ROLE OF SOCIO ECONOMIC FACTORS IN DEVELPOMENT OF SELF ESTEEM AMONG TRAINEE TEACHERS

SourishSikdar*

Sampa Biswas**

Abstract

Teachers are the building blocks of an educational edifice. They play a vital role in educating and teaching future generations. Therefore training institutions have played a vital role in ensuring adequate development of knowledge, skills, and attitudes necessary for teaching. The purpose of the study is to find out the effect of socio economic factors on an individual's self- esteem development of trainee teachers. The researchers selected two hundred twenty four (224) trainee teachers from different teachers' training college of West Bengal as sample for the study. Researchers used standardized tool, Rosenberg Self-Esteem Scale (RSES; Rosenberg, 1995) to measure the level of self -esteem. On the basis of the statistical analysis and interpretation it is find that ,a significant interaction effect of social and economic factors on development of self-esteem and also revealed that a significant interaction effect gender and local on development of self-esteem of trainee teachers.

Keywords:

Self-esteem;
Trainee teacher;
Socio economic factors;

Author correspondence:

* Ph.D. Research Scholar, Department of Education,
Seacom Skills University, Bolpur, W.B.
** Ph.D. Research Scholar, Department of Teacher Education,
WBUTTEPA, Kolkata, W.B.

1. Background:

Self-esteem has long been considered an essential component of good mental health. By adulthood self-esteem has changed from a mostly reactive phenomenon to one that can be consciously acted upon to either increase or decrease feelings of self-worth. Self-esteem can be defined as an individual's judgment of his or her self-worth (Rosenberg 1965). Self-esteem is generally considered the evaluative component of the self-concept, a broader representation of the self that includes cognitive and behavioural aspects as well as evaluative or affective ones (Roberts &Bengtson, 1993).). The theoretical framework that guided this study was based on two theoretical conceptions which are The Socio Meter Theory by Mark Leary (1999) and Maslow's hierarchy of Needs Theory (1943). The socio economic factors effect on self-esteem development((Berk, 2000). Socio economic factors are commonly determined by the parental level of education, occupation and income levels.In the field of education, the influence of self- esteem is well recognized. However, there is a different in view point regarding the socio economic factors effecting self-esteem.

Christoffersen (1994) studied Parental unemployment has been found to have aversive effects on the children's self-esteem Denham and Burton (1996) showed that the boys and girls with high self- esteem possessed quite different personality characteristics in early adolescence. Lower family income and lower parental education were associated with low self- esteem in childhood (Alexander et al., 1993; DeGarmo et al., 1999; Duncan et al., 1994; Pianta et al., 1990; Zill et al., 1995). Studies have shown that parental variables, such as acceptance, rejection, warmth, autonomy, and closeness, are significantly correlated with self-esteem of children (Burnett &Demnar, 1996)Blackmon and Durm (1997) did not find a significant correlation between parents' education and their children's report of their self-esteem. In another study

Bouissou&Tap (1998) showed that parental education had little influence on the child's self-esteem. Ross &Broh, (2000) revealed that Children from families with higher levels of income tend to have higher self-esteem. Kling et al. (2002) conducted a meta-analysis on gender differences in global self-esteem and concluded that male have high self-esteem than female. Eamon (2005) revealed that Mothers who are more educated the children have higher self-esteem. Slavin (2006) carried out a cohort-sequential longitudinal study on self-esteem development from young adulthood to old age, the results suggested that changes in socioeconomic status and physical health account for the decline in self-esteem that occurs in old age.

2. Significance of the study:

This study will highlight the need for conscious approach to investigating the effect of socio economic factors on development of self-esteem of the trainee teachers.It is hoped that by this study it is possible to know the relationship between self- esteem and those factors. In order to boost the self- esteem of students, prospective teachers should be exposed to model behaviour in teacher training institution. The trainee teachers should equip themselves to face the vast future generation; hence they should portrayed high self-esteem which will create positive learning atmosphere.

