

A study of self esteem and teaching skills among arts and science prospective teachers

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Abstract

The present study tries to find out the relationship between self esteem and teaching skills of arts and science prospective teachers. Survey method is adopted for this study. A sample of 120 Arts and Sciences B. Ed students (40 male & 80 female) was selected from the Malappuram Districts of Kerala. Self Esteem Questionnaire developed by S. Karunanidhi is used to assess the level of self esteem and the score given by teacher educators and school mentors is used to assess the teaching skills of prospective teachers. Mean, SD, t-test & correlation are employed to analyze the data. Findings show that there is significant correlation between self esteem and teaching skills among prospective teachers. However, there exists no significant difference in the self esteem and teaching skills of arts and science prospective teachers. Also, there is no significant difference in the self esteem and teaching skills of male and female prospective teachers. It can be concluded that self esteem plays an important role in developing effective teaching skills among prospective teachers. So, the self esteem of student teachers should be boost up by all levels and the teacher educators should ensure proper provisions to develop self esteem in student teachers.

Keywords: self esteem, teaching skills, prospective teachers, B.ed students

Introduction

Teachers are the architects of a nation. The progress and development of each nation is highly depended upon the competence and quality of its teachers. Teachers are undoubtedly the most significant contributors of educational development of a nation. Flourishing national development and a society truly prosperous with advanced skills and knowledge all begins from its teachers. The Education Commission (1964)^[4] rightly commended that the destiny of a nation is shaped in her classroom. The individual teacher character, qualities, qualifications, and professional competence are the very important cornerstones on which successful human, social, and national educational advancement ultimately depends. This spirit of creative thinking and cognition in young minds will be imbibed only by the knowledgeable and effectively skilled teacher. Hence, the active involvement of a teacher in general and technical teacher in particular is very significant as which is the need of the hour in transforming the status and future of an emerging nation. Competent teachers are essential for the effective functioning of education systems of a nation like India and for improving the quality of learning processes. The role of the teacher in current educational scenario is a multi-faceted, as it comprises not only academic, pedagogical, but also social roles. Academic roles emphasize teaching, counseling, and supervisory roles while pedagogical roles stresses instructional, evaluation and facilitating roles. As a facilitator of learning, the teacher is involved in motivating pupils to learn, maintaining active engagement in the classroom and the school in general, and creating suitable environment for learning. Social roles of the teacher give prominence for socializing roles, which is preparing pupils to participate in the way of life of the society.

Self-esteem

Self esteem is a characteristics of a person having overall subjective emotional evaluation of his or her own worth. It is

an important aspect of human being and considered as a driving force of success in one's life. Many psychological studies brought the concept of self esteem in to light as mentioning it as basic human need and motivation. Abraham Maslow was pioneering figure that included the self esteem as one of the crucial constituent of his human need hierarchy theory. The Oxford Dictionary of Psychology (2003)^[3] defines self esteem as ones attitude towards oneself or one's opinion or evaluation of oneself which may be positive (favorable or high), neutral and negative (unfavorable or low) (Coleman, A.M., 2003)^[3]. Smith and Mackie define it as the self concept that is what we think about the self. It may be positive or negative evaluation as in how we feel about it (Smith and Mackie, 2007)^[17]. Self esteem is the extent to which an individual likes values and accepts the self (Schcater, Gilbert and Wegner, 2012)^[15]. There are various dimensions of self esteem and two important dimension of self esteem are competence and worth. Competence refers to the degree to which an individual values themselves as capable and efficacious while worth means the degree to which a person feels they are valuable (Gecas, 1982)^[5]. Other important dimension of self esteem are global self esteem, moral and religious, family, social, body and physical appearance self esteem.

Teaching skills

Teaching is a broad and traditional term in the scenario of education as it changed and modified its role and structure throughout in the history of educational practices. Teaching skills can be defines as a group of instructional acts or behaviors which are used to facilitate students learning directly or indirectly. The process of teaching in modern educational scenario cannot be termed as merely imparting the knowledge but facilitating knowledge construction as their own prompting for self and discover learning and encouraging critical thinking. The role of teachers in modern time is a facilitator,

supporter, co-learner and director and so on. It is very important that teacher be expected to have high level of teaching skills to meet the student’s needs of current time as the touchstone of effective teaching competence is good teaching skills. The nature and effectiveness of suitability varies according to the grade and level of teaching. Hay Macher (2000) [10] mentions four key criteria to develop effective teaching skills among teachers. Professionalism is first and foremost criteria, which is constituted by commitment, confidence, trustworthiness, and respect. The Second criteria is thinking or reasoning which is attained by conceptual and analytical thinking. The third one is expectations, which include drive for improvement, information seeking, and initiative. The fourth criteria is leadership qualities concerning flexibility, accountability, and passion for learning.

