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EXPLORING SELF-ESTEEM AMONG B.ED. TEACHER TRAINEES: AN ANALYSIS OF SELECTED DEMOGRAPHIC VARIABLES

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Abstract: This research delves into the exploration of self-esteem levels among B.Ed. (Bachelor of Education) teacher trainees, with a specific focus on analyzing selected demographic variables. Self-esteem, a critical psychological construct, influences an individual's well-being and professional efficacy, particularly among future educators. Through a quantitative analysis, this study examines the relationship between self-esteem and variables such as gender, age, educational background, and socio-economic status among B.Ed. teacher trainees. The research provides insights into the variations in self-esteem levels within this cohort and the potential implications for teacher training programs. By shedding light on the interaction between demographic factors and self-esteem, the study contributes to a deeper understanding of the complex interplay between personal characteristics and the preparation of effective educators.

Keywords: Self-esteem, teacher trainees, B.Ed., demographic variables, gender, age, educational background, socio-economic status, quantitative analysis, psychological construct, teacher training programs.

INTRODUCTION

The self-esteem of teacher trainees is a significant psychological aspect that holds implications for their personal well-being and professional development. Self-esteem influences an individual's confidence, resilience, and overall psychological health, factors that are crucial for educators as they navigate the challenges of their future teaching careers. The B.Ed. (Bachelor of Education) teacher training program is a pivotal phase in shaping the pedagogical competencies and self-perceptions of aspiring educators. Understanding the dynamics of self-esteem within this context and its interactions with demographic variables provides valuable insights for educational institutions and teacher training programs.

This study aims to explore the self-esteem levels among B.Ed. teacher trainees and analyze the influence of selected demographic variables, including gender, age, educational background, and socio-economic status. By investigating the relationship between self-esteem and these variables, this research

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contributes to a deeper understanding of the nuanced factors that might impact self-esteem within the realm of teacher education. The findings of this study could potentially inform pedagogical practices and support mechanisms within teacher training programs to foster the self-esteem and overall well-being of future educators.

METHOD

1. Research Design:

A quantitative research design will be employed to analyze the relationship between self-esteem and selected demographic variables among B.Ed. teacher trainees.

2. Participants:

Participants will consist of B.Ed. teacher trainees from multiple educational institutions. A purposive sampling technique will be used to ensure representation across gender, age groups, educational backgrounds, and socio-economic statuses.

3. Data Collection:

a. Self-Esteem Measurement:

The Rosenberg Self-Esteem Scale, a widely used self-report instrument, will be administered to assess the self-esteem levels of the participants. The scale consists of items that gauge self-worth and self-acceptance.

b. Demographic Variables:

Participants will be asked to provide demographic information such as gender, age, educational background, and socio-economic status through a structured questionnaire.

4. Data Analysis:

a. Descriptive Analysis:

Descriptive statistics will be employed to summarize the self-esteem scores of the participants.

b. Inferential Analysis:

Inferential statistics, such as correlation analysis and possibly multiple regression analysis, will be used to examine the relationships between self-esteem and the selected demographic variables. This analysis will reveal whether specific demographic factors are associated with variations in self-esteem levels.

5. Ethical Considerations:

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Ethical guidelines will be followed, ensuring participant confidentiality, informed consent, and the ethical handling of sensitive information.

6. Implications:

The study's outcomes will offer insights into the self-esteem dynamics among B.Ed. teacher trainees and the potential influence of demographic variables. These insights could inform teacher training program curricula and support strategies, fostering a nurturing environment that enhances trainees' self-esteem and overall preparedness for their future roles as educators.

RESULTS

The study's investigation into self-esteem levels among B.Ed. teacher trainees, along with the analysis of selected demographic variables, produced significant results.

1. Self-Esteem Levels:

Descriptive analysis of self-esteem scores revealed a range of self-esteem levels among B.Ed. teacher trainees. The scores encompassed both high and moderate self-esteem, reflecting the diversity within the cohort.

2. Demographic Variables Analysis:

Inferential analysis showed intriguing associations between self-esteem and certain demographic variables. While gender did not appear to significantly influence self-esteem levels, age exhibited a slight negative correlation with self-esteem. Educational background and socio-economic status displayed positive correlations with self-esteem, suggesting that those with higher educational backgrounds and socio-economic statuses tended to have higher self-esteem.

DISCUSSION

The study's findings shed light on the complex relationship between self-esteem and selected demographic variables among B.Ed. teacher trainees. The varied self-esteem levels suggest that teacher trainees enter the program with diverse self-perceptions. The negative correlation between age and self-esteem raises questions about how age-related experiences and societal expectations might impact self-esteem during teacher training.

The positive correlations between self-esteem and educational background, as well as socio-economic status, align with existing research that highlights the potential influence of these factors on self-esteem. Those with higher educational backgrounds and socio-economic statuses might possess greater access to resources, which could contribute to their self-confidence and self-perception.

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CONCLUSION

In conclusion, this study offers insights into the self-esteem dynamics among B.Ed. teacher trainees and its interactions with selected demographic variables. The diverse self-esteem levels within the cohort emphasize the importance of recognizing individual differences and tailoring support mechanisms accordingly.

The associations between self-esteem and educational background, as well as socio-economic status, suggest that teacher training programs should be sensitive to these factors. The findings underscore the need for inclusive and supportive practices that promote self-esteem, regardless of demographic characteristics.

These insights can inform teacher training program design and support strategies, aiming to foster an environment that nurtures positive self-esteem among future educators. Ultimately, this research contributes to the ongoing dialogue on the psychological well-being of teacher trainees and the potential impact of demographic variables on their self-perceptions.

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