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A Relationship Between Self-Esteem and Teaching Competency of Prospective Teachers

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The present study seeks to measure the relationship between teaching competency and self-esteem of prospective teachers. The Self-Esteem Scale (SES) developed and standardized by Rosenberg, M revalidated by the investigator in 2019 and Teaching Competency Scale (TCS) constructed and standardized and validated by the investigator in 2019 for prospective teachers. The investigator has been used to collect the data from the sample of 650 prospective teachers studying in Coimbatore, Nilgiris, and Tirupur district of Tamilnadu, India. The findings of the study revealed that there is no significant difference in teaching competency of prospective teachers about gender, there is no significant difference in self-esteem of prospective teachers about gender, there is no significant difference between the mean scores in the teaching competency with the type of college and there is no significant difference between the mean scores in the self-esteem to the kind of college levels.

Keywords: Teaching Competency, Self-Esteem, Prospective Teachers**Introduction**

Education is a process of growth. The school, like most organizations of education, directs the pupil's performance through its teacher. The essential need is competent teachers who are interested in the wellbeing of the students. Teaching competency defined as an incorporated set of Teaching competencies to include the acquisition and demonstration of the composite skills required for student teaching like introducing a lesson, fluency in questioning, probing questions, explaining, the pace of the reading, reinforcement, understanding child psychology, recognizing behavior, classroom management and giving assignments. Competency improvement must a constant process in the industry. Self-Esteem includes un-dimensions, such as positive self-esteem and unhelpful self-esteem questionnaires. Learning is developmental-scholar, bodily, psychosomatic, social, and religious and combinations of those. Every aspect of this learning process, there is the potential for damage, maintain, or increase self-esteem. Self-Esteem for most students 'mirrors' the appraisals of others, in particular parents and prospective teachers. Prospective Teachers' views affect learner's achievement. Certain judgments over an extended time tend to increase the level of clear. Prolonged or consistently negative appraisals tend to lower learning achievement. The student tends to perform by professional college students' expectations and treatment-self fulfilling prophecy.

Review of Related Literature

Mohd Moshahid (2017) conducted a study the tries to find out the relationship between self-esteem and teaching skills of arts and science prospective teachers. The review method is selected for this study. A unit of 120 Arts and Sciences B. Ed students (40 male & 80 female) was select from the Malappuram Districts of Kerala. Self-Esteem Questionnaire developed by S. Karunanidhi is using to assess the level of self-esteem, and the score given by master teachers and class mentors is used to evaluate the teaching skills of prospective teachers. Mean, SD, t-test & relationship are employed to analyze the data. Findings show that there is a significant correlation between self-esteem and education skills among prospective teachers. However, there exists no meaningful difference in the self-esteem and teaching skills of arts and science considered teachers. Also, there is no meaningful difference in the self-esteem and teaching skills of male and female prospective teachers. It can be assumed that self-esteem plays an essential role in developing practical teaching skills among prospective teachers. So, the self-esteem of student teachers should be boosted up by all levels, and the teacher educators should ensure proper provisions to develop character-esteem in student teachers.

Maheswari, G., (2017) conducted a study that seeks to measure the relationship between teaching competency and multiple intelligence of training college teachers. The Teaching Competency Scale (TCSTCT) and various intelligence scale (MIST CT) for training college teachers constructed, and validated by the investigator have been used to collect the data from the sample of 400 training college teachers working in Cuddalore, Nagapattinam, Villupuram, Perambalur, and Thanjavur district of Tamilnadu, India. The normative survey method has been adopting, and the stratified random sampling technique was used in the administration of the research tools. The findings of the study exposed that there is a significant and positive relationship between teaching competency and multiple intelligence. Only 14.7% of the total variance in teaching competency is capable by the multiple intelligence of training college teachers.

Statement of the Problem

A Relationship Between Self-Esteem and Teaching Competency of Prospective Teachers.

The Objective of the Study

1. To find out whether there is a significant difference in self-esteem & teaching competency of prospective teachers about gender.
2. To find out whether there is a significant difference between the mean scores in the self-esteem and teaching competency with the type of college.

Hypotheses

1. There is no significant difference in the self-esteem of prospective teachers about gender.
2. There is no significant difference in the teaching competency of prospective teachers about gender.
3. There is no meaningful difference between the mean scores in the self-esteem with the type of college.
4. There is no significant difference between the mean scores in the teaching competency with the type of college.

Delimitation

The present study is exploratory has the following boundaries:

1. The investigator has been used to collect the data from the sample of 650 prospective teachers studying in Coimbatore, Nilgiris, and Tirupur district of Tamilnadu, India.
2. Prospective Teachers have been select on stratified random sampling technique biases.
3. The present study is delimited to three independent variables only.

Methodology

The methodology makes the most contribution to the surroundings of any study. The normative survey method of research was working by the investigator.

Sample for the Study

In the present study sample of 650 prospective teachers were taken using a proportionate stratified random sampling technique.

