# SELF-ESTEEM AND INTEREST IN TEACHING AMONG TRAINEE TEACHERS

DISSERTATION SUBMITTED TO JADAVPUR UNIVERSITY
FOR THE PARTIAL FULFILLMENT OF THE DEGREE OF
MASTER OF PHILOSOPHY IN ARTS

SUBMITTED BY
SOHEL RANA MONDAL
EXAM ROLL NO.-MPED194018
REGISTRATION NO.-139363 OF 17-18

UNDER THE SUPERVISION OF
PROF. ASHOKE KUMAR BISWAS
DEPARTMENT OF PHYSICAL EDUCATION
JADAVPUR UNIVERSITY

DEPARTMENT OF EDUCATION
JADAVPUR UNIVERSITY
KOLKATA
2019

This Dissertation Dedicated to
MY Respected Parents
For their Endless Love,
Support & Encouragement

CERTIFICATE

Certified that the dissertation entitled as "**Self-Esteem and Interest in Teaching among Trainee Teachers**" is a record of original research work done by Sohel Rana Mondal under my supervision and guidance. It contains the result of the candidate's personal investigation. The candidate has fulfilled all the necessary requirements according to the regulation of Jadavpur University, Jadavpur, Kolkata and fit for submission to the University for the Partial Fulfillment of Master of Philosophy in Education under the Department of Education.

I, further certify that, no part of the dissertation has been submitted for any other degree.

He is duly permitted to submit his work to the university.

Place: Kolkata

Date:

Prof. Ashoke Kumar Biswas

Supervisor

Department of Physical Education

Jadavpur University

Kolkata - 700032

CERTIFICATE FROM HEAD OF THE DEPARTMENT

Certified that Sohel Rana Mondal has completed his research work in the topic entitled "**Self-Esteem and Interest in Teaching among Trainee Teachers**" under the supervision of Prof. Ashoke Kumar Biswas, Department of Physical Education, Jadavpur University. He has also fulfilled the requirements of the relevant regulations relating to the M.Phil. Programme of Jadavpur University. I would now recommend submission of his above thesis for necessary follow up actions for the said degree.

I, further certify that, no part of the dissertation has been submitted for any other degree.

He is duly permitted to submit his work to the university.

Place: Kolkata

Date:

Dr. Bishnupada Nanda

Head

Department of Education

Jadavpur University

Kolkata - 700032

*Established on and from 24th December, 1955 vide Notification No. 10986/IU-42/55 dated 6th December, 1955 under Jadavpur University Act, 1955 (West Bengal Act XXXIII of 1955) followed by Jadavpur University Act, 1981 (West Bengal Act XXIV of 1981

দূরভাষ: (১১) - ০০০ - ২৪৫৭-২৮৮২
দূরবার্তা: (১১) - ০০০ - ২৪১৪-৬০০৮

Website : www.jadavpur.edu
E-mail : education.JU@gmail.com
hod@education.jdvu.ac.in

Phone : (91)-033-2457-2882
Fax : (91)-033-2414-6008

Approved
& to Retain
in next F.C.Arts Meeting
Sd 12/4/19.

To all HODs
Sd 12/4/19

Certified that the thesis entitled, SELF ESTEEM AND INTEREST IN TEACHING AMONG TRAINEE TEACHERS submitted by me towards the partial fulfilment of the degree of Master of Philosophy (Arts) in EDUCATION of Jadavpur University, is based upon my own original work and there is no plagiarism. This is also to certify that the work has not been submitted by me for the award of any other degree/diploma of the same Institution where the work is carried out, or to any other Institution. A paper out of this dissertation has also been presented by me at a seminar/conference at P.S.P.D.B.S.E.E. 2019, Jadavpur University, thereby fulfilling the criteria for submission, as per the M.Phil Regulation (2017) of Jadavpur University.

Sohel Rana Mondal
Regn No - 139363-17-18, Roll No - 0017015O
3018

(Name of the M.Phil Student with
Roll number and Registration number)

On the basis of academic merit and satisfying all the criteria as declared above, the dissertation work of Sohel Rana Mondal entitled Self Esteem & Interest in Teaching among Trainee Teachers is now ready for submission towards the partial fulfilment of the Degree of Master of Philosophy (Arts) in Education of Jadavpur University.

Ananda
29.6.19
_____
Head
Department of ....

**(DR. BISHNUPADA NANDA)
PROFESSOR & HEAD
DEPARTMENT OF EDUCATION
JADAVPUR UNIVERSITY**

29.4.19.
_____
Supervisor & Convener of RAC

Sudeshna Lahiri
_____
Member of RAC

Panda, Shaikh Imran Pervez, Liton Mallick and Ph.D Scholar Arumay Jana helped the researcher in data analysis using statistical software. Without their active support and help this project would have not been completed in time.

There were many other people who helped the researcher directly or indirectly in accomplishing this project. The researcher, without naming all of them, is grateful for their help, cooperation and blessings.

CONTENTS

CHAPTER I: **INTRODUCTION**

CHAPTER II: **REVIEW OF THE RELATED LITERATURE**

CHAPTER III: **METHODOLOGY**

List of Tables   Page No.

List of Figures **Page No.**

LIST OF APPENDIX

LIST OF ABBREVIATIONS

ANOVA	:	Analysis of Variance
RSES	:	Rosenberg Self Esteem Scale
KITS	:	Kakkars Interest in Teaching Scale
df	:	Degree of Freedom
F	:	Female Students
M	:	Male Students
N	:	No
NS*	:	Not Significant
S*	:	Significant
OBC	:	Other Backward Class
PG	:	Post Graduate
R	:	Rural
S*	:	Significant
SC	:	Schedule Caste
SD	:	Standard Deviation
SPSS	:	Statistical Package for the Social Sciences
ST	:	Schedule Tribe
U	:	Urban
UG	:	Undergraduate

CHAPTER I: INTRODUCTION

CHAPTER I: INTRODUCTION

1.1. Concepts of Self-Esteem

Self-esteem is one of the most frequently cited psychological factors considered by many to be a key factors for a successful performance stated that in social cognitive theory, and individual's degree of self-esteem influences performance both directly and indirectly. Higher Self-esteem during competitions is more likely to be successful. Performance may be determined by an individual's belief that he or she has the ability to execute skills, which are requiring by situation and the responsiveness of the environment. Therefore the ability of personal self-esteem strongly contributes to success or failure. Thus the investigators will to find out any differences on selected psychomotor and physiological variables between different sports groups. Self-image and self-worth are closely linked. People who think they look attractive often have higher levels of self-esteem. Being fit creates a sense of confidence, while being overweight can produce significant anxiety.

