A Study of Self-Esteem of Primary Teachers of Patan District

Dr. Hina J. Raval
Assistant Teacher, Shri R.K.P. Tanna Girls High School, Harij

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ABSTRACT Present Study has been done to know about Self-Esteem of Primary Schools Teachers of Patan. For the present study gender and area consider as variables. Total 388 teachers were selected from Patan District. To know about Self-Esteem of Primary Schools Teachers; Self prepared and standardize Self-Esteem Inventory were used as tool. On the basis of the score obtain by the teachers mean, standard deviation, standard error of mean and t-values were calculated for data analysis. Effect of gender and area was found significantly.

Keywords: Self-Esteem

Introduction: “Self-esteem has become a household word. Teachers, parents, therapists, and others have focused efforts on boosting self-esteem, on the assumption that high self-esteem will cause many positive outcomes and benefits” as later studied by Baumeister, Campbell, Krueger, and Vohs, (2003). At the same time, I was asked by parents that I needed besides teaching to enhance their young men’s self-esteem for that was important for their success in and outside the classroom. In the same way, over the years, administrators, educators, and parents have been concerned about the students’ self-esteem as a significant ingredient in the process of cognitive development, social development, cultural development, and learning (Cotton, 2001; Hawly, 1997; Katz, 1995). Amundson (1991) writes 101 ways parents can help students achieve; Cutright (1992) writes that self-esteem is the key to child’s success and happiness; and Kramer (1992) rightly wrote showing that fostering self esteem can keep kids safe and sound. Although EQ Australia (2003) comes out with a new thinking that self esteem does not necessarily affect student academic performance, the emphasis has been on boosting students’ self esteem in schools. However, little attention is raised about the self-esteem of the teachers who arise early every day of every month of every of every year to prepare and to teach the children of our world. We wonder why our schools have suffered under the exodus of the teachers who seek other jobs; who retire early due to boredom and teacher burnout; who lack motivation and desire to work; who are stressed; who are emotionally exhausted; who see their work not only futile, but inconsistent with their educational goals; who are involved in a fast-track and demanding teaching profession; who lack control of the content they teach because someone else controls it; who decide to leave the classroom all together; and who do not have the positive image about themselves due to discouragements from lack of parental support, poor or lack of administrative support, and uprising of unmanageable classrooms due to students’ behavior and lack of interest in learning (Matheny, et al., 2000; Kokkinos, 2007; Friedman, 2000; Willis, 2006; & MacQueen, 2006; Malanowski & Wood, 1984; Farber. 1984). Based on this contextual background the study provided the definition of self-esteem in details, showed positive and low self-esteem, demonstrated how we can enhance the self-esteem of teachers in schools, showed how teachers’ high esteem can enhance students’ self-esteem and finally it displayed why self-esteem matters. Thus, researcher decided to check self esteem of teachers.

Objective of the Study:
1. To Study the level of Self-Esteem of Primary Teachers.
2. To Study of Self-esteem of Primary Teachers in context of gender.
3. To Study of Self-esteem of Primary Teachers in context of area.

Hypothesis of the Study:
Ho1 There will be no significant difference between the mean score of Self-Esteem Inventory of female and male teachers of primary schools.
Ho2 There will be no significant difference between the mean score of Self-Esteem Inventory of the teachers of rural and urban area of primary schools.
Ho3 There will be no significant difference between the mean score of Self-Esteem Inventory of female and male teachers of rural area.
Ho4: There will be no significant difference between the mean score of Self-Esteem Inventory of female and male teachers of urban area.

**Research Method:**
In the present research the researcher used Survey Method.

**Population:**
In the present study, the population is teachers performing duties in Gujarati medium of Upper Primary Schools of Patan District.

**Methods of Sampling:**
In the present study, the researcher has selected primary schools teachers were classified as male and female. Further, they were classified in two parts: Urban and rural area. In this way, total 388 teachers were selected for sample in the present study. Out of 388 teachers 182 teachers from rural area and 206 teachers form urban area.