3. Objectivesof the study:

I.To measure the level of self- esteem among trainee teachers.
II. To find out the interactioneffect of gender and local on self- esteem of trainee teachers.
III. Tofind out the interactioneffect of family income and parental education on self- esteem of trainee teachers.
IV. Tofind out whether there is any difference in self- esteem among trainee teachers based on their family income and parental education.

4. Assumptionsof the study:

- ❖ Independence of observation.
- ❖ Variables are (approximately) normally distributed.
- ❖ Dependent variable is continuous.
- ❖ Independent variables are categorical, independent groups.
- ❖ The variance of data in different groups are same.

5. Hypothesesof the study:

On the basis of objectivesthe researchers formulated the following hypotheses for the study-

$H_0$1: There exist no significant effect of gender on self- esteem level of trainee teachers.

$H_0$2: There exist no significant effect of local on self- esteem level of trainee teachers.

$H_0$3: There exist no significant interaction effect of gender and local on self- esteem level of trainee teachers.

$H_0$4: There exist no significant effect of family income on self- esteem level of trainee teachers.

$H_0$5: There exist no significant effect of parental education on self- esteem level of trainee teachers.

$H_0$6: There exist no significantinteractioneffect of family income and parental education on self- esteem level of trainee teachers.

$H_0$7: Thereexist no significant difference in self-esteem among trainee teachers based on their family income.

$H_0$8: There exist no significant difference in self-esteem among trainee teachers based on their parental education.

6. Delimitationsof the study:

- ➢ The study is delimited to two districts only.
- ➢ The study has been confined to secondary trainee teachers.
- ➢ Size of sample was delimited to 224 only.
- ➢ Parental education consider mother education of trainee teacher.
- ➢ Socio economic factors delimited to monthly family income and parental education of trainee teachers.

7. Methodology:

Dependent Variable:
The dependent variable of the study refers to Self- Esteem of trainee teachers.

Independent Variable:

In the present investigation, the independent variable of the study refers to gender, local, family income, parental education of trainee teachers.

Table no.1 Classification of independent variables

Gender	Male
	Female
Local	Rural
	Urban
Family income	Higher family income (Monthly 10000-25000)
	Average family income(Monthly 25000-50000)
	Lower family income(Monthly above 50000)
Parental Education	High educated(school education)
	Low educated(higher qualification)

Extraneous Variables:

The extraneous variables of the study refers to parental relationship, stress, emotional maturity.

Control of Extraneous Variables:

Random allocation: Participant are randomly assigned to groups.

Matched pairs: Each participant match with another with same characteristics like societal condition, economic status, locality.

Research design:

It is a survey type descriptive quantitative research.

The survey type descriptive quantitative research is used in the study. It describes the current position of the research work. It involves interpretation, comparison, measurement, classification, evaluation and generalization. All these direct towards a proper understanding solution of significant educational problem**.**

Sample of the study: The researchers selected two hundred twenty four (224) trainee teacher from different teachers' trainee college of South 24 Parganas, and Kolkata districts of West Bengal as sample for the study. Researcher considered simple random sampling technique in the study for selecting the sample.

Table no.2 Sampling design

Local	Male	Female	Total
Rural	61	39	100
Urban	55	69	124
Total	116	108	224

Tools used:

Researchers used standardized tool, Rosenberg Self-Esteem Scale (RSES; Rosenberg 1995) to measure the level of self -esteem. The questionnaire consisted of 10 items of statement five positive and five negative descriptions

Table no.3 Description of the tool:

Reliability test		
Internal consistency	Test-retest	No. of Items
0.77 to 0.88	0.82 to 0.85	10
Validity test		
Criterion validity	Construct validity	
0.55	Correlated with anxiety (- 0.64), depression (0.54), and anomie (- 0.43).	

Statistical Technique: The researcher used the statistical technique such as mean, standard deviation, t- test, one way ANOVA, two way ANOVA etc. analyzing and interpretation of collected data through SPSS 20.0 version.

8. Analysis and interpretation of the data:

Objective .1: To measure the level of self- esteem among trainee teachers.

