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SELF ESTEEM AMONG B.Ed. STUDENTS

Mrs. M. Paruvathaarasi[1] and Dr. (Mrs.) Doreen Gnanam[2]
[1]Ph.D Scholar, Assistant Professor, A. K. T . Memorial College of Education, Kallakurichi.
[2]Research Supervisor , Former Associate Professor in EMH, Meston College of Education, Chennai.

ABSTRACT

Self - esteem is the feelings of self-worth, self-confidence and self-respect. It has been considered as an essential component of good mental health. It refers as a set of attitudes and beliefs that a person brings with himself or herself when facing the world. In this research work carried out among B.Ed.student, the samples are 1109 B.Ed. students studying in Government, Government Aided and Self-financed collegesin Salem, Chennai, Vellore, Viluppuram and NammakkalDistricts. Normative survey method and Stratified random sampling technique was used. To determine the Self Esteem of B.Ed. students, the researcher used **Marilyn J. Sorensen(2006)** questionnaire. It consisted 26 items. The finding of this study reveals that both First and second year B.Ed. students had average level of self- esteem and also reveals that female students' self-esteem are better than male students.

KEYWORDS: Self – esteem, B.Ed. students.

INTRODUCTION

Self-esteem is a widely used concept both in popular language and in psychology. It refers to an individual's senseof his or her value or worth, or the extent to which a person v a l u e s , a p p r o v e s o f ,appreciates, prizes, or likeshim or herself. (Mustaq. et.al, 2012).

Self - esteem is a belief in oneself; self-respect, confidence in one's own worth or abilities, confidence and satisfaction in oneself, personal feelings or opinions of oneself, pride in oneself; self-respect, a realistic respect for a favorable impression of oneself; holding a good opinion of one's self; self-complacency.

THE CHARACTERISTICS OF SELF ESTEEM

- Good self care skills - emotional, physical, intellectual, financial.
- Valuing and managing one's own time.
- Being clear about themself will and they not do for others.
- Being able to say Yes or No confidently when they want to.
- Ability to experience joy.
- Acceptance of their shortcomings - realistic appraisal of oneself.
- Acceptance of their skills and competencies.
- Willingness to accept responsibility.
- Feeling about themselves is not dependant on appearance, wealth, status or relationships.

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REVIEW OF LITERATURE

Hira Abbas & Muhammad Waseem Shah.(2018) was undertaken to examine the perceived stress, life satisfaction and self-esteem among females facing domestic violence. A linear regression analysis revealed that perceived stress was a significant predictor of life satisfaction (β=0.40, p= 0.008) accounting for 16% of the variance in life satisfaction. Concerning the relationship between perceived stress and self-esteem highlights an in significant relationship was found. Also the relationship between life satisfaction and self-esteem was not significant.

Imani Akin &Leondra Radford.(2018) explored the existence of resilience and self-esteem in urban high school learning environments. Data collection stems from interviews and surveys of graduates of urban high schools, who transitioned into college or careers. The findings of the study showed that a major factor in helping students establish and develop resilience in urban educational settings include staff who mirrors the student body. One hundred percent of the graduates believed similar staff was a positive factor, contributing to the development of positive self-esteem in students.

Sajithlalraj, S. T.(2018) attempted to find out the Self-Esteem and job Aspiration of Prospective teachers of kanyakumari District. Normative survey method was adopted for the investigation. The result of the study showed that there was a significant difference in the self-esteem with respect to male-female sample..

OBJECTIVES OF THE STUDY
- To identify the level of self- esteem of B.Ed. Students is moderate
- To find the significant differences in the self - esteem of B.Ed. Students based on the select sub samples

HYPOTHESES OF THE STUDY
- The level of self- esteem of B.Ed. Students is moderate
- There is no significant differences in the self - esteem of B.Ed. Students based on the select sub samples

OPERATIONAL DEFINITIONS
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.

B.Ed. STUDENTS
In this study B.Ed. students refers to those who are studying B.Ed first year and B.Ed second year students.

SAMPLE AND METHOD
Normative survey method was adopted for the study. Stratified Random sampling technique was used for the selection of 1109 B.Ed. students studying in Government, Government Aided and Self-financed collegesin Salem, Chennai, Vellore, Viluppuram and NammakkalDistricts.

