Original Research Paper

VOLUME-6 | ISSUE-2 | FEBRUARY-2017 • ISSN No 2277 - 8179 | IF : 3.508 | IC Value : 78.46

SELF-ESTEEM OF TEACHERS IN THE PRESENT SCENARIO- AN INVESTIGATION

Education

KEYWORDS: Self-esteem, Teachers

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ABSTRACT

Role and responsibilities of teachers have undergone a significant evolution. Historically, teachers have been viewed as purveyors of content knowledge and academic skills, but teachers in the early twenty-first century have become ambassadors to multi-cultural communities and promulgators of democracy. Self – esteem is the disposition to experience oneself as being competent to cope with the basic challenges of life and of being worthy of happiness. It is the confidence in the efficacy of our mind, in our ability to think, make appropriate choices and divisions, and respond effectively to change. In this connection "An investigation into the self-esteem of teachers" raises a need to carry out the investigation by the investigator. Finding reveals that the level of self-esteem of teachers found to be at average and existence of significant difference in self – esteem of teachers based on gender, location of institution and annual income and no significant difference among teachers based on type of institution and experience.

TEACHERS – THE MENTORS OF FUTURE GENERATION

To day human knowledge has expanded beyond boundaries. Science and technology has made man masters of nature's resources in every field. Social, economic and political systems have increased in all directions. Distance annihilated and the world has become small and the nations have come closer together. Social aspirations and upheavals have changed the face of the world and the increase in population threatens the dooms of the world. To cope up with the problems of survival and maintenance, the younger generation needs to be initiated into the gains of the human race and to be taught how to deal effectively in solving the threatening problems.

Hence the role and responsibilities of teachers have undergone a significant evolution. Historically, teachers have been viewed as purveyors of content knowledge and academic skills, but teachers in the early twenty-first century have become ambassadors to multi cultural communities and promulgators of democracy. As expectations from teaching profession have increased, so too has the status of knowledge.

SELF-ESTEEM

Self – esteem is the disposition to experience oneself as being competent to cope with the basic challenges of life and of being worthy of happiness. It is confidence in the efficacy of our mind, in our ability to think, make appropriate choices and divisions, and respond effectively to change. It is also the experience that success, achievement, fulfillment, happiness are right and natural for us.

The self esteem is built on six pillars (i.e) on the six practices for nurturing and sustaining in a healthy way. They are

- The practice of living consciously
- The practice of self – acceptance
- The practice of self – responsibility
- The practice of self – assertiveness
- The practice of living purposefully
- The practice of personal integrity

Thus Self- Esteem for teachers is an essential component for the betterment of themselves as well as the future generation of our country.

SIGNIFICANCE OF THE STUDY

The achievement and betterment of the students mainly depends on the teachers under whom they study. It is also strongly felt that the performances of the organizations are greatly influenced by the teachers who work in those organizations.

So the teachers should put themselves as an example and see that all paths lead to the betterment of the students in turn the betterment of the community. In the 21st century, the era of information revolution, the socio-economic statuses of teachers are very low. The effect of LPG- liberalization, privatization, and globalization had made the teachers- the money makers to sustain in the present scenario of the society. As they ought to compete with other professionals in the society, their self-esteem started to deteriorate which in turn affects their culture in work.

So to study present level of teachers, the investigator strongly felt the need to study the self-esteem of teachers.

OBJECTIVES OF THE STUDY

Based on the needs of the present study the investigator has derived the following objectives

1) To study the nature of self-esteem of teachers.
2) To study the nature of self-esteem of teachers with respect to chosen demographic variables
3) To find out the difference if any in self-esteem of teachers with respect to chosen demographic variables

HYPOTHESES OF THE STUDY

Based on the objectives of the study the suitable hypotheses have been formulated by the investigator.

METHOD OF STUDY

Descriptive study may employ any of (or) all the methods of data collection such as interview, questionnaire, observation tests and cumulative records. In this method, the data related to the problems is collected through questionnaire from a large sample. This method helps to examine and analyze the various factors related to the problem with a view to arrive at certain conclusions and generalizations. The present study has been conducted as a descriptive survey method.

