

GENDER-WISE COMPARATIVE STUDY OF SELF-ESTEEM AMONG B.ED. STUDENTS IN UNIVERSITIES AND COLLEGES

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ABSTRACT-

Era of accountability requires a teacher with leadership quality to handle both positional as well as non-positional role. Indirectly requiring a higher level of independence, self-reliance, self-direction, self-trust which are largely key domains of a self-esteem. Self-esteem involves the individual's sense of self-worth which is a fuel for leadership quality. All together there are six domains of self-esteem (i.e. positivity, openness, competence, humility, self-worth and learning). Each protagonist toward shaping up a fine character of an individual. The study aimed to assess the overall level of self-esteem and the status of different domains of self-esteem among the B.Ed students. Henceforth, an empirical study was conducted covering 600 B.Ed. student 1st and 3rd semesters enrolled at university and colleges in Varanasi city, Uttar Pradesh, India. Simple random sampling technique was applied to the pre-tested standardized tool of self-esteem given by M.S. Prasad and G.P. Thakur. The study is framed around univariate, bivariate analysis such as descriptive statistic (Mean) and inferential (t-test) analyses. Result showed that 98 percentage of the respondent lied in the normal to high range of self-esteem. The findings were better for university B.Ed. students than for the student pursuing their B.Ed. at a college. Gender wise analysis revealed better score for females as there were very few in the low scale range as compared to male both at college as well as university. However, percentage of students in high scale of self-esteem was found be high for male than the female respondents. This difference was high for college than university students. Among the six domains of the self-esteem, it was observed that respondents very poor in humility as quite a large percentage of them were recorded lying in low scale (22.00 percent) followed by self-worth (9.34 percent). Highest among the female student at college (40.00 Percent). On the bases of the findings the study concludes that diverse, independent and competitive environment at the university trains the students to have self-esteem than at the college which often has less diverse population, potential for conformity and fewer resources.

KEYWORDS: self-esteem, feelings, Descriptive, Demographic, satisfactory.

INTRODUCTION-

The present era of accountability demand for teachers' leadership due to ever-changing dynamics of the education system which is full suddenness and challenges (Swann et al., 2007; Bolat, 2023). Pressure to groom the students to face high-stakes assessments as well as develop skills essential involving critical thinking, creativity, problem solving and more (OECD, 2013) upsurges the demand for competent teachers. Adequately trained teaching manpower forms the back bone of both the teaching organization and nation (Aghenta, 2006). Nurturing the values and knowledge in students need skilled and competent teachers in order to have confidence to face learners in classroom is important factor of teaching (Cakar & Tagay, 2017; Cribb & Haase, 2016; Taylor et al., 2017; Torres-Arcadia et al. 2018). Both skill and competency are cherished and boosted by self-esteem of a person. The term self-esteem is originated from the Greek word reverence for self. Self-esteem combines the words self + esteem; meaning values, beliefs and attitudes of our selves or worth that one gives to oneself. According to Smith (1967), self-esteem is an evaluation, which an individual makes and customarily maintains with regards to him/herself. Campbell and Lavelle (1993) defined it as "a self-reflective attitude that is the product of viewing the self as an object of evaluation". It may be meant as it is an affective phenomenon which is lived as feelings or emotions or an internal source or an attitude about us. It is often referred as subjective belief of a person about themselves (Lewalter & Willems, 2012), which has a background based on perception rather than reality (Baumeister et al., 2003). Self-esteem is classified under two categories: a) positive self-esteem, b) negative self-esteem. Level of Self-esteem are usually assessed as fragile vs. secure self-esteem, conscious vs. unconscious

self-esteem and implicit vs. explicit self-esteem (Kernis, 2006). Mir 2021, Singh 2013, Baumeister et al., 2003 studies show direct and positive relationship between self-esteem and academic achievement among the students. By enhancing teachers' self-esteem, school leaders could enhance and promote teacher leadership within educational settings. Self-esteem scale of a person determines one's academic achievement, interpersonal and vocational success, well-being, health, and happiness. The Teacher Leadership Exploratory Consortium (2011) anticipated the improvement of education system through teacher leadership strategy. The leadership role of a teacher goes beyond classroom and thus has been classified into two types of role i) positional which includes department head, curriculum designer, instructional specialist, mentor and etc. (Katzenmeyer and Moller, 2009; Neumerski, 2012) and ii) non-positional (Frost, 2019) which includes leading professional development activities, participating in decision making, assisting colleagues, observing colleagues in classrooms and etc. (Wenner and Campell, 2017). Balancing in roles requires unprecedented high level of knowledge and skill among all those who not only participate, but also have a higher level of independence, self-reliance, self-direction, self-trust and the capacity to exercise initiative in the word self-esteem. Thus, increasing the demand for persons with high levels of self-esteem specially teachers who can nurture next generation a sense of high and positive self-esteem in order to face the socially, politically and technologically every growing world. In line with the above elaborated scenario, present study aims to make a valuable contribution by assessing the level of self-esteem gender wise and the status of different domains of self-esteem among the B.Ed. students.

