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## DIFFERENT DOMAINS OF SELF ESTEEM AMONG B.ED. COLLEGE STUDENTS IN CHENNAI

**Dr. A. Blessing Mary**

*Assistant Professor of Education, Co-ordinator, Mother Teresa Women's University Research & Extension Centre, Chennai*

*E-Mail: [blessingedn@gmail.com](mailto:blessingedn@gmail.com)*

### Abstract:

Self-esteem is self-assessment. The purpose of self-esteem is to feel and imagine that people nurtured in their mind over time about their self. The term self-esteem is used to describe a person's overall sense of self-worth or personal value. In other words, how much you appreciate and like yourself. This study helps us identify the individual's different dimensions of self-esteem like competency, global, scale, moral or self-control, social, family and physical appearance. The need for the study is to analyses the level of self-esteem and its domains. The main aim of the study is to know the no relationship between self-esteem and its domains. The specific objective of the present study is to find out a correlation between self-esteem and its domains. This research is constructed on a general statistic method. The questionnaire is given by normative survey method by abstracting from individuals by giving appropriate instructions. The tools used for this investigation are the questionnaire tool. If the students have a good self-esteem level is also a good or high level. If the students have low or poor self-esteem, then their domains level is also low or poor. So, there is no relationship between self-esteem and its domains for B.Ed. Students in Mother Teresa women's university in Chennai district. The major findings of this study observed correlation, stating, "There is no relationship between self-esteem and its domains."

**Key Words:** Self-esteem, Its domains, B.Ed students and Questionnaire tool.

## INTRODUCTION

Education is an essential medium for acquiring critical knowledge and skill. It is more than just learning from books. It is an effort of the older generation to transfer their life wisdom to their offspring. Our world is continually changing and developing, so it is imperative to teach and bring up intelligent people who could understand modern society's problems and adequately solve them. It said that education is not preparation for life; education is life itself. Education plays a vital role in shaping successful people. It allows us to become a productive member of civilized society by acquiring all the necessary skills. We learn how to meet challenges and overcome obstacles. We understand how to become an integrated personality and maintain the perpetuation of our culture. People learn basic norms, rules, regulations and values of society through education. In psychology, self-esteem used to describe a person's overall sense of self-worth or personal value. In other words, how much you appreciate and like yourself. Self-esteem has often seen as a personality trait, which means that it tends to be stable and enduring. Self-esteem can involve various beliefs about yourself, such as the appraisal

of your appearance, thoughts, emotions, and behaviours.

## NEED AND SIGNIFICANCE OF THE STUDY

- Educational Psychology helps the teacher to know how learning takes place.
- It enables a teacher how the learning process should initiate, how to motivate, how to memorize or learn.
- It helps teachers guide the students in the right direction to canalize students' abilities in the right direction.
- It informs a teacher about the nature of the learners and his potentialities.
- It helps a teacher develop a student personality because it is for students' personality development.
- It helps a teacher to adjust his methodologies of learning to the nature/demand of the learner.
- It enables a teacher to know individual differences and treat every student on his / her merit.

- Educational Psychology helps the teacher to know how learning takes place.
- Self-esteem can play a significant role in your motivation and success throughout your life. Low self-esteem may hold you back from succeeding at school or work because you do not believe yourself capable of success.
- By contrast, having a healthy self-esteem can help you achieve because you navigate

life with a positive, assertive attitude and believe you can accomplish your goals.

## OBJECTIVE OF STUDY

1. To study the relationship between self-esteem and its six domains, such as global, moral, social, physical, family and competency among B. Ed students.
2. To study the self-esteem and its domains among the B.Ed. Students.