The researcher categorized the whole sample for the study into low, average and high based on the estimated highest and lowest scores of self- esteem scale. The scores between 10 -16 are categorized as low level, 17-23 are categorized as average level and 24-30 are categorized as high level of self -esteem.
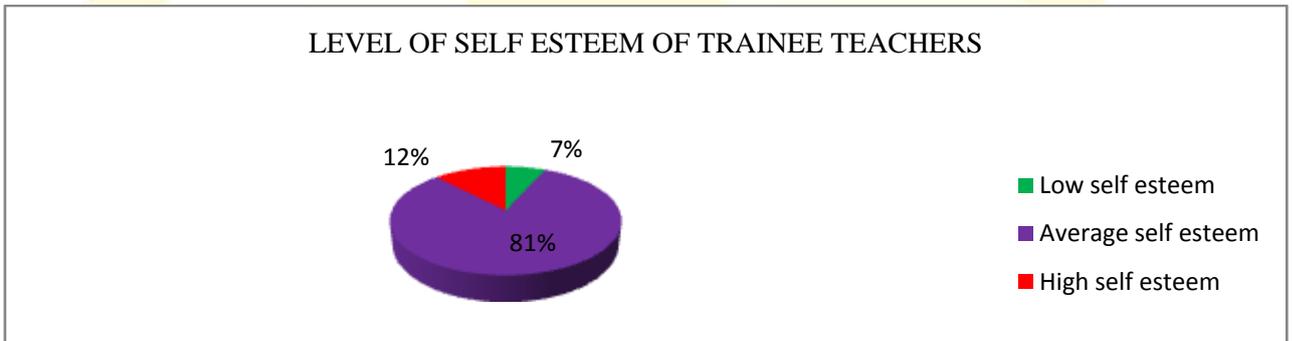

Fig: 1

Interpretation: Fig: 1 reveals that 12% trainee teachers have high level of self- esteem 81% of them have average level and only 7% of them have low level of self- esteem. Therefore its shows majority of trainee teachers have average to high level of self- esteem.

Objective .2: To find out the interaction effect of gender and local on self- esteem of trainee teachers.
On the basis of the objective the researcher formulated $H_0 1$, $H_0 2$, $H_0 3$. To analyse the null hypotheses two way ANOVA have been done.

Table no.4 Test of Between-Subjects effects

| Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	453.359[a]	3	151.120	14.103	.000	.218
Intercept	65067.923	1	65067.923	6072.460	.000	.976
Gender	77.564	1	77.564	7.239	.008	.045
Local	6.564	1	6.564	.613	.435	.004
Gender * Local	369.231	1	369.231	34.458	.000	.185
Error	1628.718	152	10.715			
Total	67150.000	156				
Corrected Total	2082.077	155				

a. R Squared = .218 (Adjusted R Squared = .202)

Table no.5: Estimated marginal means of Gender and Local

Dependent variable	Independent variables (Gender and Local)	Mean	Std. Deviation	N	Std. Error	95% Confidence Interval	
						Lower Bound	Upper Bound
Self- esteem	Female	19.72	4.137	78	.371	18.98	20.45
	Male	21.13	2.986	78		20.39	21.86
	Rural	20.22	2.612	78		19.48	20.95
	Urban	20.63	4.487	78		19.89	21.36

Table no.6: Estimated marginal means of Gender * Local

Dependent variable	Independent variables		Mean	Std. Deviation	N	Std. Error	95% Confidence Interval	
Self- esteem	Gender	Local					Lower Bound	Upper Bound
	Female	Rural	21.05	2.752	39		20.01	22.08
		Urban	18.38	4.843	39	.524	17.34	19.42
	Male	Rural	19.38	2.196	39		18.34	20.42
		Urban	22.87	2.648	39		21.83	23.90