Self-esteem is an essential human need that is vital for survival and normal, healthy development that arises automatically from within based upon a person's beliefs and consciousness and occurs in conjunction with a person's thoughts, behaviors, feelings and actions. Self-esteem requires "a self-evaluation process in which individuals compare their description of themselves as they are (Real Self) with their description of themselves as they would like to become (Ideal Self) and as they fear becoming" Self-esteem depends on living up to one's ideals. Self-evaluation is important because the subject is able to assess what they are known, what they do not know and what they would like to know. They begin to recognize their own strengths and weaknesses, and will be able to set goals that they know they can attain with the new knowledge they have about themselves. Self-esteem is not a spontaneous evaluation. It is a long process which is affected by some factors. Self-esteem begins to form from early childhood.

Self-esteem means evaluation of own worth which is done by them. It is an emotional evolution of individuals. It is positive or negative attitude towards self. For example I believe that I am a good person. The other word like Self-Esteem is self-worth, self-regard, and self-respect. William James, a philosopher, psychologists, geologists, anthropologists in 1892 identified the self-esteem.

In the year 1960s Morris Rosenberg, a famous sociologist describe Self-Esteem as a feeling of self worth. After that he developed a scale known as Rosenberg Self-Esteem Scale (RSES) which became the mostly used scale to measure Self-Esteem in the social sciences.

In psychology the term Self-Esteem is a description of a person's self worth. Another way Self-Esteem related with personal trait. Self-Esteem includes emotions, beliefs and behaviours etc. There are two types of Self-Esteem e.g. High Self-Esteem and low Self-Esteem.

High self-esteem gives us strength and positive thinking in our lives to take charge of positivity. There are many signs by which we are identified the persons who are belong to high Self-Esteem. These signs are –

i. The capability by which they solved their own problem.

ii. An independent and cooperative behaviour

iii. They has an adjustment power

iv. An ability power to trust others

v. Emotionally comfortable

vi. A sense of limitation of their personal life.

Low Self-Esteem means feeling of unworthy, incapable. He or she feels poorly about himself or herself. Low Self-Esteem includes being emotionally abused, being ignored, teased, criticized by others. There are many signs by which we are identified the persons who are belong to low Self-Esteem. These signs are –

i. Negative view of life.

ii. They mistrusting the other people even who are sympathy to them.

iii. They blamed others for their work.

iv. They are become unloved and unlovable.

v. They don't take any decision until any other person helps them.

According to Abraham Maslow self-esteem is an important part of psychological health. It allows people to face any matter with more confidence and self actualize. In Maslows Hierarchy of Needs Theory there were five stages.

i. Physiological Needs

ii. Safety Needs

iii. Love/Belonging Needs

iv. Esteem Needs

v. Self-Actualization

Gender difference play greater role to differ level of self-esteem. Studied have suggested that relationships of masculinity and femininity to self- esteem and environmental presses for each of these sets of behavioural characteristics. It is stronger press for masculine characteristics than feminine characteristics. The person- environment interaction suggests that a masculine environment may place women who are low in masculinity at particular risk for low self-esteem (Burnnet).

1.2.   Important of Self-Esteem in Educational System:

Self-Esteem is very important in our daily life. The persons whose Self-Esteem is high his confidence level is very high. Low Self-Esteem person have many problems in daily life. In educational aspect, self-esteem is an important part to academic achievement, social functioning and psychopathology of children and adolescents. Self-esteem is important to provide the required motivation in order to be academically successful and facilitating students' self-esteem might be a part that supports the schools' academic goals, without making it as an educational priority. On the other hand, self-esteem can be seen as a construct that mediates between ability and achievement; self-esteem could influence subsequent achievement, and achievement could influence subsequent levels of self-esteem. It builds not only felicitate learning process but also teacher increase their ability to own technique of teaching (Ferkany, 2008).

According to **Dr Moya O'brien**, self-esteem is important because it is associated with feelings like;

i. Confidence

ii. Sense of optimism

iii. Pleasure

iv. Happiness

If anyone having high Self-Esteem then his/her confidence level will be high. Self-Esteem increases his/her confidence level. If he/she has confidence he/she will respect himself/herself and also others.

If anyone has low Self-Esteem then he/she may suffer from depression, insecurity.

Here in this research, the researcher find out the Self-Esteem and interest in teaching among trainee teachers B.Ed. and B.P.Ed. Trainee teachers were selected as a sample for this study. B.Ed is an undergraduate programme. Now B.Ed. training is must for the school teachers. B.P.Ed. is also an undergraduate programme that deals with wholesome development through the medium of physical activity. Both training courses are two years programme run in all over India which regulated by National Council of Teacher Education (NCTE).

A 10-item scales that measures global self-worth by measuring both positive and negative feelings about the self. The scale is believed to be uni-dimensional. All items are answered using a 4-point Likert scale format ranging from strongly agree to strongly disagree. The categories of responses will be Likert type i.e. 'strongly agree', 'agree', 'disagree', 'strongly disagree' and '4', '3', '2', '1' will be the respective scores awarded for the responses to positive items. Some items will be negative in nature and the scoring will be done in reverse order.

1.3.   Interest in Teaching:

Interest means the curiosity towards the objects. Interest is a part of teaching. Interest increases the attraction of the education. Education is the life long process. If someone has no interest in teaching then he/she doesn't go in teaching profession. In teaching profession teacher play an effective role to the students. The teacher is the backbone of the education system. Teacher should be like friend philosopher and guide. No educational reform is possible without teachers (mohanty,2003). According to **J.P.Guilford** "learning is any change in behaviour, resulting from behaviour." According to **Garret** "learning is that activity by virtue of which, we organise our response with new habits."

Learning is related to interest. Interest can gore the learners learning capability.in this research interest in teaching means the trainees who are doing the B.Ed. and B.P.Ed degree they are interested about teaching so they are doing this degree . Because their aim in future they will be a good teacher in our society. They will change the society through the light of education.

Teaching is a field that is filled with challenges, teachers must be patient, understand the student's ability. If teachers love his/her teaching build interest and solve any problem, because of the respect that the ability to make a difference for the students that they teach. If teacher think that teach steps to get the education and certification required so that you can start teaching. Teaching professionals give people to have a positive impact on the world and direct impact on creating a better society as teachers do. Good teachers can inspire students to become something be, or to work in a field that they did not think they were cut out for Lack of interest can be caused by difficulty concentrating, family problems, emotional difficulties, learning disabilities, and many other factors. Sometimes it's just plain boredom – not everything is about fun all the time. Even the bubbling hormones running through the teenagers' bodies can cause difficulty to concentrate on anything other than the schoolmate in the nearest chair. In this study all are subject's trainee teacher and new in teaching arena that's why it is the proper time to learn how to teach? How to create healthful classroom ambience? If motivations gravitate right way that must create interest in teaching.

Here B.Ed. Is a professional training course .by doing   this course the trainees developed his/her skills in their profession. In this training the trainees are learn how to teach the students in this profession. And also the behaviour of student, discipline how to learn from the teacher. B.P.Ed. is undergraduate course. The trainees are trained how to physical fitness can be developed.

The items are such that the answer to each item would reveal whether the person who takes the test has genuine interest in teaching or not. The items seek to draw upon a person's reading interests, hobbies ,school subjects, recreational interests, liking for different types of people, loves present personality, qualities, goals, present abilities, general interests and occupational interests.