SAMPLE OF THE STUDY

In this study, as the investigator used stratified random sampling technique, the schools in cuddalore district are taken as the sample that consists of various government, aided and private schools. Here 250 teachers from various schools are taken as the sample for the present study.

TOOL USED FOR THE STUDY

To assess self – esteem, a universally accepted tool – Rosenberg Self – esteem scale is used by the investigator.

ANALYSIS AND INTERPRETATION OF DATA

Statistical techniques serve the fundamental purpose of the description and inferential analysis. The following statistical techniques were used in the study:

1. Mean (m) and standard deviations (SD)

2. t' and "F" test for determining the significance of difference between means of subgroups .

Table.1 Shows mean and standard deviation of self-esteem

S.NO	SAMPLE	SUB SAMPLE	N	MEAN	STANDARD DEVIATION
1.	SELF ESTEEM		250	29.42	3.77
2.	GENDER	MALE	103	27.32	3.75
		FEMALE	147	30.89	3.01
3.	LOCATION OF INSTITUTION	RURAL	156	29.32	4.05
		URBAN	94	29.58	3.25
4.	TYPEOF INSTITUTION	GOVT	100	29.91	3.97
		PVT	100	28.03	4.01
		AIDED	50	29.24	2.30
5.	EXPERENCE	< 5 YEARS	107	29.69	3.69
		6-12 YEARS	91	28.98	3.93
		>13 YEARS	52	29.66	3.62
6.	ANNUAL INCOME	< 30,000	64	28.04	3.96
		30,000 – 50,000	66	28.78	369
		> 50,000	120	29.97	3.64

From the table 1 it is observed that the Self-esteem level of whole sample of teachers is at average level of 29.42.

The female teachers are indicated higher than male teachers have shown self – esteem which is revealed by the mean 30.89 and standard deviation 3.01. Teachers whose annual income is higher than Rs 50,000 are shown higher self-esteem than the teachers who earn less indicated by the mean 29.97 and standard deviation of 3.64. Teachers working in government institutions have better self –esteem than teachers working in other institutions which are observed by the mean 29.91 and standard deviation 3.97.

The self – esteem of teachers whose experience is less than 5 years are better than those of other teachers whose experience vary revealed by the mean 29.69 and standard deviation 3.69.

Teachers who work in urban schools have high self – esteem than those of teachers who work in institutions located at rural areas, which is revealed by the mean 29.58 and standard deviation 3.25.

Table 2 showing the mean, standard deviation and 't' value of teachers self-esteem on the basis of gender

S. No	Gender	N	Mean	Standard Deviation	df	't' Value	Level of Significance
1.	Male	103	27.32	3.75	248	10.32	0.05 S.
2.	Female	147	30.89	3.01			

Note: S- Significant

From the above table 2, the't' value calculated is 10.32 and it is found that the table value at 0.05 level is lesser than the estimated value. Therefore it is inferred that there exists a significant difference in self – esteem in male and female teachers.

Table 3 showing the mean, standard deviation and 't' value of teachers self-esteem on the basis of location of institution

S. No	Location of institution	N	Mean	Standard Deviation	df	't' Value	Level of Significance
1.	Rural	156	29.32	4.05	248	5.246	0.05 S.
2.	Urban	94	29.58	3.27			

Note: S. – significant

From the above table 3, the't' value calculated is 5.246 and it is found that the table value at 0.05 levels is higher than the estimated value. Therefore it is inferred that there is significant difference among the mean self -esteem of teachers who work at different institution located in rural and urban.

Table 4 showing the mean, standard deviation and 'F' ratio of teachers self-esteem on the basis of type of institution

S. No	Type of Institution	N	Mean	Standard Deviation	df	'F' ratio	Level of Significatio
1.	Government	100	29.91	4.10	2/247	1.442	0.05
2.	Private	100	29.03	2.30			N.S.
3	Aided	50	29.24	3.77			

Note: N.S- Not Significant

From the above table 4, the 'F' ratio calculated is 1.442and it is found that the table value at 0.05 level is higher than the estimated value. Therefore it is inferred that there is no significant difference among the mean self -esteem of teachers belonging to different type of institution.