Methods & Materials:

The empirical method has been incorporated for the present quantitative study. Data collection was carried out through random sampling technique for 600 B.Ed. students from winter section of 2024-25, 1st and 3rd semesters. The B.Ed. student sample was collected from 3 universities and 4 colleges of Varanasi. Self-esteem standardized and pre-tested tools given by M.S. Prasad and G.P. Thakur (1977) was adopted for the field survey conduction. It is a well structure questionnaire of 30 items for accessing self-esteem and have univocal sentences with seven-point answer scale. Scale validity 0.82 and the reliability 0.78 by using split- half and test-retest methods level of independence, self-belief, self-trust and the ability to exercise initiative in the word self-esteem. The questionnaire was translated into local language for the data collection purpose. The respondents were well informed regarding the objective of the study and their consent were taken before starting the survey.

Result & Discussion

The total respondent of the study consists of 300 B.Ed. students whose self-esteem level were checked. Striving the gender wise balanced in the representation of the sample both male and female were taken in equal proportion for the study. Overall self-esteem mean score for B.Ed. students was found to be (92.79) which was covered under satisfactory level of self-esteem scale as depicted in figure 1. To be a good teacher a satisfactory level of self-esteem is must as it marks the qualities of an effective the teacher leadership. The condition was found to be similar for both university and college B.Ed. students.

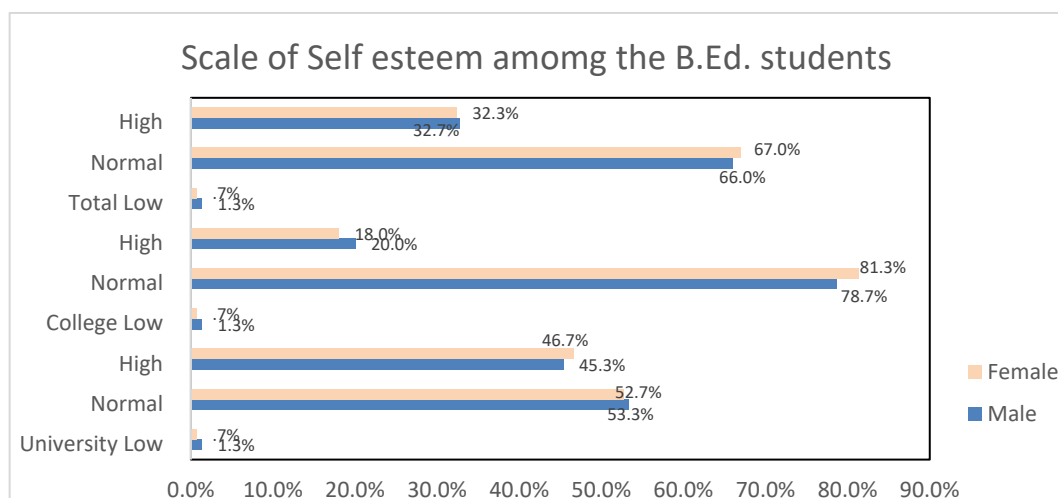


Figure 1

The sample collected from college reveals that mean score of self-esteem of male and female B.Ed. students was found to be 92.51 and 93.07 respectively. The female had the advantage of having slightly higher mean score than those of male (0.50 level). The mean value of B.Ed. students were highly in range of average scores of self-esteem scale. The result at the university B.Ed. students reflects higher mean score than the once going for B.Ed. training in various college.

Table 1: Gender wise Mean Score of Self Esteem among the B.Ed. Students							
Location	sex	N	%	Mean	Std. Deviation	F- test	Significant Level
College	Male	150	50.00	92.51	6.58	0.64	0.42
	Female	150	50.00	93.07	5.61		
	Total	300	100.00	92.79	6.11		
University	Male	150	50.00	96.78	6.10	1.4	0.23
	Female	150	50.00	97.61	5.91		
	Total	300	100.00	97.20	6.01		

Source: Based on Field survey conducted in 2024.

