

## A STUDY ON SELF-ESTEEM OF POST GRADUATE TEACHERS

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### **Abstract**

*The focus of present study was to ascertain the influence of a study on self-esteem of post graduate teachers. The sample comprises of 300 postgraduate teachers acquired from higher secondary schools in Virudhunagar district through simple random sampling technique. The collected data is analysed statistically in SPSS software. The findings reveal that there is no significant self-esteem and self esteem of school teachers.*

**Keywords:** *Self-Esteem, Acquired, Significant, Reveal, SPSS Software.*

### **Introduction**

The teacher is a social engineer. He should be a good leader; a democratic leader. He should have a positive attitude towards his profession. So, he should go to the class punctually and with adequate preparation. Sir John Adams (1980) describes the teacher as a “maker of man” (P.60). The teacher must be a lover of his pupils. The sense of prestige is very important and impressive to young minds.

‘True light enlightens’ is a saying indebted to its Sanskrit Origin. It is knowledge that enlightens man. True knowledge brings enlightenment and self-realisation. The light of knowledge has been carried by teachers, ever since the beginning of man’s attempt to conquer the realm of knowledge. Teaching has been an enlightening process. Teaching was not identified to be a separate job in the advent of history and there were no ‘teachers’ as we address now. Teaching and preaching were concomitant processes; carried by the same person – the priest. The old ‘Gurukula system’ in India and emerged thus. The early gurus were religious authorities. They were glorified teachers too. The nobility which we attribute to education now, owes much to them. In the guru tradition, the teacher was a person dedicated to high calling and well revered for it. He was honoured and loved for his wisdom and his teaching. He was a privileged person. Many had passed along the path paved by those gurns.

### **Significance of the Study**

Early in attitude study, researchers evaluated aspects such as teachers’ age and experience as indicators of self-esteem. Now, some trends remain which appear to have an influence on teachers’ attitudes. For instance, tenure is still a strong indicator of teachers’ positive attitudes toward self-esteem. A new trend has also emerged in which a teachers’ educational level is also correlated with his attitudes toward self-esteem (Kay,1993; Loyd, 1984; Pelgrum, 1991).

Teachers with fewer than three years' experience and teachers new to school tend to use self-esteem with their students less than their more experienced colleagues (Russell, 2007). Self-esteem has never been more available in classrooms in Iran than it is right now. However, positive results in using self-esteem in the classroom can only be realized if a teacher is willing to learn, to experiment and to use the self-esteem in the classroom. Thus, researching teachers' attitudes toward self-esteem in general and in education specifically is unimportant endeavor, providing insight and direction for all educational stakeholders. In fact, Wenzlaff (1998) posits that teachers' attitudes are among a handful of factors that determine the formal and informal curriculum in the classroom. Further, if teachers do not confront these attitudes and beliefs, they remain steadfast even when change abounds. The research is beginning to show that success requires understanding the relationship between variables which considered teachers' attitude toward self-esteem (Honey, Culp, & Carrigg, 2000). This understanding is currently incomplete. To further understanding, the study investigated the self-esteem of postgraduate teachers".

### **Objectives**

1. To find the level of self-esteem of postgraduate teachers.
2. To find out there is any significant difference in postgraduate teachers in their self-esteem with respect to gender and marital status.

### **Hypothesis**

1. There is no significant difference between the male and female postgraduate teachers in their self-esteem.
2. There is no significant difference between married and unmarried postgraduate teachers in their towards self-esteem

### **Methodology**

A descriptive survey method was adopted by the researcher to conduct this study.

### **Population for the Study**

The population of the present study is the postgraduate teachers of Virudhunagar district of Tamilnadu.

### **Sample for the Study**

The researcher employed the simple random sampling method for selecting the sample. The sample for the present study comprises 200 postgraduate teachers from higher secondary school in Virudhunagar district of Tamilnadu.

### **Tool**

- Self-esteem scales prepared and validated by investigator and the guide.

