

# Self-Esteem of the Student-Teachers of Imphal East District, Manipur

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## ABSTRACT

“Self-esteem” refers to an individual’s overall perception of self-worth and confidence in one’s abilities, and it plays a central role in personal growth and professional success. For student-teachers, who are at the initial stage of teacher preparation, self-esteem is particularly important as it shapes their attitude towards learning, enhances their ability to face challenges, and builds the confidence required to manage classroom effectively. A healthy level of self-esteem helps them develop positive teacher-student relationships, make sound pedagogical decisions, and cultivate resilience in the teaching profession. Conversely, low self-esteem may negatively affect their motivation, communication and overall teaching performance. The present study aims to examine the self-esteem of student-teachers in Imphal East District, Manipur, with a focus on understanding its overall level and exploring how it varies across gender and locality, thereby highlighting its significance in teacher education. A descriptive survey method was employed to gather quantitative data from a total sample of 225 student-teachers across teacher education institutions in the district. A standardized self-esteem scale developed by Dr. Santosh Dhar and Dr. Upinder Dhar (2015), which measures six dimensions-positivity, openness, competence, humility, self-worth, and learning orientation was employed. The findings revealed that majority of the student-teachers of Imphal East District have Normal self-esteem level and there was a significant difference in the self-esteem of student-teachers of Imphal East District with respect to their gender and locality.

## Keywords:

**Self-esteem:** In this study, self-esteem refers to the Positivity, Openness, Competence, Humility, Self-worth and Learning Orientation of the student-teachers.

**Student-teachers:** In this study, student-teachers refer to individuals who are currently enrolled in the Bachelor of Education (B.Ed.) programme in teacher education institutions located in Imphal East district, Manipur.

**Teacher education institutions:** In this study, teacher education institutions refer to the colleges located in Imphal East district, Manipur, that are recognized by Manipur University and offer the Bachelor of Education (B.Ed.) programme.

## INTRODUCTION

Self-esteem has long been recognized as a vital component of mental well-being and continues to attract significant attention from researchers. The term esteem generally implies valuing, respecting, or holding someone or something in high regard. Self-esteem, therefore refers, to how individuals perceive, evaluate, and feel about themselves. It reflects a personal emotional response-a general sense of self-worth that can range from positive to negative. The idea of self-esteem is deeply rooted in our everyday lives. Whether it’s in classrooms, workplaces, sports, or performances like music recitals, people tend to believe that having high self-esteem is essential for success. As a result, boosting self-esteem and preventing low self-esteem have become common goals in society, often leading to programmes and interventions aimed at helping people feel better about themselves.

Self-esteem plays an important role in student's academic lives-it influences how motivated they are, how well they perform, and how well they feel overall. When students have healthy self-esteem, they're more likely to approach learning with confidence, curiosity, and a mindset that embraces growth. This positive outlook helps them enjoy the learning process and engage more deeply with their studies. Students who believe in themselves and their abilities are more likely to set challenging goals, take risks, and keep going even when things get tough. Self-esteem not only fuels motivation but also supports emotional well-being and mental health-both of which are essential in coping with the everyday stress of academic life, such as exams, deadlines, and balancing various responsibilities.

Moreover, self-esteem affects how students connect with others-be it classmates, teachers, or mentors. When they feel good about themselves, they tend to build stronger, more positive relationships within the academic community. Overall, nurturing strong self-esteem helps students become more resilient, confident, and open to learning, which ultimately leads to better academic results and a more fulfilling educational experience.

## **RATIONALE OF THE STUDY**

Self-esteem is a vital psychological trait that influences individual's academic performance, emotional well-being, and social interactions. For student-teachers, self-esteem is especially important, as it affects their confidence, motivation and readiness to take on future teaching roles. In teacher education, developing a strong sense of self-worth is essential for building professional identity and resilience. However, student-teachers often face challenges such as academic pressure, performance anxiety, and the demands of practical teaching, which may impact their self-esteem.

In the context of Imphal East district, Manipur, there is limited research examining the self-esteem levels of student-teachers. Understanding their psychological state can provide valuable insights into their preparedness to enter the teaching profession.