Differences in the mean of college and university was found to be of 4.71 percentage. Gender wise difference in the level of self-esteem at the university was similar to that at college. The university female B.Ed. students had higher mean than their counterparts (97.61 percent female and 96.78 percent male) as shown in table 1. Considering the scale of self-esteem, it was found out that 99.00 percentage of respondents were having higher or average self-esteem level. Gender wise aspect revealed that more of males were found to be in low scale than female (1.32 percent and 0.71 percent respectively). Reverse was the case when high scale category was examined gender wise. A difference was found to be that of 0.50 percentage. Among the college B.Ed. student higher percentage of males were found in high scale of self-esteem than their counterpart (20.00 percent male and 18.00 percent female), where the case was reversed at the university in high scale category (45.33 percent male and 46.74 percent female) as shown in figure 1.

Further moving on to the domains covered under the self-esteem shows different relation between the gender both at university and at college. The domain of positivity showed a significant difference between in university & college B.Ed. students as the chi-square was found to be 8.71, test of independence $P < 0.05$ and $df = 2$. A chi-square test of independence for openness showed that significantly high percentage of college students i.e. 78 % ($P < 0.05$, $X^2 = 7.46$, $Df = 2$). University B.Ed. students were better than college B.Ed. students in level performance. There was significant difference between level among the respondent at university & college. Furthermore 6.80 percentage university and 1.30 percentage college students indicated low competence factor. $X^2 = 12.21$, $Df = 2$, $P < 0.01$. There

was significant difference between competence level B.Ed. students at university & college. Under humility domain it was found that 6.00 percentage university and almost two fifth of college B.Ed. students indicated low humility factor. $X^2=97.05$, $Df=2$, $P<0.001$. There was significant difference between humility level in university & college B.Ed. students. Similarly, under self- worth 8.00 percentage university and (10.70 percentage) college B.Ed. students with chi-square to be $X^2=14.40$ $Df=2$, $P<0.001$ reflecting a significant difference between college and university level. Low learning factor among 14.00 percentage of university B.Ed. students and none among the college B.Ed. students with $X^2=19.49$, $Df=2$, $P<0.001$. There was significant difference between learning level in university & college B.Ed. students. The table 2 shows over all university and college B.Ed. students in Varanasi city. 46 percentage university and 19.00 percentage college B.Ed. students were in high scale category.

Table 2: Level distribution of university & collages B.Ed. students								
Self-esteem Domains	Level	University (300)		College (300)		Total (600)		Statically test
		No	%	No	%	No	%	
Positivity	Low	6	2	7	2.3	13	2.2	$X^2=8.71$
	Normal	219	73	247	82.4	466	77.7	$Df=2$
	High	75	25	46	15.3	121	20.1	$P<0.05$
Openness	Low	11	3.7	12	4	23	3.8	$X^2=7.46$
	Normal	207	69	234	78	441	73.5	$Df=2$
	High	82	27.3	54	18	136	22.7	$P<0.05$
Competence	Low	20	6.7	4	1.3	24	4	$X^2=12.21$
	Normal	232	77.3	235	78.3	467	77.8	$Df=2$
	High	48	16	61	20.4	109	18.2	$P<0.01$
Humility	Low	18	6	114	38	132	22	$X^2=97.05$
	Normal	198	66	152	50.7	350	58.3	$Df=2$
	High	84	28	54	11.3	118	19.7	$P<0.01$
Self-Worth	Low	24	8	32	10.7	56	9.3	$X^2=14.40$
	Normal	119	39.7	158	52.6	277	46.2	$Df=2$
	High	157	52.3	110	36.7	267	44.5	$P<0.001$
Learning	Low	14	4.7	0	0	14	2.3	$X^2=19.49$
	Normal	187	62.3	222	74	409	68.2	$Df=2$
	High	99	33	78	26	177	29.5	$P<0.001$
Overall	Low	3	1	3	1	6	1	$X^2=50.01$
	Normal	159	53	240	80	399	66.5	$Df=2$
	High	138	46	57	19	195	32.5	$P<0.001$

Source: Based on Field survey conducted in 2024.

However, more than half of university and fourth fifth of college B.Ed. students respectively exhibited normal score and remaining showed the low score in the scale of self-esteem (1 percent). A higher percentage of university students were opted the answers which reflected their higher self-esteem than the college students. Chi-square value $X^2=50.09$, $df=2$, $p<0.001$. university B.Ed. students were better than college's B.Ed. students in self-esteem score. Gender wise differences were observed both among the university and college B.Ed. students (Fig: 2,3,4,5,6&7). The indicators of positive has only 2.23 percentage of the respondent reported be at low level of self-esteem scale; which highest among the male students at university (4.00 per cent). Overall, 3.84 percentage showed low level of openness. The male respondents had higher percentage of respondents who belonged to for high and normal categories of openness.