### **Statistical Techniques**

Percentage, Mean, Standard Deviation, and Correlation.

## Analysis of Data

### Hypothesis: 1

There is no significant difference between the male and female postgraduate teachers in their Self-esteem with respect to gender.

**Table 1 Significance Difference between Male and Female Postgraduate Teachers in their Self-Esteem**

Gender	N	Mean	Sd	Calculated "t" value	Remarks at 5% level
Male	96	31.33	9.454	5.22	S
Female	104	38.00	8.599		

The calculated 't' value (5.22) is greater than the table value (1.96) at 5% level of significance. Hence the null hypothesis is rejected. Hence there is a significant difference between the male and female postgraduate teachers in their Self-esteem with respect to gender.

### Hypothesis: 2

There is no significant difference between married and unmarried postgraduate teachers in their self-esteem.

**Table 2 Significance Difference between Married and Unmarried Postgraduate Teachers in their Self-Esteem**

Marital Status	N	Mean	Sd	Calculated "t" value	Remarks at 5% level
Married	128	32.05	9.474	5.83	S
Unmarried	72	39.68	7.735		

The calculated 't' value (5.96) is greater than the table value (1.96) at 5% level of significance. Hence the null hypothesis is rejected. Hence there is a significant difference in the Self-esteem among the postgraduate teachers in terms of their Marital Status. Unmarried teacher (39.68) have more access Self-esteem and spent more time than married (32.05) teacher. This is may be due fact that unmarried teacher have more attitude than married teacher.

## Major Findings

1. There is significant difference between the male and female postgraduate teachers in their Self-esteem with respect to gender.
2. There is no significant difference between married and unmarried postgraduate teachers in their self-esteem.

## Interpretation

1. The finding of the present study result shows that there is a significant difference between the male and female postgraduate teachers in their Self-esteem with respect to gender. A study that observed inter-gender differences found that female teacher

have more perception of smart board than female teachers (M=38.00) have more self-esteem than male teacher (M=31.33) in their perception of smart board with respect to gender.

2. The finding of the current study results demonstrates that there is significant difference in the Self-esteem among the postgraduate teachers in terms of their Marital Status. There is a significant difference in the Self-esteem among the postgraduate teachers in terms of their Marital Status. Unmarried postgraduate teachers (39.68) have more access Self-esteem and spent more time than married (32.05) teachers. This is may be due fact that unmarried postgraduate teacher has more attitude than married teacher.

### **Educational Implication**

The present study will act as a guiding light to educational policy makers, teachers, students, parents and guidance and counseling workers to enable underachieving students to attain standards of excellence in life according to their intelligence level through critical thinking training programme. By enhancing the study habits and study attitudes of underachieving students, educators can not only eliminate academic alienation among such students, but in turn, can also raise the level of academic performance and move towards a brighter future, as proved by the present study. Later, they can contribute positively towards nation building. In sum, it may be concluded that there is a strong linkage between effective critical thinking (study habits and study attitudes) and self-esteem. Thus, in order to minimize academic underachievement among students, there is an urgent need on the part of the institutions to make conscious and decisive efforts in the direction of enhancing the critical thinking by implementing critical thinking training programmes. This type of training programmes should be carried out by teachers who are efficient and firmly believe in the potential that each student possesses. This will ensure that the entire information is disseminated in such a way that the pupils become oriented towards the enhancement process.

### **Suggestions for the Further Research**

1. The following suggestions were presented for further research The same study can be undertaken in other provinces of Viradhunagar district with a large sample and extending some more socio-psychological variables.
2. The research study based on sample drawn by adopting multi stage viz., national level; province level and sub-province level can be considered by taken some significant variables for predicting self-esteem of secondary students by adopting hierarchical linear modeling approach for identification of significant predictors at national level; province level and sub province level.
3. Similar study can be undertaken on different levels of school education as well as higher education also. The study can be extended by undertaken the teacher related, school related and home related variables which will be influencing the Self-esteem of students.

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