RESEARCH ARTICLE

STREAM-WISE COMPARISON THE SELF-ESTEEM LEVEL OF UNDERGRADUATE COLLEGE TEACHERS

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ABSTRACT

Teachers hold the key to success of teaching learning process which secure student's future. Their unique skills help to mould and shape the society. The college teachers are supreme role to build a creative generation who will lead the nation to development, to highest peak of success. Their self-esteem is most important to their everyday happiness and success to teaching-learning process. But hardly few studies have been conducted in the area of college teacher's self-esteem and their stream of teaching particularly India as well as West Bengal. This study was designed to find out the self-esteem level of stream-wise college teachers and to find out the difference of self-esteem among stream-wise undergraduate college teachers. For this purpose, stratified random sampling was used for selecting the sample comprising of 270teachers from undergraduate colleges affiliated to University of Calcutta, West Bengal. Survey type research design was used in this study. Self-esteem scale (Dhar and Dhar, 2015) and Personal Information questionnaire was used for collecting data. Data were analysed by using Percentage, Mean, SD and ANOVA. It was revealed that nearly 39 percent of social science, 35.56 percent science and 25.56 percent commerce teachers belong to high level of self-esteem. While almost 55.56 percent social science, 57.78 percent science and nearly 69 percent commerce teachers displayed normal level of self-esteem. On the other hand, 5.56 percent social science, 6.67 percent science, 5.56 percent commerce teachers exhibited low level of self-esteem. The study also found that there was no significant difference regarding self-esteem among social science, science, and commerce teachers in undergraduate college.

INTRODUCTION

Self-esteem is to describe an individual's overall evaluation of their own value. Webster dictionary defines self-esteem is a confidence and satisfaction in oneself. Similarly, Cambridge dictionary defines self-esteem is a belief and confidence in individuals own ability and value. According to Osborne (1995) self-esteem is a relatively permanent positive or negative feeling about oneself that may become more or less positive and negative as individuals encounter and interpret success and failures in their daily lives. Malbi and Reasoner (2000) stated that self-esteem is the sense of personal consequence and competence that persons correlate with their self-concepts. They also said that self-esteem is constructed on many important sources like messages of love, support and approval from others, specifics attributes and competencies and the way one regards these specifics aspects of the self, both in comparison with others and in relation to one's ideal self. According to Campbell and Lavallee (1993) stated that self-esteem is also connected with depression, anxiety,

motivation and general satisfaction with one's life. Given these relations, individuals who deficiency of self-esteem may be more dependent on others and have lower academic and professional goals. Workplace self-esteem of an individual specifies his/her professional position and acceptance in that professional role in respect of his or her personal self-regards (Das and Halder, 2021).Payne (2007) stated that workplace self-esteem as the feelings of worth or value of employees feel within their workplace. Similarly, it also means that extent to which employees believes that they can satisfy their needs by participating in roles within the workplace (Pierce, J. L. and et. al., 1993). Besides, Chan. and *et al*. (2013) stated that workplace self-esteem reflects employee's self-perception about importance, meaningfulness, effectiveness, competence and worthiness within their workplace. Employees' self-esteem is negatively influenced by their failure to meet goals and positively influenced by matching individuals' standards, wishes and performance capacity. Though, it should be indicated that the self-esteem of some persons can be affected by many former individuals, ranging from teachers, colleagues and classmates to other groups with whom they had been contact past and present (Osborne, 1997). On the other hand, Sahu, S. and *et al*. (2019), revealed that individuals with higher self-esteem are more satisfied with their lives, less interpersonal problems, achieves more, lower psychological

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problems like anxiety, depression, etc. and physical illness than those with lower self-esteem. As a profession, teaching is also associated with lots of discrepancies and discrimination such as unhealthy working condition, difficulty to adjusting, low confidence, inexperience, ignorance, nepotism which affects teaching-learning process. Work self-esteem factors like recognition, reputation, can affect morale and productivity of teachers. There is a popular perception in society that social science is non-utility subject. As a result, low self-esteem governs the classroom-transaction process, with both teachers and students feeling uninterested in comprehending its contents. From the initial stages of schooling, it is often suggested to students those natural sciences are superior to the social sciences and are the domain of 'bright' students (NCERT, 2006). There is an actually a common sense in society, though that science and commerce teachers are high level reputation and recognition than social science stream teaching teachers. According to this concept science and commerce teachers have high self-esteem than social science teaching teachers in organizations. As a result of which teachers are frustrated and their work performance is declining and professional growth to be steadily discontented. Although having a powerful and solid academic background and professional training, frustrated teachers can do more harm than good, as they will not perform enthusiastically and neither want and nor add much to organizations (Mishra, and Rinsangi, 2020).