Review of related studies

Review of related studies showed varied results, among them the study of Joshi & Srivasthava (2009) [8] attempted to find out the relation between self esteem and performance of adolescents. The study reported significant correlation between self esteem and academic achievement of adolescence. It also indicated that there is significant difference in the self esteem of adolescents of boys and girls as boys have high level self esteem than girls. Hussain et al. (2011) [6] studied the difference of teaching skills among male and female teachers as perceived by their students. The result showed that there is significant difference in teaching skills as male teachers are more effective than female teachers. Islahi & Nasreen (2013) [7] carried out a study to find out the gender difference in teacher efficiency among school teachers. The findings of the study showed that there is no difference in the teaching skills of male and female teachers. Nikitha, Jose & Valsaraj (2014) [12] studied the relation between academic stress and self esteem among secondary school students. The result showed that there is significant but low negative correlation between academic stress and self esteem among secondary school students. Arshad & Zaidi (2015) [1] carried out the study to find out the relation between self esteem and academic achievement among university students. The result showed that there is significant correlation between academic achievement and self esteem. Patel (2015) [14] studied the teaching skills to find out the comparative difference among arts and science teachers. She reported from her study that there is no significant difference in the teaching skills of teachers from both of stream of subjects. Singh (2016) [16] conducted a study to find out the impact of gender on teaching skills among secondary school teachers. The result of the study depicted that there is no significant difference in the teaching skills of male and female teachers.

Significance of the Study

Self esteem and teaching skills are of prime importance for a prospective teacher. Both play a vital role in becoming a

Analysis and Discussion

successful teacher. The strategies for enhancing and improving the quality and competence of teachers have been studied from time to time, which is necessary for ensuring proper professional development of a teacher. Many researches showed that self esteem is driving force which can accelerate the positive aspects in life as many studies point out self esteem as positive correlate with academic achievement (Marsh, 1990) [11], happiness (Baum ester et al. 2003) [2], satisfaction in marital life and mutual relationship (Orthu, & Robbins, 2014) [13] etc. Hence, it is very important to study the self esteem and teaching skills of arts and science prospective teachers which are essential for enhancing and improving the quality and competence of teachers.

Objectives of the Study

- 1) To find out the difference between self esteem of prospective teachers from Arts subjects and Science subject.
- 2) To find out the difference between self esteem of male and female prospective teachers.
- 3) To find out the difference between teaching skills of prospective teachers from Arts subjects and Science subject.
- 4) To find out the difference between teaching skills of male and female prospective teachers.
- 5) To find out the correlation between self esteem and teaching skills among prospective teachers.

Hypotheses of the Study

- 1) There will not be significant difference in the self esteem of prospective teachers from Arts and Science subject.
- 2) There will not be significant difference in the self esteem of male and female prospective teachers.
- 3) There will not be significant difference in the teaching skills of prospective teachers from Arts and Science subject.
- 4) There will not be significant difference in the teaching skills of male and female prospective teachers.
- 5) There will not be significant correlation between self esteem and teaching skills among prospective teachers.

Methodology of the study

In the present study, survey method is adopted. The sample selected for the study was 120 B.Ed prospective teachers (60 arts & 60 sciences) from B.Ed colleges of Malappuram District of Kerala. Self Esteem Inventory developed and standardized by Dr. S Karunanidhi (1996) [9] was used for data collection. The inventory has 83 items from areas of global, moral, family, social, body and physical self esteem. The teaching skill of prospective teachers was assessed by score given by teacher educators and school mentors during their school internship. The statistical techniques used for analyzing the data were Mean, Standard Deviation, t - test and Persons coefficient of correlation.

Table 1: Comparison of mean score of self esteem of prospective teachers from arts and science subjects

Group	N	Mean	SD	Df	Calculated t - value	Tabulated t - value	Level of significance
Arts students	60	225.90	8.54	118	1.19	1.96	NS
Science students	60	223.98	9.11				

The table-1 shows that the mean score of self esteem of prospective teachers from Arts subject is 225.90 with 8.54 SD, while the mean score of self esteem of prospective teachers from Science subject is 223.98 with 9.11 SD. The computed *t value* is 1.19 which is less than the table value at 0.05 levels. So, the null hypothesis is accepted as there is no significant

difference in the self esteem of prospective teachers from Arts and Science subject. It can be understood from the analysis that the stream of subjects of prospective teachers is not a key constituent of their self esteem as no significant difference is found in the self esteem of the prospective teachers from Arts and Science subjects.