**Tool of the Study:**
In the present study, the researcher had prepared Self-Esteem inventory.

**Method of Analysis:**
Data was analysis according to the gender, area and experience like variables. After that mean, standard deviation, standard error in standard deviation were counted. The hypothesis of research, according to the researcher objectives, were checked by ‘t’ value. For this arithmetical counting, MS EXCEL computer programme was used.

**Inventorying of Null Hypothesis:**

<table>
<thead>
<tr>
<th>Gender</th>
<th>N</th>
<th>Mean</th>
<th>S.D.</th>
<th>Mean Diff.</th>
<th>Standard Error</th>
<th>t-Value</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>210</td>
<td>325.93</td>
<td>27.98</td>
<td>8.98</td>
<td>2.87</td>
<td>3.13</td>
<td>0.01</td>
</tr>
<tr>
<td>Female</td>
<td>178</td>
<td>316.95</td>
<td>28.24</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From Table-1 it becomes clear that the (H0_1) is getting rejected at 0.01 level it means the male and female teachers are having difference in Self-Esteem.

<table>
<thead>
<tr>
<th>Area</th>
<th>N</th>
<th>Mean</th>
<th>S.D.</th>
<th>Mean Diff.</th>
<th>Standard Error</th>
<th>t-Value</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Urban</td>
<td>1</td>
<td>318.47</td>
<td>24.82</td>
<td>6.29</td>
<td>2.84</td>
<td>2.22</td>
<td>0.05</td>
</tr>
<tr>
<td>Rural</td>
<td>206</td>
<td>324.76</td>
<td>31.03</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From Table-2 it becomes clear that (H0_2) is getting rejected at 0.05 level it means the teachers of urban and rural area are having difference in Self-Esteem.

<table>
<thead>
<tr>
<th>Rural Area</th>
<th>N</th>
<th>Mean</th>
<th>S.D.</th>
<th>Mean Diff.</th>
<th>Standard Error</th>
<th>t-Value</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>97</td>
<td>321.71</td>
<td>26.23</td>
<td>6.95</td>
<td>3.63</td>
<td>1.91</td>
<td>N.S.</td>
</tr>
<tr>
<td>Female</td>
<td>85</td>
<td>314.76</td>
<td>22.70</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From Table-3 it becomes clear that (H0_3) is getting accepted it means the male and female teachers of rural area are having no difference in computer Self-Esteem.
Table No-4  
Average, Standard Deviation and t-value of Score on the Basis of Gender of Urban Area

<table>
<thead>
<tr>
<th>Urban Area</th>
<th>N</th>
<th>Mean</th>
<th>S.D.</th>
<th>Mean Diff.</th>
<th>Standard Error</th>
<th>t-Value</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>113</td>
<td>329.55</td>
<td>29.02</td>
<td>10.60</td>
<td>4.34</td>
<td>2.44</td>
<td>0.05</td>
</tr>
<tr>
<td>Female</td>
<td>93</td>
<td>318.95</td>
<td>32.53</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From Table-4 it becomes clear that (H0₄) is getting rejected at 0.05 level. It means the male and female teachers of urban area are having difference in Self-Esteem.

Findings of the study:
1. Majority of Teachers found Medium level of Self-Esteem.
2. Effect of Gender found on Self-Esteem of Primary Schools Teachers. Male teachers were found to have higher Self-Esteem than Female Teachers which shows that gender of Primary Schools Teachers is affecting variable to Self-Esteem.
3. Effect of area found on Self-Esteem of Primary Schools Teachers. Teachers of Urban area were found to have higher Self-Esteem than Teachers of rural area which shows that area of Primary Schools Teachers is affecting variable to Self-Esteem.
4. Effect of gender not found on Self-Esteem of Primary Schools Teachers of rural area. Thus, Male and female teachers of rural area were equal as far as their Self-Esteem concern, which shows that gender of rural area Primary Schools Teachers is not affecting variable to Self-Esteem.
5. Effect of gender found on Self-Esteem of Primary Schools Teachers of urban area. Male Teachers of Urban area were found to have higher Self-Esteem than Teachers of female teachers of urban area which shows that gender of Primary Schools Urban area Teachers is affecting variable to Self-Esteem.

References: