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A STUDY OF SELF-ESTEEM ON ACADEMIC ACHIEVEMENT AMONG B.Ed TRAINEES

M. Dona Amalorpavam[1] , Dr. I. Muthuchamy[2] and K. Kannadasan[3]
**[1]Research Scholar, Department of Educational Technology,
Bharathidasan University,Tiruchirappalli.**
**[2]Professor , Department of Educational Technology, Bharathidasan University,
Tiruchirappalli .**
**[3]Research Scholar, Department of Educational Technology, Bharathidasan University,
Tiruchirappalli.**

ABSTRACT

     The quality of a teacher is the hall-mark of any educational process that rests upon the infrastructure of the educational institutions. The horizon of a teacher is broadened with the qualities he imbibes from the institutes providing training to the teachers. The supreme function of these institutions is to make the student-teachers aware of their high mission and impart a new vision of responsibility to the teachers in educating the children and youth-future architects of a nation. A questionnaire was designed to measure the self-esteem for the B.Ed trainees, 200 B.Ed trainees were selected as sample using stratified random sampling technique. An analysis of the results was carried out using the SPSS software package and the findings of this study show that the B.Ed trainees have self-esteem at above average level.

KEY WORD: *Education, Educational Process, Teachers, Trainees, Institutions, Self-esteem.*

INTRODUCTION

     "Teacher education is a continuous process, and its pre-service and in-service components are inseparable". The one-year training course is the usual pattern of teacher's education in our country. "The purpose of a teacher preparation programme should be develop in each student his/her general education and personal culture, his /her ability to teach and educate others, and awareness of the principles which underlie good human relations and a sense of responsibility to contribute by teaching and example to social, cultural and economic progress". (Status of Teachers UNESCO Resolution) Teaching is a creative process like that of doing the creative arts and fine arts. The teacher should always apply creative process in educating the pupil, which could the creative spirit in the pupil. Then few of them will be creative thinkers, artists and other professionalists. The teacher should always keep in mind great teachers (Guru) of olden times while teaching. The teacher should make references to the great persons. This will help in the character building of

the pupils. The teacher should always keep a good rapport with the students and the parents.

     Teacher –trainees will be teachers of the future generation and the progress and prosperity of the country depends upon the future generation. Teacher –trainees should be equipped to recognize that children possess special resources of interest and talent professionally; this would require acquisition and application of knowledge, skill and attitudes conducive to fostering creative behaviour in children (**Mohan 1973)** and seeing creativity used as a central force to improve and

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teaching.

TEACHER EDUCATION

According to **Monroe's Encyclopedia of Educational Research (1981)**"Teacher education refers to the totality of educative experiences which contributes to the preparation of a person for a teaching position in schools, but the term is more commonly employed to designate the programme o courses and of courses and other experiences offered by an educational institution for the announced purposes of preparing persons for teaching and other educational services and for contribution to their growth in competency for such services. Such teacher education programmes are offered in teacher's colleges and normal schools and colleges and universities.

According to **Good's Dictionary of Education (1973)** Teacher education consists of "All formal and informal activities and experiences that help to qualify a person to assume the responsibilities as a member of the educational profession or to discharge his responsibilities more effectively"

The success of an educational institution depends on the quality of its teacher. In fact, no system of educational can rise above the level of the teacher. The teacher therefore, occupied the central position in any system of education. Teacher has been regarded as the architect of a Nation as a particular region or state but also extends to the whole nation or even outside it.
Great teachers like Plato, Aristotle, Socrates and Mahatma Gandhi had a world -wide impact in the teaching and learning process which includes;
➢ Importance and need of professional education of teachers
➢ Importance for Qualitative Improvement of Education
➢ Important for Achieving the Desired Goals of Education

TEACHER EDUCATION IN THE PRESENT AGE

Education is important in bringing out potentialities of human being while effectiveness of a system of education is mainly dependent upon its teachers. That is why among all the dimensions of education, teacher education is considered to be more crucial. The concept of Teacher Education programme is identified with the training of teacher in a face-to-face situation. This programme mainly involve practice teaching, that is technique of imparting knowledge, skill, attitude and deals with the underlying principles of education and a set of ideas or values which are implicit in the purpose for which knowledge ,skill and attitude are imparted in regular teaching.