This, factors can affect the teacher's mood, disposition, personality traits, teaching abilities and happiness. The only way out from such a situation is to build on teachers' intrinsic motivation which increasing on teacher's self-esteem which makes their life mellifluous during work. Teachers is an integral part of teaching-learning process, whomodify the thinking pattern and shaping values, knowledge and skills of the students. The college teachers are supremerole to build a creative generation who will lead the nation to development, to highest peak of success. Their self-esteem is most important to their everyday happiness andsuccess to teaching-learning process. A teacher happy in his profession, plays a vital role in societal upliftment. A teacher's self-esteem in his position impacts his own behaviour in the classroom, which changes the behaviour of his students in the direction he wants. So, a work self-esteem analysis will give educational administrators with information help them well understand the teachers and recognize the best possible ways to improve the college teachers' career changes.

Review of Related Literature: Sahu, S., Srivastava, A., & Pathardikar, A. D. (2019) indicated that those teachers who are higher self-esteem at work are more satisfied than with those who have low self-esteem. This study also suggested that a teacher's job should be designed in such a way that they should feel their self-worth, which in turn helps to keep them engaged and satisfied. Similarly,Reilly, E., Dhingra, K., & Boduszek, D. (2013)found that teachers with higher self-esteem will be more satisfied with their work. Tabassum, F. & Ali, A. M. (2012)found that there was no significant difference in the level of professional self-esteem of arts and science teachers. However, regarding professional self-esteem significant difference was found between male and female teachers. Similarly, Das and Halder (2021) found there was a significant difference regarding self-esteem among designation-wise undergraduate college teachers. Besides, Kanayo, D. O. (2016) observed that there was significant

negative effect of self-esteem, role ambiguity and role overload on job satisfaction of employees in technical colleges. While reviewing the related research it was found that though some studies have been conducted in abroad, hardly few studies has been conducted in the area of college teacher's self-esteem and their stream of teaching particularly India as well as West Bengal. Present study is quite relevant and important in the present-day context.

Objectives of the study

- To find out the level of self-esteem among the social science, science and commerce teachers.
- To compare the self-esteem amongthesocial science, science and commerce teachers.

Hypothesis of the study

•H_o1: There is no significant difference in regard to self-esteem among social science, science and commerce teachers.

Methodology of the study: The target population for the present study are the undergraduate college teachers, affiliated to University of Calcutta, West Bengal, India. Stratified random sampling technique was used for selecting the sample comprising of 270 (Social science=90, Science=90 and Commerce=90) teachers from various undergraduate colleges, affiliated to University of Calcutta. The survey type research design was used for this purpose.

Tools used for the study

Personal Information questionnaire: The personal information questionnaire for college teachers made by the researcher. This questionnaire was used to collect information about college teachers' name, gender, age, educational qualification and stream of teaching.

Self-esteem Scale (SES-DSDU): Self-esteem scale was developed by Dr. Santosh Dhar & Dr. Upinder Dhar (2015), was used for measuring self-esteem.

Variables of the study

Independent variables: Stream-wise college (social science, science and commerce) teachers

Dependent variable: Self-esteem

Procedure: The sample was collected from randomly selected various Undergraduate colleges affiliated to the University of Calcutta in West Bengal. The permission was taken from the Principals or TIC of randomly selected colleges**.** A briefing about nature and purpose of the study was given to the participant to develop the rapport.

The researcher was assured that all information taken from the participants will be kept confidential. After establishing rapport, Personal information sheet and self-esteem scale (SES-DSDU) was administered to all the participants to determine their self-esteem level.

Statistical Techniques: Descriptive statistics (Mean, Standard deviation, Percentage) and inferential statistics (ANOVA), was used for analysis of the data.

RESULTS AND DISCUSSION

The level of self-esteem among the social science, science and commerce teachers: As per the norm of the scale, self-esteem level of the college teachers is classified into three different levels on the basis of raw scores. Frequency and Percentage were to use to describe the level of the sample which are presented in the Table 1.

following null hypothesis was framed and tested. The null hypothesis is given below.

$H_0 1$: There is no significant difference with regard to self-esteem among social science, science and commerce teaching teachers. For this purpose, the Group statistics like Mean, Standard Deviation, Standard Error of Mean, and Analysis of Variance (ANOVA) were done.

Table 1. Result of Self-esteem level among the Social Science, Science and Commerce teachers