1.4.   Statement of the Problem:

A person with better self-esteem perceives himself clearly and because of his own view he develops a positive attitude towards himself. This will result into progress in worthiness and competence in solving more vigorous problems in education. Due to the increase in his competence, he wants to maintain his Self-Esteem. Hence self-esteem is influencing factors of interest in each student. That is why the investigator is intended to examine as to what extent these self-related variables and the self as described by these variables influence interest in students. But, there are limited studies that have been conducted on Self-Esteem and Interest in Teaching among Trainee Teachers especially in West Bengal. Therefore, a wide knowledge gap is noticed in this area of the present research problem. In this context the problem of the present study was stated as-**Self-Esteem and Interest in Teaching among Trainee Teachers.**

1.5.   Objectives of the Study:

Keeping in mind the basic research questions and delimitation of the study,the following objectives were identified for the study:

1. To find out the Self-Esteem and interest in teaching of trainee teachers at B.Ed. and B.P.Ed. level.
2. To find out the Self-Esteem and interest in teaching of trainee teachers based on their Gender, Class and Caste, Religion, Qualification, Stream, Family Occupation.
3. To measure Self-Esteem and interest in teaching of trainee teachers with respect to their Family Income.
4. To develop a modified version questionnaire.

1.6.   Hypotheses of the Study:

In view of the basic research questions and objectives of the study following null hypothesis were formulated:

$H_0 1$: There is no significant difference in Self-Esteem and interest in teaching of trainee teachers on the basis of their Gender.

$H_0 2$: There is no significant difference in Self-Esteem and interest in teaching of trainee teachers with respect to their Class.

H₀3: There is no significant difference in Self-Esteem and interest in teaching of trainee teachers with regards to their Caste.

H₀4: There is no significant difference in Self-Esteem and interest in teaching of trainee teachers based on Religion.

H₀5: There is no significant difference in Self-Esteem and interest in teaching of trainee teachers with respect to their Qualification.

H₀6: There is no significant difference in Self-Esteem and interest in teaching of trainee teachers with regards to Stream.

H₀7: There is no significant difference in Self-Esteem and interest in teaching of trainee teachers with respect to their Family Income.

H₀8: There is no significant difference in Self-Esteem and interest in teaching of trainee teachers with respect to their Family Occupation.

1.7.   Delimitation of the Study:

The present study was delimited to-
1. Trainees are selected to the age group of 21-27 years as sample.
2. University and college students in both rural and urban areas of Nadia, Kolkata, and North 24 Parganas districts only.
3. Students studying in B.Ed. and B.P.Ed. level.
4. Only 3 colleges and Jadavpur University were chosen to draw out the sample.
5. The demographic variables Gender, Class, Caste and some other variables viz. Qualification, Stream, Family Income, Family Occupation were taken.
6. The present study was conducted on 400 samples only.
7. Two tools were used for data collection i.e. Rosenberg Self-Esteem Scale (RSES) and Kakkars Interest in Teaching Scale (KITS) adopted in Bengali version.

1.8.   Operational Definition in Terms:

1. Trainee Teachers: Trainee teachers are those who are doing a undergraduate degree e.g. B.Ed. and B.P.Ed.

2. Interest in Teaching: The persons who are interested in about teaching. Interest means the curiosity towards the objects. Interest is a part of teaching.

3. Self-Esteem: Self-Esteem means evaluation of own worth which is done by them. It is an emotional evolution of individuals. It is positive or negative attitude towards self.

4. B.Ed.: B.Ed is an undergraduate programme. Now B.Ed. training is must for the school teachers.

5. B.P.Ed.: B.P.Ed. is also an undergraduate programme that deals with physical, mental, social as well as wholesome development by the mode of physical activity.

References

Ferkany, M. (2008) The Educational Importance of Self-Esteem, Journal of Philosophy of Education 42(1):119 - 132 · DOI: 10.1111/j.1467-9752.2008.00610.

 Burnett, J, W. Anderson W, P. Heppner, P, P. (1995) Gender Roles and Self-Esteem: A Consideration of Environmental Factors, Journal of Counselling & Development, Volume73, Issue3, , 323-326 https://doi.org/10.1002/j.1556-6676.1995.tb01757.

https://en.wikipedia.org/wiki/Self-esteem#Importance

https://www.verywellmind.com/what-is-self-esteem-2795868

https://www.psychologytoday.com/us/basics/self-esteem

https://www.mentalhelp.net/articles/why-self-esteem-is-important-and-its-dimensions/

https://www.more-selfesteem.com/importance.htm

https://upjourney.com/why-is-self-esteem-important

https://www.speakingtree.in/blog/importance-of-selfesteem-in-life

https://www.liveyourtruestory.com/11-benefits-of-high-self-esteem-confidence/

https://www.slideshare.net/nkarenbi/presentation-self-esteem

CHAPTER II: REVIEW OF THE RELATED LITERATURE

CHAPTER II: REVIEW OF THE RELATED LITERATURE

The review of related literature is a written summary of the state of evidences on a research problem (Polite and Beck 2008). Studies from different sources viz. books, journals, reports, articles, publications, as well as dissertation theses were accounted to specify the present problem.

Related studies are as follows:

2.1. Self-Esteem in Indian Context

Vasimalairaja, M. (2010), in his study "Awareness of ICT and Self-Esteem of B.Ed Trainees," this study used stratified random sampling method. This study reveals that as female trainees have healthy coping skills, they have high Self-Esteem than male trainees. the trainees among hostellers' Self-Esteem is better than day scholar trainees as who stayed in hostel they have take their decision and responsibility by them individually and day scholar trainees are take decision with the help of their family. The findings of this study thus conclude that most of trainees have average knowledge about ICT. So, ICT should be start from grass root level.

Abraham, D. (2010), in his study "A study on the self-esteem and social relations of adolescents with learning disability," this study used purposive sampling method. The primary finding was that the impact of social relation including their peers, teachers build their Self-Esteem in adolescents with learning disability in alternative schools. The researcher also concludes that adolescents with learning disability having good social relation then their Self-Esteem will be high. School should specify the programme for developing the Self-Esteem.

Singh, S and Bhatia, G. (2012), in their study "Study of Self-Esteem of Secondary School Students in Relation to Their Family Environment," this study used Random sampling method. The primary finding was that Self-Esteem and family environment are positively related and significant .They could not found any significant relationship between Self-Esteem of school children and their socio economic status. Those Childrens are high Self-Esteem whose family interaction is high than the low family interaction. The researcher also concludes that   Self-Esteem of school children and family are positively related.

Latha, M. (2012), in his study "Relationship between Self-Esteem and Emotional Intelligence of B Ed students," this study used a Normative Survey Method for conducting the study. The primary finding was that Self-Esteem and emotional intelligence is normal but these two are negatively correlated. There is no significant difference based on gender among Self-Esteem and emotional intelligence. No significant difference is found in private and aided colleges. The researcher also concludes that after training their Self-Esteem and emotional intelligence are help them to intimate, trustworthy relationship to their students.