## HYPOTHESIS OF THE STUDY

There is no relationship between self –esteem and its domains

### RESEARCH DESIGN:

Nature of Study	Variables	Tool	Sample	Analysis	Statistical Methods
Survey Method	Self-esteem  Its domains	No of students	B.Ed. students	Qualitative & Quantitative Analysis	'Frequency distribution Mean Median standard deviation Correlation of coefficient

### ANALYSIS AND INTERPRETATION:

Variables	Frequency	Percentage
Self Esteem:		

Competency	59	6.7
Global score	60	3.3
Moral and self-control	45	3.3
Social competency	47	3.3
Family	44	16.7
Physical appearance	39	3.3
Marks in percentage	77	6.7
Marks in scale	3	10.0

	<b>Marks in Total</b>	<b>Marks in Percentage</b>	<b>Marks in Scale</b>
Mean	320.43	64.13	1.83
Median	322.50	64.50	2.00
Mode	298	60(a)	2

	Competency	Global Score	Moral And Self Control	Social Competency	Family	Physical Appearance	Total
Std. Deviation	6.169	7.845	8.276	5.455	6.628	4.431	24.147
Range	27	29	24	28	21	22	84

	<b>Marks in Total</b>	<b>Marks in Percentage</b>	<b>Marks in Scale</b>
Std. Deviation	29.006	5.829	.592
Range	126	25	2

	Competency	Global Score	Moral And Self Control	Social Competency	Family	Physical appearance	Total
Mean	47.13	49.20	33.83	36.20	35.73	25.57	227.27
Median	48.00	52.00	36.00	36.00	36.00	26.00	231.00
Mode	50	53(a)	21(a)	36	44	26	235(a)

### Hypothesis-1

There is no relationship between Self-esteem and its domains.

#### Table

Correlation between Self-esteem with respect to its domains

Variable	N	r- value	Level of significance
Self-esteem	30	0.647	S*
Domains	30		

**Note S\* denote significant at 0.05 level:**

From the above, it could observed that the 'r' value for self-esteem with domains is 0.873. Since the obtained 'r' value is significant at 0.05 level hypothesis 1, no meaningful relationship between self-esteem and its domains of the total sample is rejected. Hence there is a very high positive correlation between self-esteem and its domains.

There is a relationship between Self-esteem and its domains.

### RECOMMENDATION

- The same study may be conducted with a larger sample, including urban and rural colleges, to draw better generalizations.

### MAJOR FINDINGS OF THE STUDY

- An in-depth study of the causative factors of increasing domains, and the remedial measures and their effects on students can take up.
- The same study can done for school students and college students.
- A longitudinal study involving all age groups of students could also be triedOut.
- Relationship between self-confidence and self-esteem of teacher trainees could analyzed.
- Relationship between multiple intelligence and self-confidence school or college students can do.
- The students could undertake correlation studies with other psychological aspects like intelligence, interests, attitudes, self-esteem, and personality.

## EDUCATIONAL IMPLICATION

1. Physical characteristics and facial appearance will enhance self-confidence that is related to self-esteem. In right attire, it can increase

other people's perception of a person with high esteem.

2. Self-confidence is the primary input to a person's self-esteem because busing knowledge will help our own self and others who go through life. Experience is everything in this world. Only with knowledge, we can survive, especially in this 21st century.
3. Self-esteem boosted with encouraging lines like: "could do better, you can make it etc., Encourage decision-making, this will lead to a feeling of confidence and independence.
4. Control brings in desirable effects by reducing tension levels depending upon the number of efforts to exercise control. To bring about desirable results, exercising authority on a situation would make after weighing the stocks and stakes.

## Conclusion

1. Thus, it can conclude that there is no relationship between self – esteem domains and personal variables among B. Ed teacher trainees that indicate an increase in self – esteem. Thus, the study's findings imply that

self – esteem training programs should provide to B. Ed teacher trainees.

2. The inculcation of self – esteem as a part of B. Ed curriculum could lead to a variety of Competency, Global, Scale, Moral and self-control, Social competency, Family and Physical appearance. It can teach through various co-curricular activities because it provides support to improve self – respect, confidence, dignity and self-satisfaction.

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