## **OBJECTIVES OF THE STUDY**

1. To identify the self-esteem level amongst student-teachers of Imphal East District.
2. To identify the male self-esteem level amongst student-teachers of Imphal East District.
3. To identify the female self-esteem level amongst student-teachers of Imphal East District.
4. To find out whether there is any significant difference in the self-esteem of student-teachers of Imphal East District with respect to their gender.
5. To identify the self-esteem level amongst student-teachers of urban areas of Imphal East District.
6. To identify the self-esteem level amongst student-teachers of rural areas of Imphal East District.
7. To find out whether there is any significant difference in the self-esteem of student-teachers of Imphal East District with respect to their locality of the student-teachers.

## **HYPOTHESES OF THE STUDY**

1. There exists a low level of self-esteem amongst student-teachers of Imphal East District.
2. There exists a low level of self-esteem amongst male student-teachers of Imphal East District.
3. There exists a low level of self-esteem amongst female student-teachers of Imphal East District.
4. There is no significant difference in the self-esteem of student-teachers of Imphal East District with respect to their gender.
5. There exists a low level of self-esteem amongst urban student-teachers of Imphal East District.
6. There exists a low level of self-esteem amongst rural student-teachers of Imphal East District.
7. There is no significant difference in the self-esteem of student-teachers of Imphal East District with respect to their locality of the student-teachers.

## RESEARCH METHOD

As per the requirement of the study and to fulfill the objectives of the study, Descriptive Survey Method was adopted.

### Population Of the Study

Table 1: List of recognized B.Ed. institutions of Imphal East District under Manipur University

Sl. No.	Name of Imphal East B.Ed. Training Colleges	Total no. of the B.Ed. trainees enrolled (2 <sup>nd</sup> semester)
1.	R.K Sanatombi Devi College of Education, Asha-Jina Complex	200
2.	Trinity College, Koirengei, Mantripukhri	100
3.	The Ideal Teachers Training Academy, Khabeisoi	100
4.	Kanan Devi Memorial College of Education, Pangei	100
<b>Total</b>		<b>500</b>

### Sample And Sampling Technique

Table 2: Sample distribution of each independent variable

Imphal East	Male	105	225
	Female	120	

In the present study Convenience Sampling method was followed to draw the sample from all the target population.

### Tools Used

To collect the requisite data, standardized self-esteem scale (2015) by Dr. Santosh Dhar and Dr. Upinder Dhar consisting of 23 closed ended items which were marked by five points scale as Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree is used. The parameters of the scale were Positivity, Openness, Competence, Humility, Self-worth and Learning Orientation.

### Description Of the Tool Used

Table 3: Scoring key

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

After calculating the scores of each person, the self-esteem of a person can be identified. If a person scores 80 and below, it indicates low self-esteem, 81-97 indicates normal self-esteem and 98 and above indicates high self-esteem.

## ANALYSIS AND INTERPRETATION OF DATA

### Hypothesis 1:

There exists a low level of self-esteem amongst student-teachers of Imphal East District.

Table 4: Distribution of the level of self-esteem amongst student-teachers of Imphal East District

Level of self-esteem	No. of respondents	Percentage
High	67	29.78
Normal	131	58.22
Low	27	12
<b>Total</b>	225	

From table 4, only 12% student-teachers have low self-esteem, while 58.22% have normal and 29.78% have high self-esteem levels. Hence, the hypothesis 1 is rejected as the data does not indicate a predominantly low level of self-esteem among student-teachers of Imphal East District.

### Hypothesis 2:

There exists a low level of self-esteem amongst male student-teachers of Imphal East District.

Table 5: Distribution of the level of self-esteem amongst male student-teachers of Imphal East District

Level of self-esteem	No. of respondents	Percentage
High	26	24.7
Normal	62	59.1
Low	17	16.2
<b>Total</b>	105	

From table 5, only 16.2% male student-teachers exhibit low self-esteem, while 59.1% have normal and 24.7% have high self-esteem. Hence, hypothesis 2 is rejected as the findings do not support the existence of a predominantly low level of self-esteem among male student-teachers of Imphal East District.

### Hypothesis 3:

There exists a low level of self-esteem amongst female student-teachers of Imphal East District.