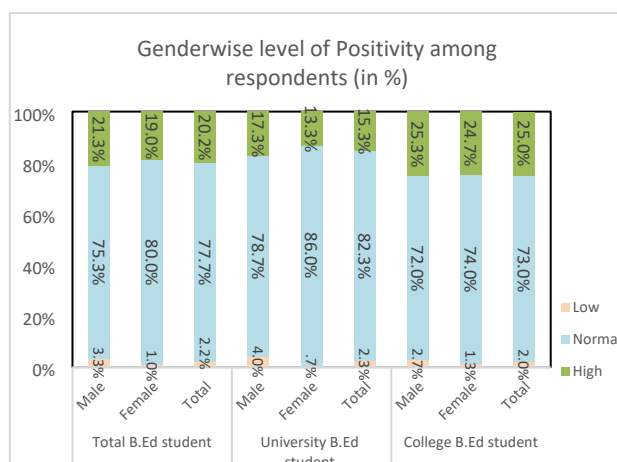


Figure 2

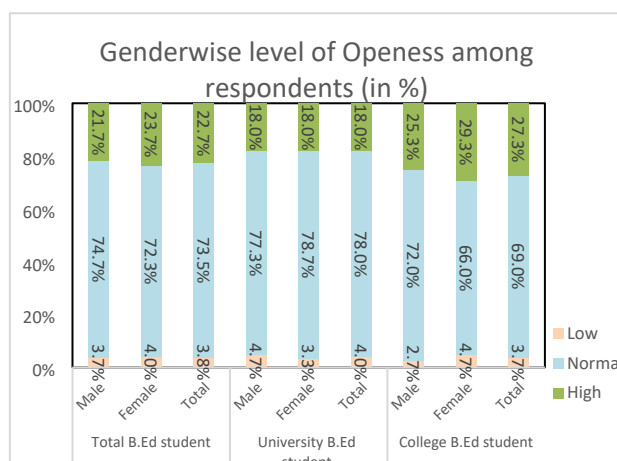


Figure 3

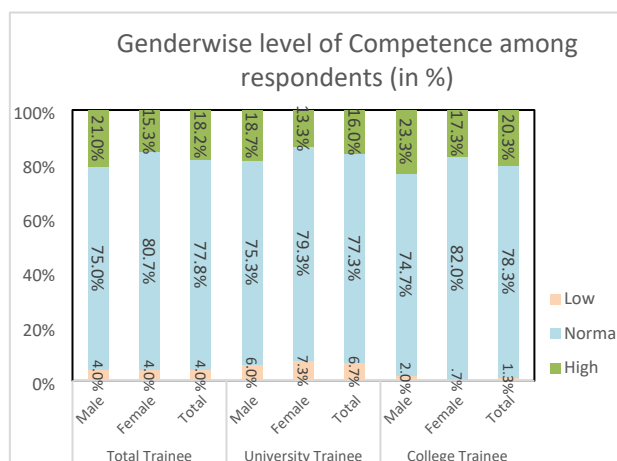


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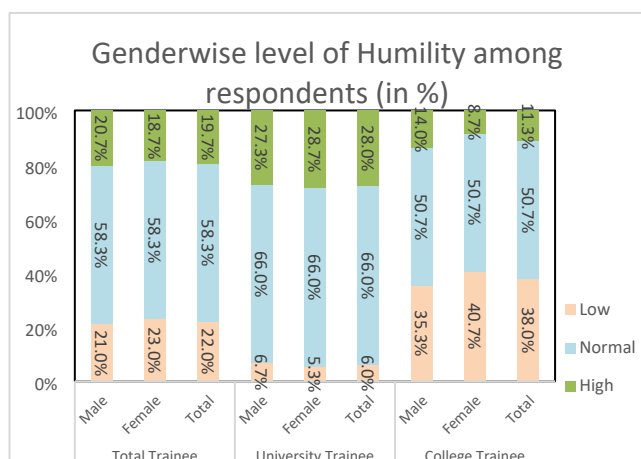