Fig:2
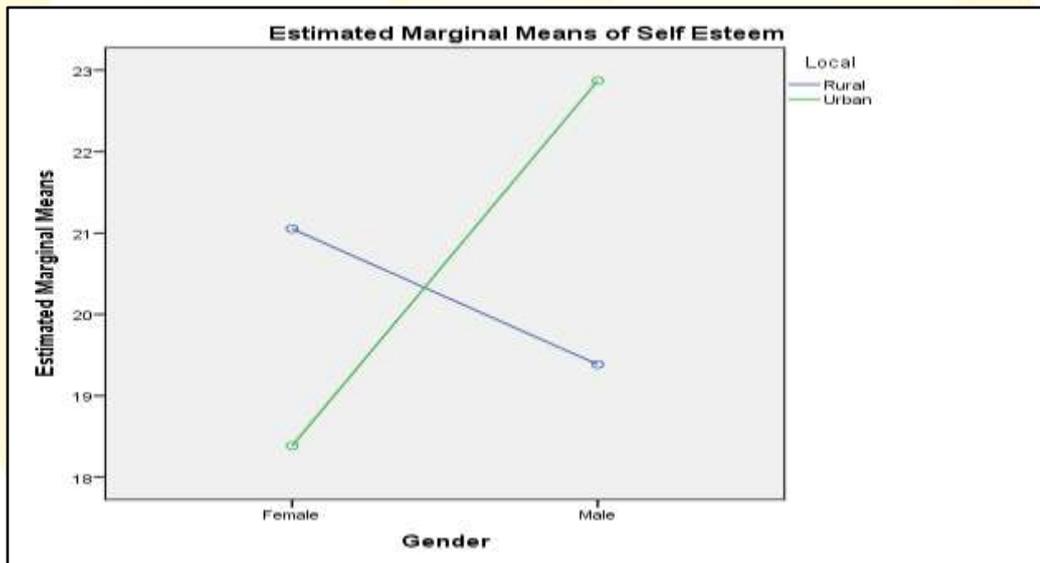
Interpretation of $H_0 1$: There exist no significant effect of gender on self-esteem level of trainee teachers.

A 2(Gender: Male vs. Female) *2(Local: Rural vs. Urban) between subjects ANOVA is conducted to study self -esteem differences between gender and local. After analysis it is found that (table no.4) the calculated $F(1,152) = 7.239$, $p=.008(p< 0.05)$, $n^2 = .045$. So 'F' is significant and $H_0 1$ is rejected. Hence it can be concluded that, there isa significant effect of gender on self-esteem. It also found (table no.5) the mean score of self- esteem of male trainee teachers is 21.13 with SD 2.986 and mean score of female trainee teachers is19.72with SD 4.137, such that male trainee teachers have a significant higher self- esteem than female trainee teachers.

Interpretation of $H_0 2$:There exist no significant effect of local on self-esteem level of trainee teachers.

A 2(Gender: Male vs. Female) *2(Local: Rural vs. Urban) between subjects ANOVA is conducted to study self -esteem differences between gender and local. After analysis it is found that (table no.4) the calculated $F(1,152) = .613$, $p=.435(p>0.05)$, $n^2 = .004$. So 'F' is not significant and $H_0 2$ is not rejected. Hence it can be concluded that, there isno significant effect of local on self-esteem. It also found (table no.5) the mean score

of self- esteem of rural trainee teachers is 20.22 with SD 2.612 and mean score of urban trainee teachers is 20.63 with SD 4.487, such that urban trainee teachers have higher self- esteem than rural trainee teachers.

Interpretation of $H_0 3$: There exist no significant interaction effect of gender and local on self- esteem level of trainee teachers.

A 2(Gender: Male vs. Female) *2(Local: Rural vs. Urban) between subjects ANOVA is conducted to study self -esteem differences between gender and local. After analysis it is found that (table no.4) the calculated $F(1,152) = 34.458$, $p=.000(p<0.05)$, $n^2 = .185$. So 'F' is significant and $H_0 3$ is rejected. Hence it can be concluded that, there isa significant interaction effect of gender and local on self-esteem. It also found (table no.6) the mean score of self- esteem of rural female trainee teachers is 21.05 with SD 2.752 and mean score of urban female trainee teachers is 18.38with SD 4.843, such that rural female trainee teachers have significant higher self- esteem than urban female trainee teachers. The mean score of self- esteem of rural male trainee teachers is 19.38 with SD 2.196 and mean score of urban male trainee teachers is 22.87with SD2.648 such that urban male trainee teachershave significant higher self- esteem than rural male trainee teachers.