TOOL
To determine the Self Esteem of B.Ed. students, the researcher used **Marilyn J. Sorensen(2006)** questionnaire.It consisted 26 items**.**

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STATISTICAL TECHNIQUES USED
The collected data were analyzed by using statistical technique like percentage analysis, t - test and F - test.

DESCRIPTIVES ANALYSIS
HYPOTHESIS 1
The level of Self Esteem of B.Ed. Students is average in nature.

TABLE -1
LEVEL OF SELF-ESTEEM OF B.ED. STUDENTS

DIMENSIONS	LOW	AVERAGE	HIGH
Gender	221	624	264
Year	209	697	203
Locality	165	694	250
Age in years	168	687	254
Birth order	178	656	275
Community	223	642	244

From the table it is noticed that B.Ed. students had average level of self-esteem with reference to demographic variables such as gender, year, locality, age in years, birth order and community.

DIFFERENTIAL ANALYSIS
HYPOTHESIS – 2
There is no significant difference in self - esteem of B.Ed. students based on the select sub samples gender, year, locality, age in years, birth order, community.

GENDER
Male and female B.Ed. students do not differ in their self – esteem

TABLE –2
MEAN DIFFERENCES IN SELF - ESTEEM OF B.ED. STUDENTS BASED ON GENDER

DIMENSIONS	MALE(284)		FEMALE(825)		t	S / NS
	M	SD	M	SD	VALUE	
Low self esteem	33.07	13.20	34.55	13.73	1.60	NS
Moderate self esteem	18.60	7.40	19.93	7.71	2.59[**]	S
High self esteem	19.24	7.26	19.76	7.86	1.02	NS
Total	70.91	16.81	74.24	17.69	2.80[**]	S

[**]Significant at 1% level   NS- Not significant   S- Significant

From the above table, it is found that significant differences are not noted in two cases. Hence it is concluded that the hypothesis is accepted in these cases. As there is significant difference in two cases, it is concluded that the hypothesis is not accepted in these cases.

CONCLUSION
- Male and female B.Ed. students do not differ in dimensions low and high self-esteem.
- Male and female B.Ed. students do differ in dimensions moderate self- esteemand in the total scores of self-esteem.

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LOCALITY

Rural and Urban B.Ed. students do not differ in their self – esteem

TABLE – 3
MEAN DIFFERENCES IN SELF - ESTEEM OF B.ED. STUDENTS BASED ON LOCALITY

DIMENSIONS	RURAL(655)		URBAN(454)		t VALUE	S / NS
	M	SD	M	SD		
Low self esteem	33.73	13.61	34.80	13.59	1.29	NS
Moderate self esteem	19.27	7.51	20.06	7.83	1.68	NS
High self esteem	19.72	7.54	1.49	7.96	0.46	NS
Total	72.71	17.81	74.35	17.06	0.29	NS

NS - Not Significant

As significant differences are not noted, it is concluded that the hypothesis is accepted.

CONCLUSION

Rural and Urban B.Ed. students do not differ in dimensions low, moderate, high and in the total scores of self – esteem.

YEAR

First and second year B.Ed. students do not differ in their self – esteem

TABLE – 4
MEAN DIFFERENCES IN SELF - ESTEEM OF B.ED. STUDENTS BASED ON YEAR

DIMENSIONS	I-B.Ed. (556)		II-B.Ed. (553)		t VALUE	S / NS
	M	SD	M	SD		
Low self esteem	34.45	13.91	33.89	13.30	0.68	NS
Moderate self esteem	19.69	7.68	19.49	7.62	0.45	NS
High self esteem	19.66	7.80	19.59	7.63	0.15	NS
Total	73.80	17.32	72.97	7.73	0.79	NS

NS - Not Significant

As significant differences are not noted, it is concluded that the hypothesis is accepted.

CONCLUSION

First and second year B.Ed. students do not differ in dimensions low, moderate, high and in the total scores of self – esteem.

AGE IN YEARS

Below and above 25years age group of B.Ed. students do not differ in their self – esteem.

