



SECONDARY LEVEL TEACHERS' SELF-ESTEEM – AN ANALYSIS

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ABSTRACT:

The present research investigated the effect of gender and teaching experience on self-esteem of secondary level teachers. Teachers are rightly called nation builders for they play a cardinal role in the building up of the character of the future generations. A high quality teacher is the prime requirement for a strong, effective and high quality educational system in any country. To understand the quality of teachers factors like commitment, job satisfaction and self-esteem need to be studied. To accomplish this purpose, the study employed a normative survey method. A sample of 350 secondary level teachers were included and selected through stratified random sampling technique. The self-esteem scale (SES) constructed and validated by Santhosh Dhar and Upinder Dhar (2015) was used. Analyses of the data were done by using Descriptive analysis and differential analysis. The findings of the study revealed that the level of Self-esteem of secondary level teachers is normal; the sub- samples Gender, Teaching Experience of the teachers differ significantly in respect of their self-esteem.

KEYWORDS – Self-Esteem, Gender, Teaching Experience, Secondary level Teachers.

1.01 INTRODUCTION

The term and understanding of the construct “self-esteem” has significantly changed and evolved over the years. Rosenberg added thoughts that self-esteem has many individual characteristics that can be evaluated, as well as a “global” overall self-esteem that summarizes all the individual evaluations. Self-esteem is the basic appraisal of one self, as it concerns the overall value that one places on oneself, as a person (Rosenberg, 1965). According to Korman (1976), the way individuals react to life experiences is among others-based on the extent to which they perceive themselves as being able to satisfy their needs. The basic underlying theoretical tenet is that individuals will develop attitudes and behave in a way that will maintain their level of self-esteem.

Self-esteem or self-worth includes a person's, positive, negative or mixed, subjective appraisal, thoughts, or feelings about him or her. The more positive these thoughts and feelings are, the higher his/her self-esteem will be and conversely the more negative these thoughts and feelings are, the lower his/her self-esteem will be.



One's feeling good about himself is important as it gives him a sense of control over his life, helps him feel satisfied in his relationships, allows him to set realistic expectations for himself, and enables him to pursue his own goals. It is a very important aspect of one's life. If one has a high level he will be confident, happy and sure of himself. He would be highly motivated and have the right attitude to succeed. Self esteem is therefore crucial to an individual and is a cornerstone of a positive attitude towards living. On the other hand one's feeling badly about oneself, contributes to a distorted view of his

and others, a lack of self-confidence, poor performance, and unhappiness. Low self esteem results from one's having a poor self image caused by his attitude.

Typically self-esteem is a ratio of individual's successes in important areas of life to the failures in them. Maurice Rosenberg and social-learning theorists, in the mid 1960s, defined self-esteem in terms of a stable sense of personal worth or worthiness, measurable by self-report testing. This became the most frequently used definition for research but as cited by Mruk (2006) Nathaniel Branden in 1969 briefly defined self-esteem as "the experience of being competent to cope with the basic challenges of life and being worthy of happiness". This two-factor approach, as some have also called it, provides a balanced definition that seems to be capable of dealing with limits of defining self-esteem primarily in terms of competence or worth alone.

1.02 NEED AND IMPORTANCE

Self-esteem is one of the earlier and oldest concepts that first come from William James in 1890. William (1980) defines self-esteem as —It is the comparison of actual self and ideal self□. It involves individual's own perception about its own qualities. It finds expression in behavior. One can interpret self-esteem as a long-term personality characteristic or as a temporary psychological condition. Thus self-esteem refers to how one think and feels about him. Self-esteem is the temperament to experience oneself as being competent to cope with the basic challenges of life and of being worthy of happiness. Self-esteem grips both self-relevant viewpoint—competent/incompetent and related self-relevant emotions—triumph/despair, pride/shame, confidence/caution assertiveness/timorousness. Therefore, the investigator attempts to study the self-esteem of secondary level teachers.

1.03 TEACHER AND SELF-ESTEEM

Why self-esteem of a teacher is important can be summarized in the following points:

- Teachers have a very momentous, enduring impact on all of their students. This impact involves reinforcing self-esteem in the classroom that is associated with increased motivation and learning. Thus it involves not only the teaching of particular academic skills, but as importantly, the fostering of student self-esteem.
- Teachers may not require additional time to use of strategies to foster self-esteem that can go hand-in-glove with teaching academic skills, and from teachers. If anything that focus on self-esteem can create a more exciting, satisfying teaching learning environment.
- Self-esteem strategies, also, do not require any additional funds, financial assistance or a budget by the teachers, but rather the sensitivity, respect, and caring of teachers.
- Self- esteem strategies adopted by teachers involve helping students feel they belong and are welcome in the school setting, providing them with responsibilities through which they perceive themselves as contributing and making a difference, offering them chance to make choices and decisions and solve problems, and communicating encouragement and positive feedback. While these kinds of positive interventions are important for all students, they are particularly relevant for students who find learning problematic.
- Many of the teachers can help Children with learning difficulties. Unfortunately, even today, continue to hear accusations about children with learning difficulties that they are lazy and unmotivated or that they should pay closer attention so that they wouldn't have to ask so many questions. Teachers must constantly communicate to students that mistakes are part of the learning process and that no student should ever feel embarrassed to ask questions if they do not understand something.