Table 5 showing the mean, standard deviation and 'F' ratio of teachers self-esteem on the basis of experience

S. No	Year of Experience	N	Mean	Standard Deviatio	df	'F' Ratio	Level of Significati on
1.	<5 Years	107	29.69	3.93	2/247	0.986	0.05
2.	6-12 Years	193	29.98	3.62			N.S.
3	>13 Years	50	29.66	3.77			

Note: N.S- Not Significant

From the above table 5, the 'F' ratio calculated is 0.986 and it is found that the table value at 0.05 level is higher than the estimated value. Therefore it is inferred that there is no significant difference among the mean self -esteem of teachers who differ in their teaching experience.

Table 6 showing the mean, standard deviation and 'F' ratio of teachers self-esteem on the basis of annual income

S. No	Annual Income	N	Mean	Standard Deviation	df	'F' Value	Level of Signification
1.	<Rs. 30,000	64	28.78	3.69	2/247	2.573	0.05
2.	Rs. 30,000-50,000	66	29.97	3064			S.
3	>Rs. 50,000	120	29.42	3.77			

Note: S- Significant

From the above table 6, the 'F' ratio calculated is 2.573and it is found that the table value at 0.05 level is less than the estimated value. Therefore it is inferred that there is significant difference in the self - esteem of teachers on the basis of their annual income.

SUMMARY OF THE FINDINGS

The hypotheses formulated at the beginning of the study have been examined in the light to the data collected.

- It is found that the self – esteem level of teachers is at average of 29.42.
- Female teachers, Teachers who serve in institution located at urban, teachers working in government institutions possess higher self – esteem, teachers who have experience less than 5 years, teachers whose annual income is more than Rs.50, 000 have good self-esteem level than their counterpart teachers.
- It is concluded that there exists a significant difference in self – esteem of teachers based on gender, location of institution and annual income.
- It is verified that there is no significant difference in their self – esteem between teachers based on type of institution. and their experience.

RECOMMENDATIONS

The following recommendations have been made by the investigator based on the findings by the study. On implementation of these recommendations, it would serve for the betterment of the teacher's community as well as to the student's community also.Healthy

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school environment should be created so that the teachers in turn feel a sense of accomplishment from their jobs (i.e.) good teacher morale is developed.

Shared decision making, better professional development, mentor support and additional planning time are the area that needs improvement. Fair level of duties and respectable salaries are to be setup to improve the socio-economic conditions of the teachers. Improved job design using methods such as job rotation, job enlargement and job enrichment enhances the job satisfaction of the teachers.

Praise and rewards can be effectively used to enhance teacher's self esteem through gifts, special privileges and sponsoring social events by the management. Teachers are capable of contributing much more than they are asked for, so their skills, knowledge and interests of teachers can be tapped by giving opportunism through their participation which brings satisfaction at work and well being of them. This in turn not only brings benefits to the teachers but also benefits to the organizations.

Leadership is about having a vision and achieving that vision. It involves thinking strategically to decide what is important for the success of the institution. The primary responsibility of the leader lies in the energizing the efforts of teachers teams, towards creating and achieving institutional vision and goals. Principals should act, behave towards their subordinates. Being concerned about the teacher's feelings and respecting their ideas would go a long way in enhancing their output.

Intensive and continuous efforts are necessary to raise the economic, social and professional status of teachers which in turn boosts up their esteem and makes a growth in their culture to work. Also class room teachers can themselves play a major role through a quality of their own day-to-day work. Active teacher's participation in professional organizations can help to improve public attitude towards teachers and teaching. Adequate financial assistance to students in training would help to attract suitable recruits.

Staff development programmes should be arranged for every year where learning opportunities can contribute to commitment by expanding teacher's knowledge.Professional development programmes have suggested that teachers are favourable to the view that effective programmes can contribute to commitment and related variables.

Counseling centers are to be made mandatory for all educational institutions with skilled counselors so that it would act as beneficial to students as well as the teachers who can avail the guidance from the counselors to overcome their problems and to enhance their skills and perform better.Thus these recommendations can be implemented by the managements and for the long run by educationists who would uplift the status of teachers which in turn results in raise of capabilities of the teachers yields to the success of the aims of education.

CONCLUSION

Thus, the present investigation helped to gain more knowledge and helps to find the present self-esteem of the teachers.. As per the conditions of environment and situations, the study has revealed the findings which would help to bring back the glorified role of teachers in the society.

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