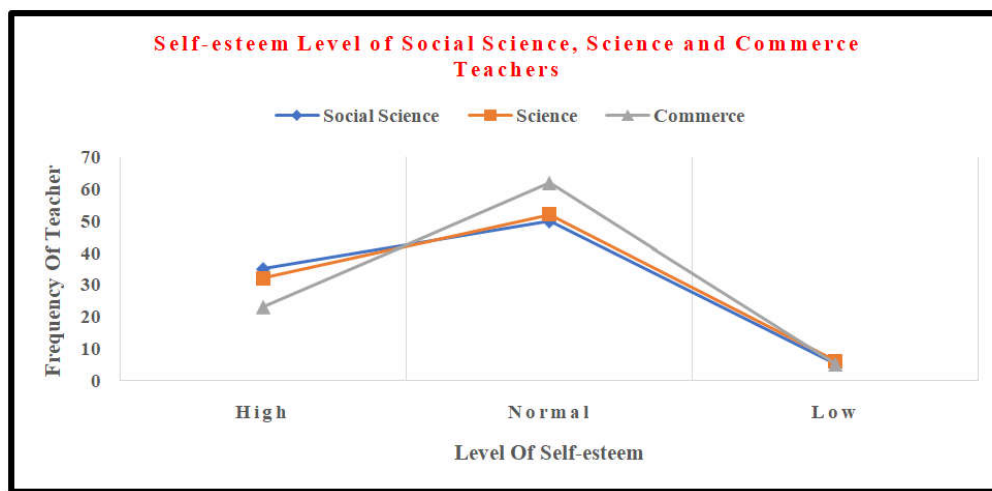| Sl. No.	Self-esteem Level (Range of Raw scores)	Stream of the college teacher						Total	
		Social Science		Science		Commerce			
		No	%	No	%	No	%	No	%
1	High (98 and more)	35	38.89	32	35.56	23	25.56	90	33.33
2	Normal (81-97)	50	55.56	52	57.78	62	68.89	164	60.74
3	Low (80 and below)	5	5.56	6	6.67	5	5.56	16	5.93
	Total	90	100	90	100	90	100	270	100

Figure 1. Line Graph on Self-esteem level among the social science, science and commerce teachers

Table 2. Result of Group statistics of self-esteem among stream-wise college teachers

Stream of College teachers	N	Mean	Std. Deviation	Std. Error
Social Science	90	93.72	8.896	0.937
Science	90	94.39	8.722	0.919
Commerce	90	91.98	8.420	0.887
Self-esteem	270	93.36	8.709	0.530

Table 3. Result of one-way ANOVA of self-esteem among social science, science and commerce teachers

ANOVA							
		Sum of Squares	df	Mean Square	F	p-value	Remarks
Self-esteem	Between Groups	279.030	2	139.515			Not Significant at 0.05 level
	Within Groups	20125.400	267	75.376	1.851	0.159	
	Total	20404.430	269				

On the recitation of the above table, it was revealed that nearly 39 percent of social science, 35.56 percent science and 25.56 percent commerce teachers belong to high level of self-esteem. While almost 55.56 percent social science, 57.78 percent science and nearly 69 percent commerce teachers displayed normal level of self-esteem. On the other hand, 5.56 percent social science, 6.67 percent science, 5.56 percent commerce teachers exhibited low level of self-esteem. The resultof difference levels can be observed below figure 1.

Compare the self-esteem among the social science, science and commerce teachers: To compare the self-esteem amongthesocial science, science and commerce teachers the

The result is presented below. On the perusal of the table 2found that some differences amongscience (94.39) social science (93.72) and commerce (91.98) teaching teachers mean scores regarding self-esteem in undergraduate college. But no difference in standard deviation in regarding self-esteem. Hence, table 3 showed that "There is no significant difference with regard to self-esteem among social science, Science, and Commerce of teachers" or $H_0 1$ is accepted at 0.05 level of significance as F- value is lower than critical value (F_{obs}= 1.851<$F_{0.05}$, 2, 267 = 3.04).Thus, it can be concluded that there is no significant difference regarding self-esteem among social science, science and commerce teachers in undergraduate college.

Major Research findings: Self-esteem level: It was found that nearly 39 percent of social science, 35.56 percent science and 25.56 percent commerce teachers belong to high level of self-esteem. While almost 55.56 percent social science, 57.78 percent science and nearly 69 percent commerce teachers displayed normal level of self-esteem. On the other hand, 5.56 percent social science, 6.67 percent science, 5.56 percent commerce teachers exhibited low level of self-esteem. The study found that there is no significant difference in regard to self-esteem among social science, science, and commerce teachers in undergraduate college.

Conclusion

From the findings of the study, it can be safely concluded that there is no significant difference in regard to self-esteem among social science, science, and commerce of teachers. Self-esteem is a fundamental part of the growth of teachers. Self-esteem of teachers would also be related to self-concept which hinges on how they think and evaluate. High self-esteem gives teachers more confident, responsible, cheerful, positive, more focused and getting their job done on time. They usually have the right attitude for success in life. On the other hand, teachers with low self-esteem tend to be unhappy, anxious, inferior, irritated with themselves or others, negativity to complete their work on time. Unfortunately, if teachers have a perverted self-esteem of themselves, it is possible that they become disabled in their teaching career.

Delimitation of Study

- The study was restricted to Undergraduate degree colleges, affiliated to University of Calcutta, West Bengal.
- The study was delimited only 270 college teachers.

Future directions

- Future researches can also be focused on different contexts of teachers like primary, secondary and university.
- Future researches may conduct on large sample to increase its comprehensiveness.

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