STUDY OF THE CORRELATION BETWEEN SELF-ESTEEM AND TEACHING PERFORMANCE OF PROSPECTIVE TEACHERS

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Abstract

This study explores the correlation between self-esteem and teaching performance among prospective teachers enrolled in a Bachelor of Education (B.Ed.) program. Self-esteem is a crucial aspect of personality that influences an individual's confidence, communication skills, and overall effectiveness in various domains, including teaching. The research employed a correlational design, using the Rosenberg Self-Esteem Scale (RSES) to assess self-esteem levels and a Lesson Observation Rubric to evaluate teaching performance. A sample of 30 second-year B.Ed. students was selected using a simple random sampling technique. Statistical analysis, including measures of central tendency and Pearson's Correlation Coefficient (r), revealed a strong positive correlation ($r = 0.702$, $p < 0.05$) between self-esteem and teaching performance. These findings suggest that higher self-esteem is associated with better teaching performance. The study underscores the importance of integrating self-esteem development strategies in teacher education programs to enhance teaching effectiveness and professional growth.

Introduction:

It is believed that self-esteem is a valid index of a person's state of mental health or self-actualization. A person who has a positive and realistic self-concept would generally behave in confident, effective and healthy ways. Self-esteem is one of the most important aspects of personality which is developed from the various experiences of life. It is the perceptions of a student about his/her own capabilities and accomplishment and other's perception of self. A high a self-esteem individual is one who tends to like him or herself, feels that he or she is a person of value or worth, has self-confidence, respect and acts accordingly. A low self-esteem person is doubtful about his or her own worth, sees himself or herself as undesirable, often feels anxious, depressed, and unhappy, and has little self-confidence and self-respect. Self-esteem is composed of factors such as competency and worth. Competency refers to the degree to which people see themselves as capable and worthy depends on how valuable a person feels about himself.

If self-esteem is boosted, a person can better understand themselves and others. Therefore, it is important to have high self-esteem to maximize one's potential and to contribute for the society by being a better person. There are various factors that contribute to the development of self-esteem like family background, family income, parental occupation, gender, peers, social life, and education and above all school plays an important role in developing self- esteem amongst students by giving them various opportunities and platforms to express themselves, their talents, skills and performances. In the personality development, self-esteem plays a key role; rather it is a foundation of the personality. Self -respect is the source of mental health of an individual. How person respects himself can be reflected from his self-esteem.

Significance of the Study:

Teachers are the builders of our nation. It is necessary to find out if there is a correlation between the Self-esteem and performance of teaching. Self-esteem plays a crucial role in shaping a teacher's confidence, communication skills, and ability to manage classrooms effectively. A well-balanced self-esteem enhances teaching effectiveness, fosters positive teacher-student relationships, and contributes to overall student engagement and learning outcomes. Understanding this relationship can help teacher educators design targeted interventions to support prospective teachers in building resilience and self-confidence. Additionally, the findings of this study can inform policies related to teacher preparation, mental health support, and continuous professional development, ultimately strengthening the quality of education. By addressing the impact of self-esteem on teaching performance, this research provides valuable insights into fostering a more competent, motivated, and emotionally resilient teachers.

Objectives of the Study: Following Objectives were formulated for the study.

1) To study the Self- Esteem of B.Ed. Students.
2) To study the correlation between Self- Esteem and Teaching Performance of B.Ed. Students.

Sample: For the present study, thirty second-year B.Ed. students studying in Second year (English Medium) (batch 2021-23) of PVDT College of Education for Women was selected. For the selection of sample; simple random Sampling technique was used. Students selected were from all the subjects. All the students were given two lessons on 8th standards and two lessons on 9th standard. Practice lessons were conducted, with two lessons per school. Both the schools were of English medium state board schools.

Tools used: For the present study following tools were used.

1) **Rosenberg Self-esteem Scale-** The Rosenberg Self-Esteem Scale (RSES) is one of the most widely used psychological tools for measuring self-esteem. It was developed by Morris Rosenberg, consists of 10 statements designed to assess an individual's overall sense of self-worth and self-acceptance.

   Format – It is a 10-item Likert scale, with responses ranging from Strongly Agree (SA) to Strongly Disagree (SD).

   Scoring – The scale includes five positively worded and five negatively worded statements.

   Interpretation – Higher scores indicate higher self-esteem, while lower scores suggest low self-esteem or self-doubt.

   Reliability and Validity – It has been tested across different populations and is considered a highly reliable and valid measure of self-esteem.

2) **Lesson Observation Rubric** – For the observation of teaching performance of students the researcher has prepared lesson observation rubric.

Methodology: For the correlational study initially, the researcher has administered a Self-esteem scale on the selected sample. After that four practice lessons were observed by the researcher with the help of Lesson Observation Rubric. Twenty-five marks were given to each practice lessons. The researcher calculated the marks of four lessons. 25*4=100 After that the researcher compared the teaching performance and analysis of self-esteem of each student.

Interpreting the Score of Self-Esteem the total possible score ranges from 0 to 30.

For the teaching performance of students out of hundred marks

90 and above Excellent

75-89- Very Good

60-74- Good

45-59- Average

30-44- Below average

Mean, Median, and Standard Deviation for both scores of Self-esteems and Teaching performance is calculated. For the corelation between teaching performance and self-esteem Pearson's Correlation Coefficient (r) is used

Analysis and Interpretation of the Data:

Measures of Central Tendency and Dispersion:

Measure	Self-Esteem Score	Teaching Performance Score
Mean	18.97	74.8
Median	18.0	75.0
Standard Deviation	4.04	9.76

Interpretation:

1. **Self-Esteem Scores:**

- The mean (18.97) suggests that, on average, students have a moderate self-esteem level.

- The median (18.0) being close to the mean indicates a relatively symmetric distribution.

- The standard deviation (4.04) shows moderate variability in self-esteem levels among students.

2. Teaching Performance Scores:

- The mean (74.8) indicates that students, on average, perform in the "Very Good" category.

- The median (75.0) aligns closely with the mean, suggesting a well-distributed dataset.

- The standard deviation (9.76) suggests a moderate spread in teaching performance.

Pearson's Correlation Coefficient (r)

Correlation Measure	Value
Pearson's Correlation Coefficient (r)	0.702
p-value	0.0000152
Interpretation	Strong Positive Correlation

- "A strong positive correlation ($r = 0.702$) was found between self-esteem and teaching performance, which is statistically significant ($p < 0.05$).

- The correlation is statistically significant ($p < 0.05$).

- This implies that students with higher self-esteem tend to perform better in teaching performance.

Implications for Teacher Education

1. **Self-Esteem Development**: Teacher training programs should integrate activities that enhance self-esteem among prospective teachers.

2. **Mental Health Support**: Providing psychological counselling and mentorship can help boost self-esteem and teaching confidence.

3. **Professional Development**: Workshops and reflective practices should be incorporated to improve self-perception and teaching efficacy.

Conclusion: The findings of this study confirm a significant positive correlation between self-esteem and teaching performance among prospective teachers. Students with higher self-esteem demonstrated superior teaching effectiveness, reinforcing the critical role of self-perception in professional competence. The results highlight the necessity of fostering self-esteem through structured interventions in teacher training programs. Teacher education institutions should integrate self-esteem-building activities, psychological support, and professional development workshops to enhance prospective teachers' confidence and teaching efficacy.

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