Teacher Education Programme (NEP) is intimately related to the society and is conditioned by ethos, culture and character of the nation. Recent changes in the society and in the education raise numerous implications for the education of teachers. There is a need to identify emerging areas where teacher's knowledge and skill may need development. Teacher Education programme must keep pace with changes in education and in society, generally. It is, therefore, necessary that they should feel committed, contented and devoted to their noble profession.

SELF-ESTEEM

Self-esteem is also called self-confidence and self-respect. It is a person's overall self-appraisal of his worth. Self-esteem is considered as all entering personality characteristic of an individual. It is the value a person places on himself.

According to **Danna Walker Titeston (2004)** "self-esteem refers to the belief that one can be successful". It is something more fundamental than the normal "ups and downs" associated with situational change. **Hemachek (1971)** notes "self-esteem is the experience of being competent to cope with the basic challenges of life and being worthy of happiness".

Self-esteem is an attitude of acceptance toward self. It refers to how we like our self and feel good us. It influences our interaction with friends, teacher and family member and also influences the larger world around us. In short, our sense of self-esteem affects everything we do.

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Self-esteem is the primary motives for the teacher to platform their activities in the best way. There are two aspect in self-esteem .Person with high self-esteem are desirable personalities .Persons with low self-esteem are undesirable personalities.

FACTOR INFLUENCING SELF-ESTEEM

Individual differences have direct application on people self-esteem.it is influenced by the world in our day to day life through powerful message from television, magazine, advertisement and other source tent to have impact on our appearance, our cultural group and more. Being successful at things builds self-esteem. The situations that allow them to develop a sense of self-worth give chance for individual as to succeed at small task that make them able and confident. An individual will be as older person, teacher, friends are influenced by self-esteem in their life. All the achievement and encourage received by every individual boost self-esteem.

VALUE OF SELF-ESTEEM

It is an essential human character that reflects the person's whole .Higher self-esteems often related to better functioning and better emotional wellbeing. True self-esteems comes from internal source such as self-responsibility, Self-sufficiency and the knowledge of one's own competence and capabilities to deal with obstacles and adversity; regardless of what other people think. Self-esteem entails competence, confidence, mastery and achievement. There is a basic human need. It make an essential contribution to the life process to a life process to a healthy self-esteem must foster the teaching competency and that give a change to improve the pedagogical content knowledge of the student teachers. The teacher education programme is designed to perform their task effectively in the school and classroom.

ACADEMIC ACHIEVEMENT

Academic achievement can be defined as excellence in all academic disciplines, in class as well as extracurricular activities. It includes excellence in Sporting, Behaviour, Confidence, Communication Skills, Punctuality, Assertiveness, Arts and Culture.

Academic achievement is a measure which helps to assert the degree to which the educational objectives are being realized. **Good (1973)** in the Dictionary of Education referred to

"Academic achievement as the knowledge attained or skill developed in the school subjects, usually designated by marks assigned by the teacher".

The term achievement is widely used. The Dictionary of education define achievement as knowledge or skills developed in the school and college subjects usually designed by the test score or by marks assigned by the teacher or both. In the field of measurement achievement is generally used in the sense of acquired ability to do capacity to do or tendency to do. Caplin (1961) defines educational or Academic achievement as a specific level of proficiency in academic achievement as a specific level of proficiency in academic work evaluated by the teachers by standardized test or by a combination both.

ACHIEVEMENT TEST

Achievement test as the name signifies is employed for measuring the amount or success or achievement of individual in a specific field or area of accomplishment. In the school situations an achievement test is used as a tool for measuring the nature and extent of students learning in the particular subject or group of subjects. How far as particular student has been able to learn and acquire or has been benefited from the learning experience given to him is ascertained in the help of these tests. Therefore, achievement tests are essentially past- oriented. They give evidences of what has been learnt or acquired by an individual by testing his present ability.

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"An achievement test is essentially a tool or device of measurement that helps in ascertaining quantity and quality of learning attained in a subject of study or a group of subjects after a period of instruction by measuring the present ability of the individual concerned".

The achievement tests are of mainly two types. The standardized test is usually written test with objective type of questions. The teacher made informal test is constructed by the teacher himself to measure the achievement of his pupil from time to time. They may be even when motivation is optimally high and anxieties are low, success depends to some extent on a person's energy, intelligence and skills. To predict now a given individual will perform in a specific achievement setting, we must consider all those factors.

FACTORS AFFECTING ACADEMIC ACHIEVEMENT
There are many factors that affect the academic achievement of the adolescents.

CULTURAL FACTORS
The pupils may belong to different cultural groups and hence they have different attitudes about the values of education.

SOCIAL CLASS VALUE
The academic achievement of the students will depend to some extent upon the social Class background of his family. If members of his social class think higher education is important he will also feel that it is more important to concentrate more on practical than on cultural subjects. He will accept this value on cultural subjects. He will accept this value and this will influence his academic achievement.

PARENTAL ATTITUDE
The academic achievement of the students depends upon the Encouragement and interest shown by the parents in their children. The parents are pleased when their children do well and they show their displeasure when the children fall below their expectation. Therefore, parental aspiration plays a vital role in shaping the academic talents of the students.

PEER GROUP ATTITUDE
It is one among the prominent factors influencing the academic achievements of the students. The students" values are greatly influenced by those with whom he is mostly identified or whose acceptance is most anxious to have in the school with which he is identified.

OBJECTIVES OF THE STUDY
1. To find out level of self-esteem of B.Ed college students with reference to Tiruchirappalli District.
2. To find out the level of self – esteem of B.Ed College students in relation to their Academic Achievement on the basis of their Gender.
3. To find out the level of self – esteem of B.Ed College students in relation to their academic Achievement on the basis of their Locality.
4. To find out the level of self – esteem of B.Ed College students in relation to their academic Achievement on the basis of their type of Institution.

HYPOTHESES OF THE STUDY
1. The level of self-esteem of B.Ed college students is not high.
2. There is no significant difference between B.Ed college students in self- esteem in relation to their Gender.
3. There is no significant difference between B.Ed college students in self- esteem in relation to their Locality.

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4. There is no significant difference between B.Ed college students in self- esteem in relation to their type of Institution.

METHODOLOGY IN BRIEF

The investigator followed the survey method for the study. Self-esteem scale was developed and administered by the investigator to the B.Ed college students in Tiruchirappalli District. The population for the study consisted of B.Ed college students in Tiruchirappalli District. The investigator selected 200 students from the selected B.Ed colleges by using simple random sampling technique.

SAMPLE

The population for the study consisted of B.Ed college students in Tiruchirappalli District. The investigator selected 200 students from the selected B.Ed colleges by using simple random sampling technique.

STATISTICAL TECHNIQUES USED

The obtained data were tabulated and statistically analyzed by adopting mean, standard deviation, t-test and also done percentage analysis.

DATA ANALYSIS
HYPOTHESIS - 1

The level of Self-esteem of the B.Ed college students is not high.

Table 4.1
The Mean and Standard Deviation of Self-esteem for the B.Ed College Students

Variable	N	Mean	Maximum Score	S.D
Self-esteem	200	95.8	120	10.7

From the above table (4.1) Self-esteem of the B.Ed college students is found to be above average. This is evidenced by the Mean value 95.8, which is for above the mid value 47.9 of maximum score 120. It is inferred that the B.Ed college students are found to be above average level

HYPOTHESIS - 2

There is no significant difference in their Self-esteem for the B.Ed college students in relation to their gender

Table – 4.2
Self-esteem for the B.Ed college students on the basis of their Gender

Gender	N	Mean	S.D	t-value	Level of Significance
Male	116	59.73	16.85		
Female	84	70.48	12.5	5.326	Significant

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The above table (4.2) presents the analysis of the Self-esteem mean scores of the B.Ed college students on the basis of their gender. As revealed by the table the sample consists of 116 male students and 84 female students. The Self-esteem mean scores of male students are 70.48 and that of the female students are 59.73. The Standard Deviations are 12.5 and 16.85 respectively. The calculated „t‟ value is 5.326 is higher than the critical value 2.58 at 0.01 level of significance. It implies that there is a significant difference in Self-esteem of the Self-esteem for the B.Ed college students between male and female. Further, the greater mean scores of female revealed that the Self-esteem for the B.Ed college students than the male.

HYPOTHESIS - 3

There is no significant difference in their Self-esteem for the B.Ed college students in relation to their Locality

Table – 4.3
Self-esteem for the B.Ed college students on the basis of their Locality

Locality	N	Mean	S.D	t-value	Level of significance
Rural	103	61.72	17.56		
Urban	97	63.80	15.12	1.95	Not Significant

The above table (4.3) presents the analysis of the Self-esteem scores of the B.Ed college students, sub grouped on the basis of their locality. As revealed by the table the sample consists of 103 rural students and 97 urban students. The Self-esteem of the B.Ed college students mean scores of rural students is 61.72 and that of the urban students is 63.80. The Standard Deviations are 17.56 and 15.12 respectively. The calculated „t‟ value is less than the table value 1.95at 0.05 level of significance. It implies that there is no significant difference in Self-esteem of the B.Ed college students between rural and urban.

HYPOTHESIS – 4

There is no significant difference in their Self-esteem for the B.Ed college students in relation to their Mode of Instruction.

Table – 4.4
Self-esteem for the B.Ed college students on the basis of their Mode of Instruction

Mode of Instruction	N	Mean	S.D	't' Value	Level of Significance
Tamil	40	103.2	12.60		
English	160	94.12	11.10	4.51	Significant

The calculated t-value 4.51 is greater that the critical value 2.58 corresponding at 0.05 level of significance. This implies that the difference in the Self-esteem of the B.Ed college students mean scores under consideration is statistically significant .Hence, the hypothesis is rejected. Therefore it is concluded that the B.Ed college students mode of instruction differ significantly in respect of their self-esteem. Further the greater Mean Scores of English medium students have a higher level of Self-esteem than the Tamil

medium students.

FINDINGS OF THE STUDY
The findings of the study are stated as follows:
1. The level of Self-esteem for the B.Ed college students is at above average.
2. Significant difference is found in the Self-esteem mean scores of B.Ed college students between male and female. The higher mean scores of B.Ed college female students have a greater level of the self-esteem than the male students.
3. No significant difference is found in the Self-esteem between the B.Ed college students from rural and urban area. Both of them have a similar level of Self-esteem.
4. Significant difference is found in the Self-esteem mean scores between Tamil and English mode of instruction of B.Ed college students. The higher mean scores of B.Ed college English mode of instruction students have a better level of Self-esteem than the Tamil mode of instruction students.

CONCLUSION
Self-esteem is associated with personal satisfaction and effective functioning. The effective teacher possessing a positive self-esteem views the self - their own and others - as evolving and dynamic. Every teacher has satisfactory to meet their personal and professional goals and works consistently and steadily for their realization. The teacher with a positive self-esteem views their personality as unique, and strives to further those abilities that enable them to make definite contributions to the learner both inside and outside the classroom. High level of self-esteem is the key to success and achievement in the field of education. The teachers, high in their estimation of themselves, have favourable attitude towards teaching, would be more successful in accomplishing their academic performance. They gain greater confidence of themselves and can solve problems in original and innovative way.

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