1.04 OBJECTIVES OF THE STUDY

The objectives for this study are

1. To find out the level of self-esteem of the teachers working at the secondary level.

2. To find out the significance of difference between Male and Female secondary level teachers in respect of their self-esteem.
3. To find out the significance of difference among secondary level teachers with teaching experience of below 10 years, 10-20 years and above 20 years in respect of their self-esteem.

1.05 HYPOTHESIS OF THE STUDY

- The level of self-esteem of secondary level teachers is high.
- There is no significant difference between Male and Female secondary level teachers in respect of their self-esteem.
- There is no significant difference among secondary level teachers with below 10 years, 10-20 years and above 20 years in respect of their self-esteem.

1.06 METHOD OF STUDY

Normative Survey method was used in conducting this study. A survey method deals with the present and it's oriented towards determining the current state of an area of study. The independent variables were psychosocial factors such as gender, teaching experience of teachers while dependent variable measured was self-esteem.

1.07 POPULATION AND SAMPLE

The sample for this study was selected from assessable population of secondary school teachers in the schools of Puducherry region. The stratified random sampling technique was used to draw 350 samples which constituted male and female teachers from private, government aided, government secondary schools teachers.

1.08 TOOL USED IN THE STUDY

In the present study the investigator used a five point self-esteem scale constructed and validated by Santhosh Dhar and Upinder Dhar (2015). The reliability coefficient of the scale was 0.87.

1.09 ANALYSIS OF DATA

The data collected was analysed by using statistical techniques like Mean, Standard Deviation, 't' test and 'f'- test.

Hypothesis: 1

The level of self-esteem of secondary level teachers is high.

Table-1

Variable	N	Mean	S.D
Self-Esteem	350	95.74	10.85

Norms of the self-esteem

As per the norms given in the self-esteem scale, the following interpretation has been used.

Score Range	Interpretation
98 & above	High
81- 97	Normal
80 & below	Low

From the above table-1, the mean and standard deviation of secondary level teachers is found to be 95.74 and 10.85 respectively which shows that the null hypothesis is rejected and is concluded that the secondary level teachers have normal level self-esteem.

Hypothesis: 2

There is no significant difference between Male and Female secondary level teachers in respect of their self-esteem.

TABLE – 2
MEAN DIFFERENCE BETWEEN MALE AND FEMALE SECONDARY LEVEL TEACHERS IN RESPECT OF SELF-ESTEEM

Sub- Sample		N	Mean	S.D	't' value	Significant at 0.05 level
Gender	Male	123	93.85	11.724	2.406	Significant
	Female	227	96.76	10.234		

The above Table-2 indicates that the calculated value of 't' 2.406 is significant at 0.05 level. Hence the null hypothesis is rejected. It is concluded that the male and female secondary level teachers differ significantly in respect of their self-esteem.

TABLE – 3
MEAN DIFFERENCE AMONG TEACHING EXPERIENCE BELOW 10 YEARS, 10-20 YEARS AND ABOVE 20 YEARS OF SECONDARY LEVEL TEACHERS IN RESPECT OF SELF-ESTEEM

Sub- Sample	Sources of variation	Sum of Squares	df	Mean Square	'f' value	Significant at 0.05 level
Teaching Experience	Between Groups	1053.625	2	526.813	4.56	Significant
	Within Groups	40058.192	347	115.441		
	Total	41111.817	349			

The above Table-3 indicates that the calculated value of 'f' 4.56 is significant at 0.05 level. Hence the null hypothesis is rejected. It is concluded that the teaching experience of secondary level teachers differ significantly in respect of their self-esteem.

1.10 FINDINGS OF THE STUDY

- The level of self-esteem of secondary level Teachers is average.
- There is a significant difference between Male and Female secondary level teachers in respect of their self-esteem.
- There is a significant difference in the Teaching Experience of secondary level teachers in respect of their self-esteem.

1.11 CONCLUSION

The present study investigated the influences of gender and teaching experience on the self-esteem of secondary level teachers and found that self-esteem was affected by gender and teaching experience. Self-esteem is an important factor while making selection for a teacher. The importance of self-esteem in human behaviors is that people with high level self-esteem are creative, sociable, self-confident and successful which are necessary for the secondary level teachers.

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