So, it is stated that secondary teacher trainees of science stream have comparatively high Self-

Esteem than Self-Esteem of secondary teacher trainees of arts stream.

The previous researches indicated that Self-efficacy is also relevant to solving problems in the classroom. Teachers who are high in self-efficacy attempt to solve problems immediately. Teachers who are low in self-efficacy, on the other hand, tend to avoid problems and focus inward instead, in order to feel better (Bandura 1997). Significant relationship between teachers' efficacy and general self-efficacy and self-esteem. It was found that low self-esteem and low general self-efficacy led to low teachers' efficacy and consequently substandard performance in the class. On the contrary, high teachers' efficacy was a reflection of high self-esteem and high general self-efficacy. Self-esteem influenced only in decision making, perceived education self-efficacy, perceived disciplinary self-efficacy, ability to get cooperation from community, and in the development of positive school environment of teachers' efficacy. General self-efficacy influenced all the components of teachers' efficacy except decision making and ability to influence school council/authorities. In the study, it was observed that self-esteem significantly influenced teachers' efficacy (Khan *et al.*, 2015).

It is important to enable students to master the science process skills in their daily life activities. The positive perceptions and values of female teacher trainees toward the subject of teacher education to cultivate their children's interest in teacher education-related careers. The supportive efforts to promote and facilitate for self-esteem in teacher education-related career are shown by actions such as sending children to training classes, providing financial support for teaching activities, encouraging a culture of teaching values at home, and encouraging children to explore teaching-related careers. Teacher educators should give only constructive criticism to teacher trainees. Encourage them to find things they like about themselves. Set realistic expectations in classroom and anywhere. To motivate teacher trainees to learn from their mistakes. Teacher trainees who don't have a lot of self-confidence tend to focus on only the negative aspects of what they are doing. Make it a point to praise and recognize teacher trainees when they do something correctly, both in personally and in front of their peers.

Table 2 : Mean, SD and t-ratio of Self-Esteem of secondary teacher trainees of science and arts stream

Group	N	Mean	S D	t-ratio
Arts	76	194.29	17.23	5.671*
Science	76	210.34	17.19	

*Insignificant at .01 level of significance

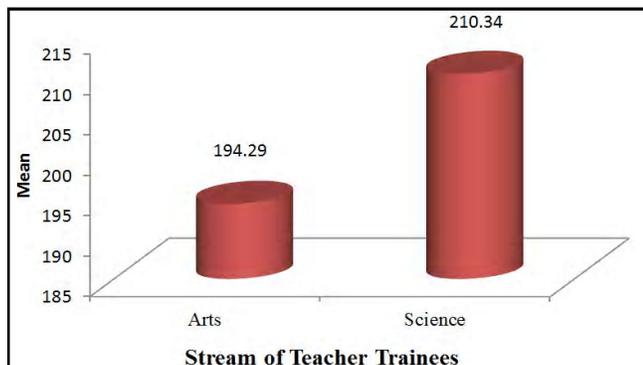


Fig. 2 : Mean of Self-Esteem of secondary teacher trainees of Arts and Science stream

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