Deshpande, A and Chhabriya, M. (2013), in their study "Parenting Styles and its Effects on Adolescents' Self-Esteem," the random sampling technique was used for collecting data. The primary finding was that adolescents having parental accepting attitude they have high Self-Esteem and parental avoidance attitude they have low Self-Esteem. The researcher also concludes that good parents respect, trust and understand their children. Spending times, keeping promises and appreciating children's efforts builds the children's self image. It is observed that teens whose relation is good with their family they can risk for their family.

Shaheen, F. and Jahan, M. (2014), studied on "Role of Self-Esteem in Development of Aggressive Behaviour among Adolescents," the random sampling technique was used for collecting data. The primary finding was that male group Self-Esteem and physical aggression is stronger than female. There is a negative correlation and significant different among male and female group. The researcher also concludes that Self-Esteem plays an important role among adolescents. Low Self-Esteem adolescents having high aggression and high Self-Esteem having low aggression. Male group having high Self-Esteem than female group.

Gera, M. and Singh, R. (2015), in their study "A Study of Self Efficacy and Self-Esteem of Prospective Teachers in Relation to Gender and Academic Achievement," this study used a descriptive research method. The primary finding was that male prospective teachers self efficacy is better than female prospective teachers and there is a significant difference. Male prospective teachers having high Self-Esteem than female prospective teachers and differ significantly. The researcher also concludes that prospective teachers with high Self-Esteem having high and average academic achievement than low Self-Esteem prospective teachers with low academic achievement.

Shaheen, F. (2015), in his study "A Study of Optimism and Self-Esteem in Relation to Psychological Distress among Professional and Non professional Students," this study used Random sampling method. The results of correlation analysis revealed that there is negative correlation between optimism and psychological distress. If optimism increases then psychological distress will decrease. The researcher also concludes that Self-Esteem and psychological distress negatively correlated. If Self-Esteem is high then psychological distress will be low and low Self-Esteem indicates high psychological distress.

Bhagat, P. (2015), in his study "Relationship between Self- Esteem and Academic Achievement of Secondary School Students", this study used Survey method. The findings revealed that there is a positive and significant correlation between Self-Esteem and academic achievement among secondary school students. A positive significant correlation was found between male and female based on their Self-Esteem and academic achievement. When Self-Esteem is high then the academic achievement also high and if Self-Esteem is low then the academic achievement also low.

Nupur, C. and Mahapatro, M. (2016), in their study "Gender Differences in Self-Esteem among Young Adults of Raipur, Uttar Pradesh, India," this study used a descriptive cross sectional method. The primary finding was that male Self-Esteem is better than female. In this case Self-Esteem includes gender, caste, income, siblings etc. The researcher also concludes that family members attitude towards female should be changed. If family members change their view in respect to their female family member then there were no differences and inequality among gender and Self-Esteem will change.

Sharma, S and Agarwala, S. (2016), in their study "Self-Esteem and Collective Self-Esteem among Adolescents: an Interventional Approach," Pre- and post-test design was used. The primary finding was that the mean of post intervention is higher than the pre intervention and there was a significant different among pre intervention and post intervention. The researcher also concludes that the low Self-Esteem and low collective esteem affects adolescent's mental health and their performance. If Self-Esteem and collective Self-Esteem is high then adolescent's performance will be high. To build the adolescents high Self-Esteem the family should support to their children.

Dhillion, M, Dhwan, P, Ahuja, K, Kalyani, A, and Papneja, D. (2016), in their study "Factors Influencing Self-esteem of Indian Female Adolescents," this study used

purposive sampling method. The primary finding was low Self-Esteem were found those family in which family having family conflict, gender discrimination and dissatisfaction to their physical appearance. High Self-Esteem having satisfaction with academic achievement. The researcher also concludes that the study was to identify a shaping among adolescents that they have high Self-Esteem or low Self-Esteem.

Afzali, S.M.K. and Kermani, M.Y. (2016), in their study "A Comparison between Anxiety and Self-esteem amongst High School Freshman Students (Male and Female) with Amblyopia in Gachsaran in 2015", this study used Simple Random Sampling Method. The findings revealed that there is significant different among male and female studends with Amblyopia. Male students having high anxiety and female students low anxiety. The researcher concluded that there was no significant different based on male and female students. In respect to their anxiety and Self-Esteem.

Singh, B, Hasan, A. and Wani, M.A. (2017), in their study "Aggression and Self-Esteem among Teenagers," this study used Random sampling method. The primary finding was that girls having low aggression than the boys and boys Self-Esteem was high than the girls. there is significantly mean difference among boys and girls in respect to their aggression and Self-Esteem among teenagers. The researcher also concludes that the boys Self-Esteem is better than girls among teenagers.

Bhadawkar, H. (2017), in his study "A Study of Academic Achievement of B Ed Students in Relation to Their Self-Esteem," this study used stratified random sampling technique method. The primary finding was that Micro Teaching, Bridge Lessons and Lesson Planning Workshops are developed their knowledge and skills. The B.Ed. students having high Self-Esteem they are more interested in co-curricular activities, art, creative skills. Those students having good communication and vocabulary knowledge also have high Self-Esteem in respect to their academic achievement. They have also high performance in academic achievement.

2.2.   Self-Esteem in Abroad Context

Neiss, M, Sedikides, C. and Stevenson, J. (2002), in their study "Self-Esteem: A Behavioural Genetic Perspective," this study used a survey method. The primary finding was that Behavioural genetic studies clarified the contribution of the genetic and environmental underpinnings of self-esteem. Genetic substantially influence on Self-Esteem and the

environment influence minimal. Parental characteristics and Self-Esteem related with genes and environment.

Ciarrochi, J., Heaven, P.C.L. and Davies, F. (2007), in their study "The Impact of Hope, Self-Esteem, and Attributional Style on Adolescents' School Grades and Emotional Well-Being: A Longitudinal Study," this study used a survey method. The primary finding was that School grades are effect by extraneous variables. Hope has a reliable effect on it. High Self-Esteem decreases sadness and increases strengthen of mental health. Hope increases the positive effects. These are found in respect to their hope, Self-Esteem and attribution styles.

Bell, E.E. (2009), in his study "Impact of Self-Esteem and Identification with Academics on the Academic Achievement of African American Students," this study used survey method. The primary finding was that curriculum should help the students to improve their Self-Esteem. There is no significant different between the students who were taking curriculum training and who is not taking any curriculum training. The students having high Self-Esteem they have good academic achievement. African and American students having high Self-Esteem.

Martins, M.A., Peixoto, F, Pereira, M.G, Amaral, V. and Pedro, I. (2010), in his study "Self-esteem and Academic Achievement among Adolescents," this study used a survey method. The primary finding was that there is no significance difference among Self-Esteem and academic achievement. Self-Esteem and academic achievement are positively related. The adolescents who have high Self-Esteem they have high academic achievement. Self-Esteem play an important role in academic achievement. The adolescents Academic achievement is depend on Self-Esteem.