Table 2: Comparison of mean score of self esteem of male and female prospective teachers

Group	N	Mean	SD	Df	Calculated t - value	Tabulated t - value	Level of significance
Male	40	226.45	8.99	118	1.31	1.96	NS
Female	80	224.19	8.73				

It is clear from the table - 2 that the mean score of self esteem of male prospective teachers is 226.45 and standard deviation is 8.99, while the mean score of self esteem of female prospective teachers is 224.19 and standard deviation is 8.73. The computed *t value* is 1.31 which is less than the table value at 0.05 levels. So, the null hypothesis is accepted as there is no

significant difference in the self esteem of male and female prospective teachers. It can be understood from the analysis that the gender of prospective teachers is not a key constituent of their self esteem as no significant difference is found in the self esteem of male and female prospective teachers.

Table 3: Comparison of mean score of teaching skills of prospective teachers from arts and science subjects

Group	N	Mean	SD	Df	Calculated t - value	Tabulated t - value	Level of significance
Arts students	60	69.23	7.88	118	1.16	1.96	NS
Science students	60	68.17	8.37				

From the table – 3, it is very much evident that the mean score of teaching skill of prospective teachers from Arts subject is 69.23 with standard deviation 7.88, while the mean score of teaching skill of prospective teachers from Science subject is 68.17 and standard deviation is 8.37. The computed *t value* is 1.16 which is less than the table value at 0.05 levels. So, the null hypothesis is accepted as there is no significant difference

in the teaching skill of prospective teachers from Arts and Science subject. It can be concluded from the analysis that the stream of subjects of prospective teachers is not a key constituent of their teaching skill as no significant difference is found in teaching skill of the prospective teachers from Arts and Science subjects.

Table 4: Comparison of mean score of teaching skills of male and female prospective teachers

Group	N	Mean	SD	Df	Calculated t - value	Tabulated t – value	Level of significance
Male	40	69.96	8.60	118	0.71	1.96	NS
Female	80	68.08	7.84				

The table - 4 shows that the mean score of teaching skill of male prospective teachers is 69.96 and standard deviation is 8.60 ,while the mean score of teaching skill of female prospective teachers is 68.08 and standard deviation is 7.84. The computed *t value* is 0.71 which is less than the table value at 0.05 levels. So, the null hypothesis is accepted as there is no significant difference in the teaching skill of male and female prospective teachers. It can be understood from the analysis that the gender of prospective teachers is not a key constituent of their teaching skill as no significant difference is found in the teaching skill of male and female prospective teachers.

Findings of the Study

- There is no significant difference in the self esteem of prospective teachers from arts and science subjects.
- There is no significant difference in the self esteem of male and female prospective teachers.
- There is no significant difference in the teaching skills of prospective teachers from arts and science subjects.
- There is no significant difference in the teaching skills of male and female prospective teachers.
- There exist positive and significant correlation between self esteem and teaching skills of prospective teachers.

Table 5: Correlation between self esteem and teaching skills of prospective teachers

Variables	N	r value	level of significance
Self esteem	120	0.46	0.01
Teaching skills			

It can be seen from the table - 5 that the correlation between self esteem and teaching skills among prospective teachers is 0.46. Though the correlation is not so strong, but it is positive and significant at 0.01 levels.

Conclusion and Implications

Self esteem is an important aspect of human being and considered as a driving force of success in one’s life. The quality of school education depends on the competence and effective teaching skills of a teacher. To become a successful teacher, one must need to possess high self esteem and mastery over various teaching skills. As we know that the role of teachers in modern age is a facilitator, supporter, and co-learner etc. Therefore, it is very significant for a teacher to have high level of teaching skills to meet the student’s needs of current time.

The major finding of the study showed that the self esteem of prospective teachers is positively correlated with their teaching skills. It was found from the study that there is no significant difference in self-esteem and teaching skills between male and female prospective teachers. It was also studied that whether there is any difference based on the stream of subjects of prospective teachers in self-esteem and teaching skills. The result showed that no significant difference was seen among arts and science students on their self esteem and teaching skills. The study also concluded that gender is not a key factor in developing self-esteem and teaching skills. It is a symbol of women empowerment that female teachers are not inferior to male teachers in their educational practices. Arts and science subject did not show any effect on teaching skills of prospective teachers as the both groups are equally competent in teaching skills. It can be mentioned that high self-esteem is helpful in developing effective teaching skills among prospective teachers. If, self-esteem domain of a teacher is not developed properly, it may adversely affect their teaching skills.

In the light of the above, it is suggested that administration of educational institutions and teacher educators should boost up the morale of prospective teachers to develop high self esteem and make proper arrangement to facilitate the prospective teachers to develop their teachings skills in accordance to the changing needs and demands of the students and society. All these measures will surely lead to produce the future teachers with high self esteem and well versed in latest teaching competencies and skills which will ultimately helpful for enhancing the quality of school education.

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