Fig:2 revealed the graphical determination of interaction effect.The graph indicating that the independent variables that are gender and local interacting with each other and creating a specific combine effect on self -esteem.

Objective .3: To find out the interaction effect of family income and parental education on self- esteem of trainee teachers.

On the basis of the objectivethe researcher formulated $H_0 4$, $H_0 5$, $H_0 6$. To analyse the null hypotheses two way ANOVA have been done.

Table no.7: Test of Between-Subjects effects

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	320.417[a]	5	64.083	6.171	.000	.142
Intercept	79870.083	1	79870.083	7691.346	.000	.976
Family income	23.292	2	11.646	1.121	.328	.012
Parental education	90.750	1	90.750	8.739	. 004	.045
Family income * Parental education	206.375	2	103.187	9.937	.000	.097
Error	1931.500	186	10.384			
Total	82122.000	192				
Corrected Total	2251.917	191				

a. R Squared = .142(Adjusted R Squared = .119)

Table no.8: Estimated marginal means of Family income and Parental education

Dependent variable	Independent variables (Family income and Parental education)	Mean	Std. Deviation	N	Std. Error	95% Confidence Interval	
						Lower Bound	Upper Bound
Self- esteem	Higher family income	19.94	4.407	64	.403	19.143	20.732
	Lowerfamily income	20.78	1.578	64	.403	19.987	21.576
	Averagefamily income	20.47	3.669	64	.403	19.674	21.263
	High educated	21.083	2.283	96	.329	20.434	21.732
	Low educated	19.708	4.187	96	.329	19.059	20.357

Table no.9: Estimated marginal means of Family income * Parental education

Dependent variable	Independent variables		Mean	Std. Deviation	N	Std. Error	95% Confidence Interval	
	Family income	Parental education					Lower Bound	Upper Bound
Self- esteem	HigherFamily income	High educated	22.062	2.770	32		20.939	23.186
		Low educated	17.812	4.741	32		16.689	18.936
	Lowerfamily income	High educated	21.000	.000	32	.570	19.876	22.124
		Low educated	20.562	2.228	32		19.439	21.686
	Average family income	High educated	20.187	2.546	32		19.064	21.311
		Low educated	20.750	4.551	32		19.626	21.874