Tools for the Study

Scales used to be;

1. Self-Esteem Scale (SES) developed and standardized by Rosenberg, M revalidated by the investigator in 2019.
2. I am the Teaching Competency Scale (TCS) constructed and standardized and validated by the investigator in 2019.

Statistical Analysis

The collected data were tabulated and analyzed using descriptive statistics, namely mean, standard deviation, t-test, and One Way-ANOVA, to get results.

Analysis and Discussion of Data

The essential step in the process of research, after the collection of data, is the organization, analysis, and interpretation of the data and formulation of conclusions, and generalization to get a meaningful

picture out of the raw information thus collected. The mass of data gathered needs to be systemized and organized, i.e., edited, classified, and tabulated before it can serve the purpose. Data are insignificant heaps of material without analysis and interpretation. The use of the analysis is to find out the relationship between the variables, which leads to the verification of the hypothesis. This is achieved with the logical structure of data, and the use of relevant statistical techniques. After analysis, interpretation has to be done logically, critically, and carefully by examining the results obtained, keeping in view the limitation of the sample chosen, tools selected, and used in the study.

Hypothesis 1

There is no significant difference in self-esteem of prospective teachers about gender

Table 1 Showing the Means, SD, 't' Value, and level of Significance of 200 male and 450 female students on self-esteem

Variable	Male		Female		't' Value	Significance at 0.05 Level
	Mean	S.D	Mean	S.D		
Self-Esteem	25.40	8.78	24.63	8.95	0.30	NS**

S*-Significant, N.S**-Not Significant

Interpretation

Table 1 shows that the mean scores of prospective male teachers for self-esteem are 25.40 ± 8.78 , and prospective female teachers are 24.63 ± 8.95 . The calculated t-value is 0.30, which is no significant at 0.05 level of importance. It indicates that there is no significant variance in the self-esteem of prospective teachers about gender. Thus, our hypothesis that

“There is no meaningful difference in self-esteem of prospective teachers about gender” is accepted at 0.05 level of significance.

Hypothesis 2

There is no significant difference in teaching competency of prospective teachers about gender.

Table 2 Showing the Means, SD, 't' Value, and level of Significance of 200 male and 450 female students on teaching competency

Variable	Male		Female		't' Value	Significance at 0.05 Level
	Mean	S.D	Mean	S.D		
Teaching Competency	104.42	18.55	103.74	22.69	0.68	NS**

S*-Significant, N.S**-Not Significant

Interpretation

Table 2 shows that the mean scores of prospective male teachers for teaching competency are 104.42 ± 18.55 , and prospective female teachers are 103.74 ± 22.69 . The calculated t-value is 0.68, which is no significant at 0.05 level of significance. It indicates

that there is no meaningful variation in the teaching competency of prospective teachers about gender. Thus, our hypothesis that “There is no meaningful variation in teaching competency of prospective teachers about gender” is accepted at 0.05 level of significance.

Hypothesis 3

There is no significant difference between the mean scores in the Self-Esteem with type of college.

Table 3 Showing the Mean Square, Sum of Squares, df, and level of Significant Difference in Self-Esteem about the kind of college

Dimensions	Source	Sum of Squares	df	Mean Square	F Value	Remark
Self-Esteem	Between Groups	44.146	2	22.073	0.278	NS
	Within Groups	51403.739	647	79.449		
	Total	51447.885	649			

S*-Significant, N.S**-Not Significant

Interpretation

Table 3 shows that the obtained F-value of Self-esteem (0.278), less than the table value (3.15) for 2. There is no significant variation between the mean scores in the self-esteem with the type of college. Hence the null hypothesis that “There is no significant difference between the mean scores in the

self-esteem with the type of college is accepted.”

Hypothesis 4

There is no significant difference between the mean scores in the teaching competency with the type of college.

Table 4 Showing the Mean Square, the Sum of Squares, df and level of Significant Difference in Teaching Competency about the Type of the College

Dimensions	Source	Sum of Squares	df	Mean Square	F Value	Remark
Teaching Competency	Between Groups	848.201	2	424.101	0.919	NS
	Within Groups	298719.954	647	461.700		
	Total	299568	649			

S*-Significant, N.S**-Not Significant

Interpretation

Table 4 shows that the obtained value of F of Teaching Competency (0.919), less than the table value (3.15) for 2. There is no significant difference between the mean scores in the teaching competency with the type of college. Hence the null hypothesis that “There is no significant difference between the mean scores in the teaching competency with the type of college is accepted.”

Conclusion

From this study, the investigator concluded and well-known that self-esteem and teaching competency of the prospective teachers. This study is an attempt to surface approach for much other research trouble. This study finishes that the self-conscious judgment about individuals moves violently to learn, and the process of reaching the goals in life by high self-esteem and teaching competency may enable the prospective teachers.

Findings

1. There is no significant difference in the self-esteem of prospective teachers about gender.
2. There is no significant difference in the teaching competency of prospective teachers about gender.
3. There is no significant difference between mean scores in the self-esteem with the type of college.
4. There is no significant difference between the mean scores in the teaching competency with the type of college.

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