Ismail, Z and Majeed, A. (2011), in their study "Student Self-Esteem and Their Perception of Teacher Behaviour: A Study of Class Grouping System in Pakistan," this study used Random sampling method. The primary finding was that the teacher should be friendly and less controllable. So they dependent each other the teacher expected from students good achievement and also students expected from teachers a good behaviour. Thus teacher's supportive perception reduces the controlling behaviour on students.

Bauman, S.A. (2012), in his study "The Importance of Self-Esteem in Learning and Behaviour in Children with Exceptionalities and The Role Magic Tricks May Play In

Improving Self-Esteem and in Motivating Learning," this study used survey method. The primary finding was that there is significant different among Self-Esteem and children's behaviour. In opposite studies effect on learning and behaviour in children with exceptionalities. The researcher concluded that by improving Self-Esteem motivated the learners and learning behaviour.

Anttila, M. and Saikkonen, P. (2012), in their study "Supporting Children's Self-esteem in Early Childhood Education," the random sampling technique was used for collecting data. The primary finding was that in the base level the early childhood life builds the Self-Esteem if they will be positive in their self images. The Self-Esteem should focuses on our childhood education. The researcher also concludes that through the kindergartens activities students grow their Self-Esteem in relation to their early childhood education.

Sveningsson, E. (2012), in his study "The relation between peer social status and self-esteem in middle childhood," this study used survey method. The primary finding was that social status, controversial are related to Self-Esteem. High social status indicates high Self-Esteem and low social status indicates low Self-Esteem. There are relationship between high and low social status and Self-Esteem.

Orth, U. and Robins, R.W. (2014), in their study "The Development of Self-Esteem," this study used cross sectional survey method. The primary finding was Self-Esteem increases from early age to middle age, the Self-Esteem is high on 50-60 years old after that Self-Esteem slowly decreases. Self-Esteem play an important role in human life. High Self-Esteem leads a man to a peak but low Self-Esteem is a barrier to people .high Self-Esteem increases confidence and low Self-Esteem decrease the confidence.

Zamanzadeh, V., Tabrizi, J, Ghahramanian, A, Gargari, R.B., Valizadeh , L., and Crowley, M. (2016), in their study "Nursing Students' Understanding of the Concept of Self-Esteem: a Qualitative Study," this study used purposive sampling method. The primary finding was the nursing student Self-Esteem related to their patience. The nursing students having high Self-Esteem is more confident about her jobs in respect to their understanding of the concept of Self-Esteem.

Migunde, Q, Othuon, L. and Mbagaya, C. (2016), in their study "Adolescents Self-Esteem And Its Effect On Career Development," this study used Random sampling method. The primary finding was that there is significant difference in gender. Female scores

are higher than male Self-Esteem and internal locus of control are positively correlated and significant different.. Self-Esteem and external locus of control are negatively correlated and significant different. There is no significant different among Self-Esteem and luck. The researcher also concludes that Self-Esteem play an important role on career development in respect adolescents.

Henriksen, I.O. (2016), in his study "Self-Esteem as a Resilience Factor for Symptoms of Anxiety, Depression, and Attention Problems: Evidence from A Clinical Population of Adolescents," this study used Random sampling method. The primary finding was that the adolescents who have high Self-Esteem their anxiety and depression are always low than others. high Self-Esteem people have more resilience power to overcome this situation. Hence, the Self-Esteem play an vital role among adolescents to reduces the anxiety and depression symptoms.

Nematollahi,A., Tavakoli ,P. and Akbarzadeh ,M.(2017), in their study "The Relationship between Self-Esteem and Students' Academic Achievement and Some Parental Demographic Factors," this study used cross sectional survey and descriptive analytical method. The primary finding was that there is significant different between Self-Esteem and academic achievement. The researcher also concludes that low Self-Esteem indicates low performance. high Self-Esteem indicates more confidence which leads to better academic achievement and low Self-Esteem related to low academic achievement.

Ahmat, S.N, Muda, M.R. and Neoh, C.F. (2018), in their study " Self-Esteem Level and Its Relationship to Academic Performance among Undergraduate Pharmacy Students in a Malaysian Public University," this study used cross sectional survey method. The primary finding revealed that the Self-Esteem level and academic performance among undergraduate pharmacy students in Malaysian Public University are negatively correlated. The researcher also concludes that Self-Esteem and academic performance are related each other low Self-Esteem indicates low academic performance and other hand high Self-Esteem related to high academic performance.

2.3. Interest in Teaching related Literature Review

Wong, R.E. (1992), in his study "The relationship between interest in teaching as a career choice and perceptions of school/classroom environment of 7th and 8th grade students". This study used a random sampling method. The primary finding was that male

teachers choose than female teachers. In elementary school female teachers are role model, they are favour than male teachers. Caucasian females' teachers are more interested in teaching than male and any other cultural group.

Mishra, K. and Yadav, B. (2012), in their study "A Study of Self Concept and Interest in Teaching of Pre Service Teachers of Secondary Level," to find out the difference and relationship between the above two variables. This study used a descriptive cross sectional method. The primary finding was that there is significant different in pre service teachers based on their gender. Male teachers are less interested than female teachers in respect to their interest in teaching. There is no significant different among science and arts teachers. Science pre service teacher's background is better than arts pre service teachers' background in respect to their interest in teaching.

Kumar, A. (2013), in his study "Attitude towards Teaching Profession in Relation to Adjustment among Senior Secondary School Teachers," This study used a random sampling method. The primary finding was that teacher should positive view towards teaching profession because positive view help the teachers to build adjust power in teaching profession. Adjustment plays an important role in teaching profession among senior secondary school teachers. More positive attitude towards teaching profession, teacher's adjusted power will grow.

Syiem, I. (2014), in his study "A Study of the Interest in Teaching among Teacher Trainees of Shillong," to find out interest level of teacher trainees at the Secondary level. This study used a random sampling method. The primary finding was that there is no significant different among teacher trainees based on their sex, type of qualification, local. The researcher concluded that sex and qualification does not effect in interest in teaching. Passion, desire and seriousness also play an important role in interest in teaching. Teacher trainees influenced with the help of acquisition of training in respect interest in teaching.

Saswandi, T. (2014), in his studies "Teaching Style and Students' Interest in Learning English". This study used a random sampling method. The primary finding was that teaching style should be different. Auditory, oral, visual auditory style can be used to teach the students to grow their interest. The researcher also concluded that different type of methods can be used to attractive the teaching. Some Learning Teaching Material can be utilized to grow interest.

Sasikala, V. (2014), in her study "Dignity and Professional Interest of B.Ed. Teacher Trainees," to find out interest level of B.Ed. teacher trainees at the Secondary level. This study used a random sampling method. The primary finding was that professional interest among teacher trainees significantly better personality adjustment. In present context in different teacher trainees programme discusses how to develop the professional interest among teacher trainees. Teaching profession helps others to prepare for other profession.