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TABLE –5
MEAN DIFFERENCES IN SELF - ESTEEM OF B.ED. STUDENTS BASED ON AGE IN YEARS

DIMENSIONS	25 BELOW (536)		25 ABOVE(573)		t VALUE	S / NS
	M	SD	M	SD		
Low self esteem	34.13	13.5	34.21	13.64	0.10	NS
Moderate self esteem	19.01	7.54	20.13	7.72	2.44	NS
High self esteem	19.36	7.64	19.87	7.78	1.10	NS
Total	72.50	17.72	74.21	17.30	1.63	NS

NS - Not Significant

As significant differences are not noted, it is concluded that the hypothesis is accepted.

CONCLUSION

Below and above 25years age group of B.Ed. students do not differ in dimensions low, moderate, high and in the total scores of self – esteem.

BIRTH ORDER
B.Ed. students of different birth orders do not differ in their self – esteem

TABLE –6
MEAN DIFFERENCES IN SELF - ESTEEM OF B.ED. STUDENTS BASED ON BIRTH ORDER

Dimensions		Sum of Squares	df	Mean Square	F	Sig.
Low self esteem	Between Groups	77.851	3	25.950	0.140	0.936
	Within Groups	204988.278	1105	185.510		
	Total	205066.130	1108			
Moderate self esteem	Between Groups	142.478	3	47.493	0.811	0.488
	Within Groups	64723.665	1105	58.573		
	Total	64866.142	1108			
High self esteem	Between Groups	26.925	3	8.975	0.151	0.929
	Within Groups	65835.028	1105	59.579		
	Total	65861.953	1108			
Total	Between Groups	616.110	3	205.370	0.668	0.572
	Within Groups	339506.482	1105	307.246		
	Total	340122.592	1108			

NS- Not significant

As significant differences are not noted, it is concluded that the hypothesis is accepted.

CONCLUSION

B.Ed. students of different birth orders do not differ in dimensions low, moderate, high and in the total scores of self – esteem.

COMMUNITY
B.Ed. students of different communities do not differ   in their self – esteem.

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TABLE – 7
MEAN DIFFERENCES IN SELF - ESTEEM OF B.ED. STUDENTS BASED ON COMMUNITY

Dimensions		Sum of Squares	df	Mean Square	F
Low self esteem	Between Groups	362.544	3	120.848	
	Within Groups	204703.586	1105	185.252	0.652
	Total	205066.130	1108		
Moderate self esteem	Between Groups	227.707	3	75.902	
	Within Groups	64638.435	1105	58.496	1.298
	Total	64866.142	1108		
High self esteem	Between Groups	50.890	3	16.963	
	Within Groups	65811.064	1105	59.558	0.285
	Total	65861.953	1108		
Total	Between Groups	214.078	3	71.359	
	Within Groups	339908.514	1105	307.610	0.232
	Total	340122.592	1108		

NS - Not Significant

As significant differences are not noted, it is concluded that the hypothesis is accepted.

CONCLUSION

B.Ed. students of different communities do not differ in dimensions low, moderate, high and in the total scores of self – esteem.

MAJOR FINDINGS OF THE STUDY
✓ B.Ed. students had average level of self-esteem with reference to demographic variables such as gender, year, locality, age in years, birth order and community.
✓ Male and female B.Ed. students do not differ in dimensions low and high self-esteem.
✓ Male and female B.Ed. students do differ in dimensions moderate self- esteem and in the total scores of self-esteem.
✓ Rural and Urban B.Ed. students do not differ in dimensions low, moderate, high and in the total scores of self – esteem.
✓ First and second year B.Ed. students do not differ in dimensions low, moderate, high and in the total scores of self – esteem.
✓ Below and above 25years age group of B.Ed. students do not differ in dimensions low, moderate, high and in the total scores of self – esteem.
✓ B.Ed. students of different birth orders do not differ in dimensions low, moderate, high and in the total scores of self – esteem
✓ B.Ed. students of different communities do not differ in dimensions low, moderate, high and in the total scores of self – esteem.

DISCUSSION OF THE STUDY
Sajithlalraj, S. T.(2018) statedthat there was a significant difference in the self-esteem with respect to male-female sample. These findings are in the same line as the present study as this study has also found that male and female students, do differ in their self-esteem.

CONCLUSION
The finding of this study reveals that both First and second year B.Ed. students had average level of self- esteem and also femalestudents' self-esteem are better than male students.

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