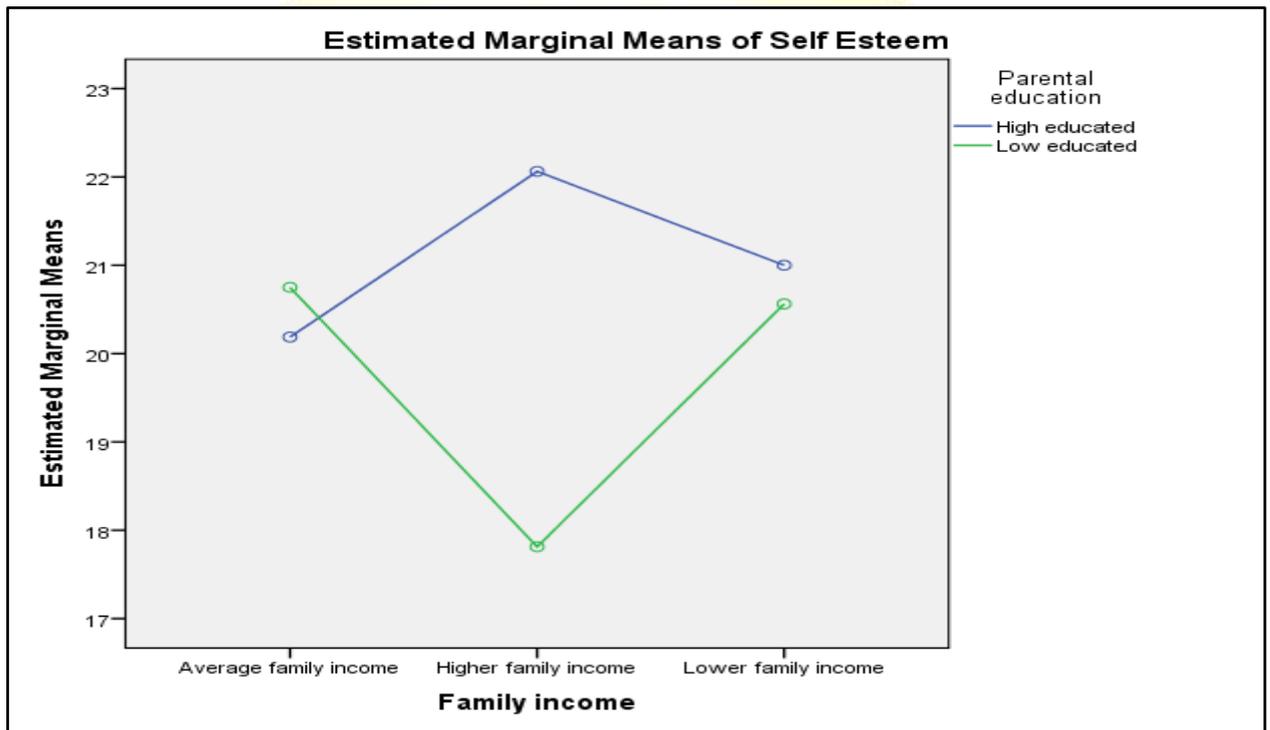Fig:3

Interpretation of H_04: There exist no significant effect of family income on self- esteem level of trainee teachers.

A 3(Family income: Higher vs. Average vs. Lower family income) *2(Parental education: High vs. low educated) between subjects ANOVA is conducted to study self -esteem differences betweenfamily income and parental education. After analysis it is found that (table no.7) the calculated $F_{(2,186)} = 1.121$, $p=.328$($p> 0.05$), $n^2 =.012$. So 'F' is not significant and H_04 is not rejected. Hence it can be concluded that, there isno significant effect of family income on self-esteem. It also found (table no.8) the mean score of self- esteem of trainee teachers belong to higher family incomeis 19.94 with SD 4.407 and mean score of trainee teachers belong to lower family income is 20.78with SD 1.578 such that trainee teachers belong to lower family income have a higher self- esteem than trainee teachers belong to higher family income.

Interpretation of H_05: There exist no significant effect of parental education on self- esteem level of trainee teachers.

A3(Family income: Higher vs. Average vs. Lower family income) *2(Parental education :High vs. low educated) between subjects ANOVA is conducted to study self -esteem differences between family income and parental education. After analysis it is found that (table no.7) the calculated $F(1,186) = 8.739$, $p= .004(p<0.05)$, $n^2 = .045$. So 'F' is significant and H_05 is rejected. Hence it can be concluded that, there isa significant effect of parental education on self-esteem. It also found (table no.8) the mean score of self-esteem oftrainee teachers have high educated parent is 21.083with SD 2.283 and mean score of trainee teachers have low l educated parent is 19.708 with SD 4.187, such that those trainee teachers have high educated parenthave a significant higher self- esteem than the trainee teachers have low educated parent.

Interpretation of H_06: There exist no significant interaction effect of family income and parental education on self- esteem level of trainee teachers.

A3(Family income: Higher vs. Average vs. Lower family income) *2(Parental education :High vs. low educated) between subjects ANOVA is conducted to study self -esteem differences between family income and parental education. After analysis it is found that (table no.7) the calculated $F(1,186) = 9.937$, $p=.000(p<0.05)$, $n^2 = .097$. So 'F' is significant and H_06 is rejected. Hence it can be concluded that, there isa significant interaction effect offamily income and parental education on self-esteem. It also found (table no.9) the mean score of self- esteem of trainee teachers have higherfamily income with higheducated parent is22.062 with SD 2.770 and the mean score of self- esteem of trainee teachers have higher family income with low educated parents17.812 with SD 4.741, such that the trainee teachers have higher family income with high parental education have a significant higher self- esteem than the trainee teachers have low parental education. Also the mean score of self- esteem of trainee teachers have lower family income with high parental education is 21.000 with SD .000 and the mean score of self- esteem of trainee teachershave lowerfamily income with low parental education is 20.562 with SD 2.228, such that the trainee teachers have lower family income with high parental educationhave a significant higher self- esteem than the trainee teachers have low parental education

