Correlative Study of Self-Esteem of English and Marathi Medium D. T. Ed Student Teacher

Dr. Pravin Laxman Kothawade | Principal, S.N. D. College of Education (B.Ed., M.Ed.),Babhulgaon . Tal.-Yeola, Dist- Nashik. (Maharashtra)

ABSTRACT

An attempt has been made to find out status of Self esteem of D.T.Ed.Student Teachers of English & Marathi Medium . The sample for the present study comprised of 100 D.T.Ed.Student Teachers (50 D.T.Ed.Student Teachers from Marathi &50 D.T.Ed.Student Teachers from English medium) selected S.N.D. D.T. Ed College Babhulgoan from Nashik district of North Maharashtra. Random sampling was used for selection of sample. Standardized test of Self esteem Ryden M. B. self-esteem inventory. to the sample by investigator. The Independent variables were i) Gender ii) Student teacher of English & Marathi medium and the dependent variable was Self esteem for purpose of analysis and interpretation of data ,descriptive and inferential statistical techniques like Mean, S.D. , correlation & t-test wereused. The findings of the study were i) 1) Self-esteem of English medium and Marathi medium student teacher is significantly at below average Overall percentage of it is 61.2) Self-esteem correlation between English medium and Marathi medium D. T. Ed. is positive & it is of high level. 3) Self-esteem of female student is higher than male student teacher of D. T. Ed. English medium

KEYWORDS : Self esteem, English & Marathi Medium and D.T.Ed.Student Teachers

Education is then most important invention of mankind. It begins at birth and end at his death. It is process of growth in which the individual is helped to develop his talents, power, Interest and ambitions. This growth is an integrated and harmonious process. Education should aim at developing the innate potentialities and unique individuality of each child according to his nature, therefore learning experience every attempt is made at all levels of education to match with capability of the learner and for that suitable curriculum are framed.

Self esteem is important characteristic of teacher. Through the developmental process, the child develops various skills. Social development begins at birth and progresses rapidly during the school years. One of the most important skills parents, teachers and social network of the child accomplish is to teach children how to get along with others. A teacher needs to be able to identify his own and other people's feelings if he wants to relate adaptively. He needs to be able to communicate effectively in ways which validate his own and the others' needs. Also, he should manage his own behavior effectively so that it is socially acceptable. There are many ways to help student teacher developing social skills. Assertiveness training groups are effective ways of teaching student teacher to possess the tools for healthy communication with others.

Through the developmental process, the child develops various skills. Social development begins at birth and progresses rapidly during the school years. One of the most important skills parents, teachers and social network of the child accomplish is to teach children how to get along with others. No matter how gifted a child is physically or mentally, his happiness and success in life will also depend on his ability to get along with people. Consequently, competency in social skills will help children to develop a satisfactory life (Vasta, Haith, &Miller, 1992).

Burns (1979) in his review report average correlation of 0.30 to 0.40 of school achievement with general self concept and higher correlation with academic self concept. Hansford and Hattle (1982) found the overall correlation between general self esteem rather than academic self concept. Rosenberg, scholar and Schoenbach (1989) in their study of Unites State high school panel similarly report the effect of school achievement on self esteem to be more powerful than of self esteem on school achievement.to behavior of human being, Society and nation.

REVIEW OF RELATED LITERATURE
Agrawal S.(Ph. D. Edu. Agra U. 1982) had found that Risk-taking more or less was found to be positive and significant factor in fostering creativity of both sexes. (ii) Self-esteem was found to be significant factor to promote creativity, especially in the case of boys. In the case of girls its impact was not very powerful. **Asavanna M.(Ph. D. Psy. SVU.) 1971 had found that** (i) Person who perceived themselves as having high self-confident had higher general mental ability

than those who perceived themselves as lacking in self-confidence. (ii) Person with high self-confidence was capable of taking fairly higher risk in predicting the outcome of their performance in n intellectual activity than those who lacked self-confidence.

Sadhakumari, (Ph. D. Psy. Agra Uni. 1980) had concluded (i) Risk-taking behavior in deviant adolescent girls showed significantly more unethical risk-taking behavior than non-deviants. Adolescence girls with high self-esteem showed more risk taking tendencies, whereas both the extremes of self-esteem (positive and negative) promoted unethical risk-taking behavior

With the help of this review researcher gets an idea to finalize the subject a tool of research.

Statement of Problem
"To Study Co-relation of self-esteem of English and Marathi medium D. T. Ed student teacher"

Objective of Study
1) To measure self esteem of D. T. Ed English medium and Marathi medium student teacher.
2) To measure self esteem of D. T. Ed English medium male & female student teacher.
3) To measure self esteem of D. T. Ed Marathi medium male & female student teacher.
4) To study correlation of English and Marathi medium D. T. Ed student teacher.

Operational Definitions
Self Esteem
Self esteem means self-concept of the individual. Self concept is based on three factors who am I? How others perceive me? And my ideal self.

D. T. Ed Student Teacher
'Those students are taking education of D. T. Ed course, that student is D. T. Ed student teacher'.

Hypothesis
There is no significant difference between the self-esteem of Marathi medium and English medium student teacher.