Figure 5

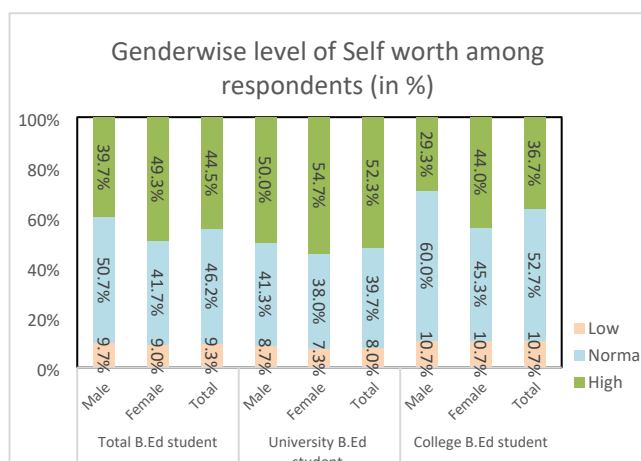


Figure 6

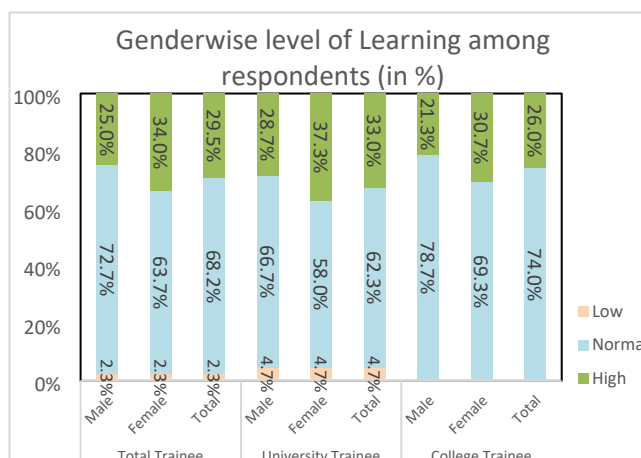


Figure 7

Further the indicators of self-worth also had almost one tenth of the respondents presenting their self-worth at low scale (9.36 percent). It was found to be high among the college male and female respondents than their counterparts (i.e. B.Ed. students at university). Findings related to indicators of competence showed that female B.Ed. students at university had highest percentage of low level of competence as compared to university male and, both male and female B.Ed. students at college. Among all the six domains of self-esteem humility had the highest percentage of respondent belong to the category of low scale (22.0 percent). More than one third of the B.Ed. students at college scored

low on scale of humility (38.00 percent) as compared to B.Ed. students at university (6.00 percent). Gender wise female respondents at college were largely in low scale category of humility (40.70 percent), which was found to be almost twice to that of overall female respondents in this category. Humility is the ability to accept of one's talent and flaws without arrogance. Its practice builds in problem-solving ability, personal growth and strong relationship which reduces the cross-culture gap, fosters mutual understanding leading respect leading towards social justice and equality. Humility grooms up a better teacher which can be taken as a role model by his or her students. Low learning was found to be more among the male and female respondents at university as compared to college respondents. The respondents at college all reported to be in normal/high scale range of learning. Learning boosts confidence and competence. Engaging in and mastering new skills and academic subjects strengthens the brain and builds courage, leading to increased confidence in one's abilities. Enhancement in the skill and knowledge fosters a sense of accomplishment and sense of mastery. Further leading in promoting autonomy and self-sufficiency leading to make decisions and take ownership of learning, which act as a resilience enabling one to accept challenges and setbacks, rather than surrendering to them; contributing to overall well-being and a more robust self-image. The independent sample T-test was carried out in-order to measure the effect of independent variables (sex) on the dependent domains of self-esteem (positivity, openness, competent, humility, self-worth and learning). Findings of t-value and p-value has been depicted in table 3. Some of the domain of self-esteem such as learning and self-worth was found to be moderately significant with gender (i.e. there was found to be gender wise differences in relation to learning and self-worth). Other than learning and self-worth none of the domains showed significant relationship with gender.

Table 3: T-test table and level of significant for the domain of Self-esteem		
Domains of Self-esteem	t- value	p- value
Positivity	0.00	1.00
Openness	-0.43	0.67
Competence	1.55	0.12
Humility	0.76	0.45
Self-worth	-1.97	0.05
Learning	-2.23	0.03

Source: Based on Field survey conducted in 2024.

CONCLUSION

The findings of the study reveal majority of the respondents were lying in or above the normal scale of self -esteem. The findings were better for university B.Ed. students than for the student pursuing their B.Ed. at a college. The mean score depicted slightly higher scores for female than male both among university and college B.Ed. However, the case was reverse as more male students were found to be in high scale of self-esteem than the female respondents. Under humility and self-worth domains of self-esteem B.Ed. students scored highest in low scale among all the other domains of self-esteem. There was no significant difference between genders on the scale of self-esteem domains except self-worth and humility. On the bases of the findings the study concludes that diverse, independent and competitive environment at the university trains the students to have self-esteem than at the college which often has less diverse population, potential for conformity and fewer resources. There is a need to focus on the self-worth and humility aspect of self-esteem among the female student at the college.

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