Fig:3 revealed the graphical determination of interaction of interaction effect. The graph indicating that the independent variables that are family income and parental education interacting with each other and creating a specific combine effect on self-esteem.

Objective .4:To find out whether there is any difference in self- esteem among trainee teachers based on their family income and parental education.

On the basis of the objective the researcher formulated H_07, H_08, To analyse the null hypotheses one way ANOVA and t test have been done.

Interpretation of H_07: There exist no significant difference in self-esteem among trainee teachers based on their family income.

Table no.10 Testing of null hypothesis of H_07

Descriptive statistics					F test for Equality of Means					
Factor Variable	Dependent Variable	N	Mean	Std. Deviation		Sum of Squares	df	Mean Square	F	Sig.
Lower family income	Self esteem	71	21.00	1.63	Between Groups	1027.35	2	16.433		.249
Average family income		81	20.54	3.55	Within Groups	7583.24	221	11.73	1.401	
Higher family income		72	20.04	4.42	Total	8610.59	223			

Not significant at 0.05 level of significance
Interpretation:
It is found that (table no:10), the mean score of trainee teachers have lower family incomeis 21.00 with S.D 1.63 , average family incomeis 20.54 with S.D 3.55 andhigher family incomeis 20.04with S.D 4.42. Whether the difference in mean is significant or not, the F-test or one way ANOVA is employed and after analysis the test of between & within groups the $F_{(2,221)} = 1.401$, $p = .249$ (p>0.05).So ' F' is not significant and H_07 is not rejected. Hence we can concluded that, there is significant difference in self-esteem among trainee teachers based on their family income.

Interpretation of H_08: There exist no significant difference in self-esteem among trainee teachers based on their parental education.

Table no.11 Testing of null hypothesis of H_08

DependentVariable	High educated(114)		Low educated(110)		Levene's Test for Equality of variance		t-test for equality of Means			Remarks
Self esteem	Mean	SD	Mean	SD	F	Sig	t	df	Sig(2-tailed)	Significant at 0.05 level of significance
	21.18	2.290	19.85	4.214	24.893	.000	-2.929	222	.004	

Interpretation:It is found that (table no.11)the mean score of trainee teachers have high parental education is 21.18 with S.D2.290 and the mean score of trainee teacherslow parental educationis19.85 with S.D4.214. Whether the difference in mean is significant or not, the t-test is employed and after analysis it is found that the calculated $t_{(222)} = 2.929$, p = .004 (p <0.05). Hence,'t' is significant at 0.05 level of significance. So, the null hypothesis is rejected and it can be conclude that There is a significant difference in self-esteem among trainee teachers based on their parental education.

9. Findings:
It was found that:
- ➢ Gender and local interacting with each other and creating a specific combine effect on self –esteem.
- ➢ Family income and parental education interacting with each other and creating a specific combine effect on self –esteem.
- ➢ Urban male trainee teachers have significant high self-esteem followed by rural female, rural male and urban female trainee teachers.
- ➢ The trainee teachers have higher family income with high parental education have high self-esteem and also the trainee teachers have lower family income with high parental education havehigh self- esteem.

10. Conclusion:

Self- esteem plays vital role in once personal and social life. Higher the self-esteem leads to higher achievement. Building social skill and academic skill will provoke the value of an individual. The value imbibe in the individual will develop higher self-esteem. From this study it is understood that socio economic factors interacting with each other and creating a combine effect self- esteem. By such research works it can be understand the impact of various factors affecting self- esteem of individuals and therefore can take necessary measures to solve such problems so that a confidant and hardworking generation can come into work to improve the present standard of our country in front of the world.

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