Table 6: Distribution of the level of self-esteem amongst female student-teachers of Imphal East District

Level of self-esteem	No. of respondents	Percentage
High	41	34.2
Normal	69	57.5
Low	10	8.3
<b>Total</b>	120	

From table 6, only 8.3% of female student-teachers exhibit low self-esteem, while 57.5% have normal and 34.2% have high self-esteem. Therefore, the hypothesis 3 is rejected as the results do not indicate predominantly low level of self-esteem among female student teachers of Imphal East District.

#### Hypothesis 4:

There is no significant difference in the self-esteem of student-teachers of Imphal East District with respect to their gender.

Table 7: Comparison of mean self-esteem of student-teachers of Imphal East District with respect to their gender

Variable	Gender	N	Mean	SD	't' value	Level of significance at 0.05 level
Self-esteem	Male	105	2.086	0.634	2.085	Significant
	Female	120	2.258	0.598		

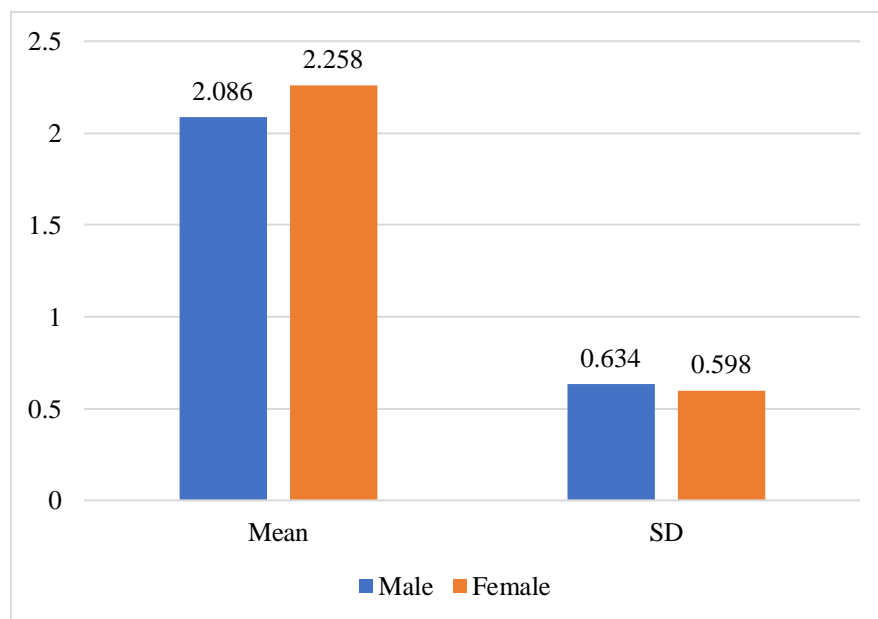


Figure 1: Diagram showing the Mean and Standard deviation scores of Self-esteem based on the gender of the student-teachers

Table 7, shows the computed 't' value (2.085) is statistically significant at 0.05 level of significance. Hence, Hypothesis 4 is rejected, leading to the conclusion that a significant difference exists in the self-esteem of male and female student-teachers.

#### Hypothesis 5:

There exists a low level of self-esteem amongst urban student-teachers of Imphal East District.

Table 8: Distribution of the level of self-esteem amongst urban student-teachers of Imphal East District

Level of self-esteem	No. of respondents	Percentage
High	41	31.6
Normal	80	61.5
Low	9	6.9
<b>Total</b>	<b>130</b>	

From table 8, only 6.9% of urban student-teachers exhibit low self-esteem, whereas 61.5% have normal and 31.6% have high self-esteem. Thus, the hypothesis 5 is rejected, as the data do not support the existence of a

predominantly low self-esteem among urban student-teachers of Imphal East District.

### Hypothesis 6:

There exists a low level of self-esteem amongst rural student-teachers of Imphal East District.

Table 9: Distribution of the level of self-esteem amongst rural student-teachers of Imphal East District

Level of self-esteem	No. of respondents	Percentage
High	26	27.4
Normal	51	53.7
Low	18	18.9
<b>Total</b>	<b>95</b>	

From table 9, only 18.9% of rural student-teachers exhibit low self-esteem, while 53.7% have normal and 27.4% have high self-esteem. Hence, hypothesis 6 is rejected, as the findings do not indicate a predominantly low level of self-esteem among rural student-teachers of Imphal East District.