Sharma, A. and Bedi, K. (2016). in their study "A study of Secondary school teachers' aptitude about teaching profession," to find the attitude of secondary teachers towards teaching profession. This study used a survey method. The primary finding was that in urban areas there is no significant difference among male and female teachers about their teaching profession. There is a significant different among male and female teachers in respect to their teaching profession. Aptitude play an important role in teaching profession.

Baig, M.A. (2016), in his study "Teaching interest in B. Ed trainees at the entering level with respect to gender and subject stream," to find out interest level of teacher trainees at the Secondary level. This study used descriptive survey method. The primary finding was that there is no significant different of B.Ed. trainees based on their gender. The researcher also concluded that there is significant different among streams of B.Ed. trainees. In streams different types streams different interest in teaching.

Behera, S. K, Sao, S. and Mohamed, S. (2016), in their study "Attitude of B.Ed. Student-Teachers towards E-Learning. This study used stratified random sampling method. The primary finding was that the B.Ed. student teachers should be concerned about E-learning because it can grow the wide knowledge of teachers. Teachers should aware about E-learning to achieve the global level education. E-learning is very effective in education and also digitalized. E-learning will be effective when teacher's attitude will be positive towards E-learning.

Brandao, D.F and Pardo, M.B.L. (2016), in their study "The Interest of Education Students in Teaching". This study used survey method. The primary finding was that the role of interest in teaching is playing a vital role in education. The researcher also concluded the interest in teaching positive towards academic achievement. If the education Students having high interest in teaching the academic achievement also high and performance also positive.

References

Abraham, D. (2010). "A study on the self-esteem and social relations of adolescents with learning disability". Centre of research, Christ University, Bangalore. http://repository.christuniversity.in/1857/1/thesis_deepu_abraham.pdf

Afzali, S.M.K and Kermani, M.Y. (2016), "A Comparison between Anxiety and Self-esteem amongst High School Freshman Students (Male and Female) with Amblyopia in Gachsaran in 2015", *International Journal of Medical Research & Health Sciences*, Vol-5,pp-69-73.https://www.ijmrhs.com/medical-research/a-comparison-between-anxiety-and-selfesteem-amongst-high-school-freshman-studentsmale-and-female-with-amblyopia-in-gachs.pdf

Ahmat, S.N, Muda, M.R. and Neoh, C.F. (2018), "Self-Esteem Level and Its Relationship to Academic Performance among Undergraduate Pharmacy Students in a Malaysian Public University," https://www.ijper.org/sites/default/files/IndJPhaEdRes_52_2_197_0.pdf

Anttila, M. and Saikkonen, P. (2012), "Supporting Children's Self-esteem in Early Childhood Education," Helsinki Metropolia University of Applied Sciences. https://www.theseus.fi/bitstream/handle/10024/50239/Anttila_Marianna_Saikkonen_Pinja.pdf

Batty, E. and Flint, J. (2010), "Self-Esteem, Comparative Poverty and Neighbourhoods," Centre for Regional Economic and Social Research, Sheffield Hallam University. https://research.shu.ac.uk/cresr/living-through-change/documents/RP7_SelfEsteem.pdf

Bauman, S.A. (2012), "The Importance of Self-Esteem in Learning and Behaviour in Children With Exceptionalities and The Role Magic Tricks May Play In Improving Self-Esteem and in Motivating Learning," University of central florida, orlando. http://etd.fcla.edu/CF/CFH0004293/Bauman_Shannon_A_201212_BS.pdf

Bell, E.E. (2009), "Impact of Self-Esteem and Identification with Academics on the Academic Achievement of African American Students," faculty of school education, liberty university. https://core.ac.uk/download/pdf/58825118.pdf

Bhadawkar, H. (2017), "A Study of Academic Achievement of B Ed Students in Relation to Their Self-Esteem," *Scholarly research journal for humanity science and English language*. http://oaji.net/articles/2017/1201-1493200541.pdf

Bhagat, P. (2015), "Relationship between Self- Esteem and Academic Achievement of Secondary School Students". *International Journal of Social Science and Interdisciplinary research*, Vol-6(4), pp-29-42. http://indianresearchjournals.com/pdf/IJSSIR/2017/April/3.pdf

Ciarrochi, J., Heaven, P.C.L. and Davies, F. (2007), "The impact of hope, self-esteem, and attributional style on adolescents' school grades and emotional well-being: A longitudinal study," *Journal of Research in Personality*. http://josephciarrochi.com/wp-content/uploads/2011/08/Ciarrochi_Heaven_JRP_The_Impact_of_Hope_SE_and_Attribution al_Style_on_Grades_2007.pdf

Deshpande, A and Chhabriya, M. (2013), "Parenting Styles and its Effects on Adolescents' Self-Esteem," *international journal of innovations in engineering and technology*. http://ijiet.com/wp-content/uploads/2013/09/42.pdf

Dhillion, M, Dhwan, P, Ahuja, K, Kalyani, A and Papneja, D. (2016), "Factors Influencing Self-esteem of Indian Female Adolescents," *IOSR Journal of Humanities and Social Science (IOSR-JHSS)*, Vol-21,Issue-7,pp-56-63. http://www.iosrjournals.org/iosr-jhss/papers/Vol.%2021%20Issue7/Version-8/G2107085663.pdf

Gera, M. and Singh, R. (2015). "A Study of Self Efficacy and Self-Esteem of Prospective Teachers in Relation to Gender and Academic Achievement". http://pjitm.com/Doc/jan-june2015/82015.pdf.

Henriksen, I.O. (2016), "Self-Esteem as a Resilience Factor for Symptoms of Anxiety, Depression, and Attention Problems: Evidence from A Clinical Population of Adolescents," Norwegian University of Science and Technology, Regional Centre for Child and Youth Mental Health and Child Welfare. https://brage.bibsys.no/xmlui/bitstream/handle/11250/2418346/Henriksen.PDF?sequence=1

Ismail, Z and Majeed, A. (2011), "Student Self-Esteem and Their Perception of Teacher Behaviour: A Study of Class Grouping System in Pakistan*, international journal of business and social science*,Vol-2,No.-16. http://www.ijbssnet.com/journals/Vol-2_No_16_September_2011/12.pdf

Latha, M. (2012). "Relationship between Self-Esteem and Emotional Intelligence of B Ed students". *International Multidisciplinary e-Journal*, ISSN-22774262. http://www.shreeprakashan.com/Documents/2012122894958794.3.Dr.Latha%20M,.pdf

Martins, M.A., Peixoto, F, Pereira, M.G, Amaral, V. and Pedro, I. (2010), "Self-esteem and Academic Achievement among Adolescents,"an international journal of experimental educational psychology. http://repositorio.ispa.pt/bitstream/10400.12/1819/1/EP%202002%2022%281%29%2051-62.pdf