Scope and Limitation
1) This research is will be carried on D. T. Ed student teacher of Nashik district
2) This research is will be carried on year 2013-14.
3) Tools use for data collection will be standardizing test.

Research Method
The Present research is a sort of fact finding mission related with present time situation. So, research has uses descriptive survey method .

Population and Sample for Research

For this research population was taken **S.N.D. D.T. Ed College Babhulgoan,** in this college there were 300 students teacher. researcher was used simple random sampling, lucky draw method. In this sample group researcher was taken 50 student teachers from Marathi medium and 50 student teachers from English medium

Tools for analysis of data

For these research researcher selected psychological inventory: Self-esteem inventory (Source: Ryden, M. B. 1978. An adult version of the Coopersmith Self-Esteem Inventory: Test-retest reliability and social desirability. Psychological Reports 43:1189–1190. Copyright © 1978 Muriel Ryden. Reproduced with permission of the author.

Analysis of Data
Meam, S.D. of Self esteem of D. T. Ed. Student teacher
Table No.1

Stu. teacher & Medium	N	Mean	S. D.
Mar.. Medium. Stu. teacher	50	30.42	4.89
Eng. Medi.. Stu. teacher	50	30.18	4.24
(Male)Eng. Medi.Stu. teacher	25	29.7	3.75
(female)Eng Stu. teacher	25	31.14	4.89
(Male)Mar. Medi.. Stu. teacher	25	30.42	3.56
(female)Mar. Medi.. Stu. Teacher	25	29.86	3.25

From table no.1 it is found that, the mean score of self-esteem of D. T. Ed's Marathi & English student teacher is 30.42& 30.18 respectively. This means that there is no considerable difference in self esteem of D.T.Ed's both mediums student teacher. By considering mean score of self esteem of other groups, English medium female groups score is 31.14, which is highest in comparison with other groups, while the mean score of Marathi medium female group is 29.86,which is lowest than other group.

The group of female Marathi medium student teacher is found homogenous, with respect to self -esteem , as the standard deviation of this group is 3.25, while the group of female English medium student teacher is found heterogeneous, as the standard deviation of this group is 4.89

Correlation of Self esteem with D.T.Ed. Student Teacher
Table No. 2

Marathi Medium			English Medium		
Group	N	r	Group	N	r
Male	25	0.80	Male	25	0.36
Female	25		Female	25	

From table no.2 it is found that correlation of male & female Student teacher of both medium with self esteem is found Positive & it is of high level (0.8) . Correlation of Marathi medium student group with self esteem is higher than group of English medium student teacher group. **Self-esteem inventory score interpretation**

Table No.-3

Remark	Score	Male English Medium	Male Marathi Medium	Score	Female English Medium	Female Marathi Medium
Significantly below average	33	23	19	32	13	20
Somewhat below average	36	1	04	35	6	05
Average	49	1	02	39	6	00
Somewhat above average	44	0	00	43	0	00
_____	N	25	25	-	25	25

From table no.3 it is found that no. of male & female student teacher of both medium whose self esteem is somewhat above average is zero. Percentage of Male student teacher of English & Marathi medium having self esteem at average stage is 4 & 8 respectively. While 24% female student teacher of English medium has self esteem at average and percentages of female student teacher of Marathi medium have self esteem at average is zero.

Self esteem at somewhat below average is found 4% & 16% respectively in male student teacher of English medium, in case of female student of both medium it found 24% & 20% sequency. 96% & 76% male student teacher while 52% & 80% female student teacher of English & Marathi medium respectively has self esteem at significantly at below average

Hypothesis Testing:-

Hypothesis: - There is no significant difference in Self-esteem of English and Marathi Medium D. T. Ed. Student teacher**.**

Table No.-4

Medium	Mean	SD	t-value
English	30.42	4.89	0.37*
Marathi	30.18	3.47	

*= Significant at 0.05 level

In table no. 4 , Mean, SD value of self esteem of English medium and Marathi medium D. T. Ed. Student teacher are shown. Difference in the mean of both medium is 0.24, to see the difference is remarkable or not, researcher find the t-value and the obtained value of 't' is 0.37, but for df 48 table value of 't' at 0.05 level is 2.01. and the level 0.01 is 2.68. obtained 't'value is lower than table value it means that there is no significant difference between the self-esteem of Marathi medium student teacher and English medium student teacher.

Conclusion

1) Self-esteem of English medium and Marathi medium student teacher is significantly at below average Overall percentage of it is 61.
2) Self-esteem correlation between English medium and Marathi medium D. T. Ed. is   positive & it is of high level.
3) Self-esteem of female student is higher than male student teacher of D. T. Ed.   English medium
4) The group of female student teacher of D. T. Ed. English medium is homogenous and group of male student teacher of D. T. Ed. English medium is heterogeneous.
5) Self-esteem correlation between male and female student teacher of D. T. Ed English medium is positive & it is of high range.
6) Self-esteem of male student is higher than female student teacher of D. T. Ed. Marathi medium
7) The group of female student teacher is heterogeneous and group of male student teacher is homogenous of D. T. Ed. Marathi medium
8) Self-esteem correlation between male and female student teacher of D. T. Ed Marathi medium is positive and it is of lower range.

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