

## A COMPARATIVE STUDY OF SELF ESTEEM OF PHYSICAL EDUCATION TEACHERS AND OTHER SUBJECT TEACHERS OF HIMACHAL PRADESH



**Prakash Jyoti\***

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\*Research Scholar, Gondwana University, Gadchiroli (M.S)-INDIA.

E.Mail: jp5390244@gmail.com

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### **Abstract:**

The main objective of this study was to compare physical education teachers and other subject teachers on their levels of self-esteem. Total numbers of 76 Teachers were selected as the samples for the study from 20 secondary schools of Himachal Pradesh. In which 38 were physical education teachers and rest 38 were other subject teachers. The data collection tool used in the study was the Rosenberg Self-esteem Scale (RSS) (Rosenberg, 1989). Participants were given the questionnaire of Rosenberg Self-esteem Scale (RSS) (Rosenberg, 1989). The RSS is a ten item scale designed to measure an individual's level of self-esteem. Scores range from 15 to 25 indicating a normal level of self-esteem and below 15 scores indicating a lower level of self-esteem. After data collection, data of self esteem of physical education and other subject teachers was compared by using t-test and the result were analyzed and interpretations were drawn. The level of significance was kept at 0.05 to test the hypothesis. Major results of study show that The calculated 't' of self esteem of physical teachers and other subject teachers was 0.04 which was not significant at 0.05 level of significance. The results shown that there was no significant difference between the self esteem of Physical teachers and subject teachers.

**Keywords:** Self-Esteem, Physical Teachers & Subject Teachers.

### **Introduction:**

Self-esteem (SE) can be defined as one's more or less sustained sense of liking oneself (Gay, 2001). Self-esteem (SE) refers to general feelings of self-worth or self-value that is, it is the value placed on oneself. It is the way an individual feels about him/her self and how he or she relates to other people. SE is pride in oneself by which one is aware and accepts one's inherent strengths and positive qualities. In other words it is the judgment that people make of themselves. It could be high or low. When a person can accept his/her weaknesses and faults and simultaneously recognizes his/her strengths and positive qualities, the person will experience strong self-worth and high self-esteem. Merki (1996) stated the characteristics of people with good self-esteem to include; goal oriented motivation by their achievement now and in future, confident in self, not liking to compare self with others and consciousness of self.

Educators, parents, business and government leaders agree that we need to develop individuals with healthy or high self esteem characterized by tolerance and respect for others,

individuals who accept responsibility for their accomplishments, who are self motivated, willing to take risks, capable of handling criticism, loving and lovable, seek the challenge and stimulation of worthwhile and demanding goals, and take command and control of their lives. In other words, we need to help foster the development of people who have healthy or authentic self esteem because they trust their own being to be life affirming, constructive, responsible and trust worthy. To examine the self esteem of Physical education teachers and other subject teachers was the purpose of study, and to compare with each other and to determine whether teacher self esteem varied on the basis of their teaching subject or not.

**Objective of the Study:**

The main objective of this study was to compare physical education teachers and other subject teachers on their levels of self-esteem.

**Material and Methods:**

Total numbers of 76 Teachers were selected as the samples for the study from 20 secondary schools of Himachal Pradesh. In which 38 were physical education teachers and rest 38 were other subject teachers. The data collection tool used in the study was the Rosenberg Self-esteem Scale (RSS) (Rosenberg, 1989). Participants were given the questionnaire of Rosenberg Self-esteem Scale (RSS) (Rosenberg, 1989). The RSS is a ten item scale designed to measure an individual’s level of self-esteem. Scores range from 15 to 25 indicating a normal level of self-esteem and below 15 scores indicating a lower level of self-esteem. After data collection, data of self esteem of physical education and other subject teachers was compared by using t-test and the result were analyzed and interpretations were drawn. The level of significance was kept at 0.05 to test the hypothesis.

**Results:**

**Table No: 1**  
**Descriptive statistical analysis of self esteem of Physical Teachers and other subject teachers**

Variables	N	Mean	Standard Deviation
Physical teachers	38	18.1316	3.27291
Subject teachers	38	18.1579	2.88075

In the above table no.1. Shows the mean and standard deviation of physical teachers & Subject teachers , it is 18.1316 ( $\pm$  3.27291) & 18.1579( $\pm$ 2.88075) respectively.

**Table No: 2**  
**Independent sample ‘t’ test of Self esteem**

t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
0.04	74	0.97	0.03	0.71

In the table no 2 mean differences for the self esteem of physical education teachers and other subject teachers was 0.03. This deference when tested by Independent's' test, 't' value was found 0.04 which was not significant at 0.05 ( $p=0.05$ ) significance level for 74 degree of freedom. Therefore the set hypothesis, there is no significant difference between self esteem of physical education teachers and other subject teachers is accepted.

#### **Discussion of Findings:**

The purpose of the study was to examine the self esteem of physical teachers and subject teachers, as measured by the Rosenberg Self-esteem Scale (RSS). The gathered data was statistically interpreted by applying 't' test. After analyzing the data no significant differences were found between the self esteem of the physical teachers and other subject teachers. Major results of study show that The calculated 't' of self esteem of physical teachers and other subject teachers is 0.04 which is not significant at 0.05 level of significance. The results shown that there was no significant difference between the self esteem of Physical teachers and subject teachers. Hence the research hypothesis was accepted.

#### **Conclusion:**

Based on the findings of the present research it was concluded that there was no significant difference in self esteem of physical teachers and subject teachers. The results revealed that self esteem of physical teachers and subject teachers, don't varied on the basis of their teaching subject.

#### **References:**

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- Julia Allevyn (2003) this article is used on a paper originally commissioned by CAAWS and written by Peggy Edwards. It was reviewed, revised and updated in 2003 by Dr. Julia Alleyne.