Migunde, Q, Othuon, L. and Mbagaya, C. (2016), " Adolescents Self-Esteem And Its Effect On Career Development," *International Journal of Vocational and Technical Education Research,*Vol-2,No.-2,pp-36-44. http://www.eajournals.org/wp-content/uploads/Adolescents-Self-Esteem-and-Its-Effect-on-Career-Development.pdf

Neiss, M, Sedikides, C. and Stevenson, J. (2002), "Self-Esteem: A Behavioural Genetic Perspective," European journal of personalities, pp-351-367. http://www.southampton.ac.uk/~crsi/Neiss.Sedikides.Stevenson.2002.EJP.pdf

Neiss, M, Sedikides, C. and Stevenson, J. (2002), "Self-Esteem: A Behavioural Genetic Perspective," *European journal of personalities*, pp-351-367. http://www.southampton.ac.uk/~crsi/Neiss.Sedikides.Stevenson.2002.EJP.pdf

Nematollahi,A., Tavakoli ,P. and Akbarzadeh ,M.(2017), "The Relationship between Self-Esteem and Students' Academic Achievement and Some Parental Demographic Factors," *Scholars Journal of Applied Medical Sciences*, ISSN 2320-6691 (Online), ISSN 2347-954X (Print). http://saspublisher.com/wp-content/uploads/2017/06/SJAMS-55A1758-1764.pdf

Nupur, C. and Mahapatro, M. (2016), "Gender Differences in Self-Esteem among Young Adults of Raipur, Uttar Pradesh, India," Austin journal of womens health. file:///C:/Users/SOHEL%20RANA%20MONDAL/Downloads/fulltext_ajwh-v3-id1018%20(1).pdf

Orth, U. and Robins, R.W. (2014), "The Development of Self-Esteem," association for psychological science. https://pdfs.semanticscholar.org/2fef/1b37d5ce1e86c2f4a8c0aa81b9cc25072ba6.pdf

Shaheen, F. (2015), "A Study of Optimism and Self-Esteem in Relation to Psychological Distress among Professional and Non professional Students," *International Journal of Education and Psychological Research*, Vol-4,Issue-1. http://ijepr.org/doc/V4_Is1_March15/ij15.pdf

Shaheen, F. and Jahan, M. (2014), "Role of Self-Esteem in Development of Aggressive Behaviour among Adolescents," *international journal of education and psychological research*, vol-3,issue-4. http://ijepr.org/doc/V3_Is4_Dec14/ij14.pdf

Sharma, S and Agarwala, S. (2016), "Self-Esteem and Collective Self-Esteem among Adolescents: an Interventional Approach," psychological thought. file:///C:/Users/SOHEL%20RANA%20MONDAL/Downloads/121-1055-3-PB.pdf

Singh, B, Hasan, A and Wani, M.A. (2017), "Aggression and Self-Esteem among Teenagers," *Global journal of intellectual and developmental disabilities*, Vol-3, Issue-2. https://juniperpublishers.com/gjidd/pdf/GJIDD.MS.ID.555608.pdf

Singh, S and Bhatia, G. (2012), "Study of Self-Esteem of Secondary School Students in Relation to Their Family Environment," *International Journal of Scientific and Research Publications*,Vol-2,Issue-10. http://www.ijsrp.org/research-paper-1012/ijsrp-p1053.pdf

Sveningsson, E. (2012), "The relation between peer social status and self-esteem in middle childhood,"Lunds universitet. http://lup.lub.lu.se/luur/download?func=downloadFile&recordOId=3437755&fileOId=3437767

Vasimalairaja, M. (2010). "Awareness of ICT and Self-Esteem of B.Ed Trainees". *International Journal of Furistic Research*, Vol.3, No.3,602-607. http://www.ijifr.com/pdfsave/30-10-2015651V3-E2-063.pdf.

Zamanzadeh, V., Tabrizi, J, Ghahramanian, A, Gargari, R.B., Valizadeh, L., and Crowley, M. (2016), "Nursing Students' Understanding of the Concept of Self-Esteem: a Qualitative Study," *Journal of Caring Sciences*, 5(1), pp-33-41. file:///C:/Users/SOHEL%20RANA%20MONDAL/Downloads/JCS-5-33.pdf

CHAPTER III: METHODOLOGY

CHAPTER III: METHODOLOGY

This chapter gives an overview of the research design. The first part outlines the study design, sample, variables and instruments for data collection. The second part highlights the general procedures of data collection for the purpose of the study.

3.1. Method:

The present study was conducted mainly to find out the Self-Esteem and interest in teaching of trainee teachers areas of Nadia, Kolkata, North 24 Parganas district. For this purpose, an incentive survey was conducted in 4 institutions randomly drawn from Jadavpur University, the west Bengal university of teachers training education administrative and planning in the state of West Bengal: The sample was taken to ensure that the structure comprised of Male and Female trainee teachers. Purposive Sampling Method was adopted for this research.

3.1.1. Study Design:

The present study was conducted on cross-sectional survey research framework. The survey research designs are procedures in quantitative research in which investigators administer a survey to sample or to the entire population of people in order to describe attitudes, options, behaviors or characteristic of the population (John, 2005). In this procedure the researcher collected qualitative and quantitative data using questionnaire and statistically analyze the data to describe the trend of population or to test the research hypothesis.

3.1.2. Population and Sample:

Population: All the students at Teacher Training level (B.Ed. & B.P.Ed.) in Nadia, Kolkata and North 24 parganas district of the state of west Bengal were considered as population of the study. Figure 3.1 shows the map of the population drawns for the study:

Figure 3.1: Map Showing the Location of Population Area.