### Hypothesis 7:

There is no significant difference in the self-esteem of student-teachers of Imphal East District with respect to their locality of the student-teachers.

Table 10: Comparison of mean self-esteem of student-teachers of Imphal East District with respect to their locality of the student-teachers

Variable	Locality	N	Mean	SD	't' value	Level of significance at 0.05 level
Self-esteem	Urban	130	2.246	0.497	2.038	Significant
	Rural	95	2.084	0.648		

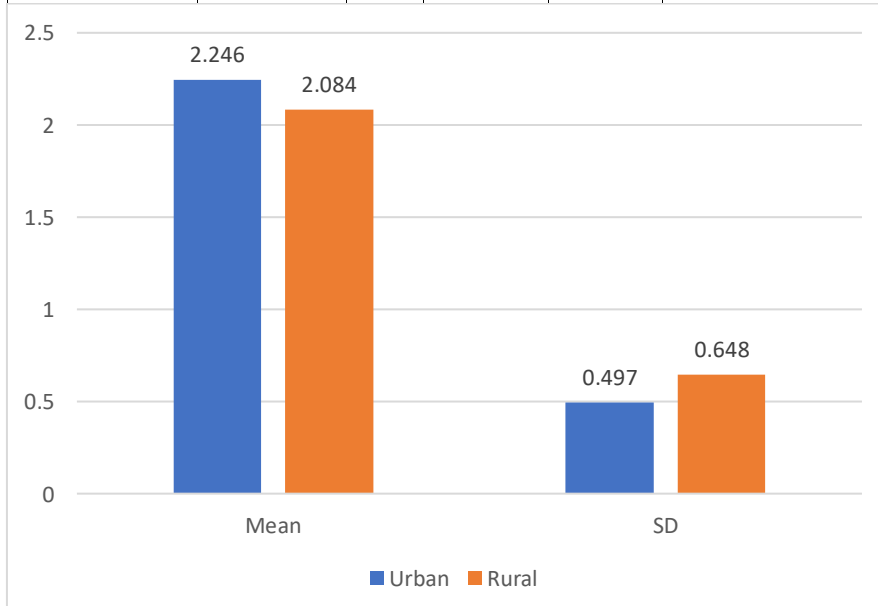


Figure 2: Diagram showing the Mean and Standard deviation scores of Self-esteem based on the locality of the student-teachers

From table 10, reveals that the computed 't' value (2.038) is statistically significant. As a result, Hypothesis 7 is rejected, confirming that there is a notable difference in the self-esteem of rural and urban student-teachers.

## FINDINGS OF THE STUDY

1. There exists a normal level of self-esteem amongst the student-teachers of Imphal East District.
2. There exists a normal level of self-esteem amongst male student-teachers of Imphal East District.
3. There exists a normal level of self-esteem amongst female student-teachers of Imphal East District.
4. There is a significant difference in the self-esteem level of student-teachers of Imphal East District with respect to their gender.
5. There exists a normal level of self-esteem amongst the urban student-teachers of Imphal East District.
6. There exists a normal level of self-esteem amongst the rural student-teachers of Imphal East District.
7. There is a significant difference in the self-esteem level of student-teachers of Imphal East District with respect to their locality of the student-teachers.

## CONCLUSION

The present study on the self-esteem of student-teachers in Imphal East District, Manipur revealed that the majority of student-teachers possess a normal level of self-esteem with respect to both gender and locality. However, the findings also indicate a significant difference in the self-esteem levels of student-teachers across gender and locality. This suggests that while most student-teachers maintain a balanced self-image, contextual and demographic factors continue to play an influential role in shaping their self-esteem.

In light of these findings, teacher education institutions have crucial role to play in fostering an environment that enhances in self-esteem of student-teachers. Institutions can initiate counselling and mentorship programmes to provide emotional and academic support, especially to those who may experience lower self-esteem due to gender-based expectations or locality-related disadvantages. Workshops on self-awareness, confidence building, and stress management may further help student-teachers in developing a positive self-concept. Creating peer support groups and collaborative learning communities can encourage inclusivity, reduce feelings of isolation, and build resilience among student-teachers. Additionally, integrating life-skills training, leadership opportunities, and co-curricular activities with teacher education curricula can provide platforms for student-teachers to discover and strengthen their competencies.

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