Source: https://www.mapsofindia.com/maps/westbengal/westbengal-district.htm
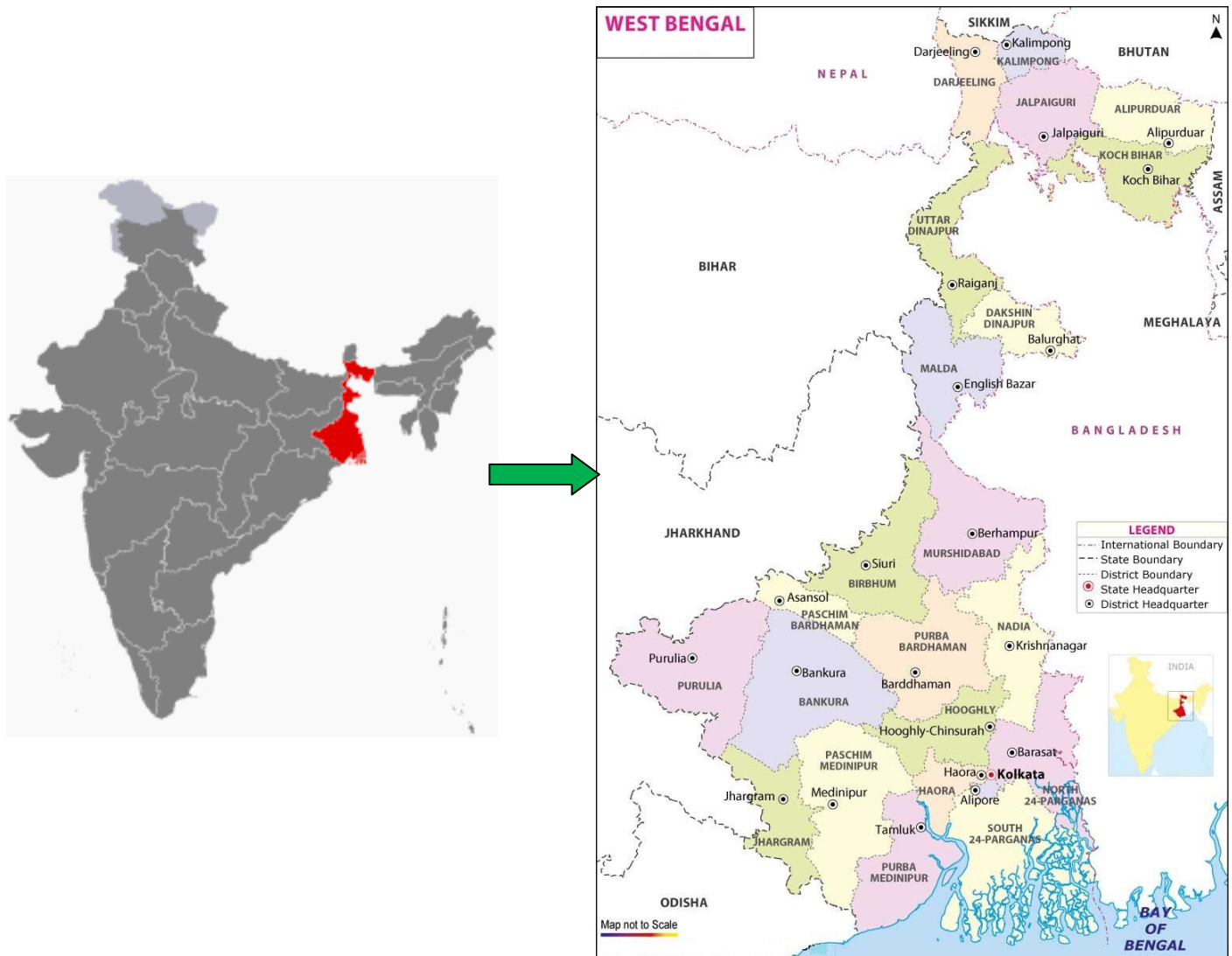
Sampling: As the survey study requires minimum number of subjects to collect information from the target groups, the sampling procedure conducted as per requirement. Since a good number of samples representing the population are required to collect information from the target group, colleges were randomly from the districts of Nadia, Kolkata and South 24 Parganas. The study was conducted on total participants of 400 trainee teachers studying B.Ed. and B.P.Ed. training under

the West Bengal University of Teachers' Training, Education Planning and Administration and Jadavpur University of West Bengal. The location area and distribution of the primary sample are given in figure 3.2 The Sampling location area

Figure 3.2: Map Showing the Location of Sample Area.
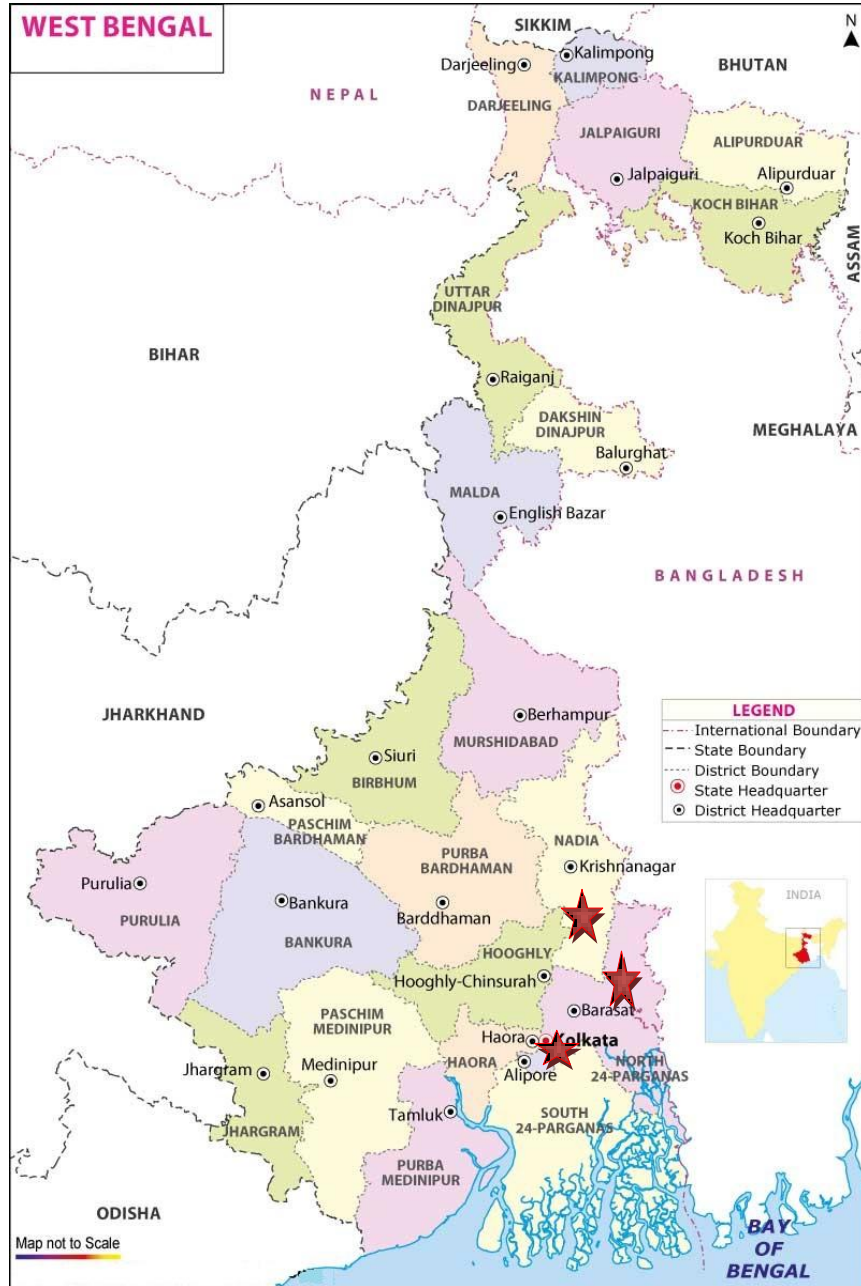
The Students of colleges and universities were chosen taking into consideration of their accessibility to the researcher, time frame and the financial expenditure that the researcher had to meet. The study sample was drawn from 3 colleges and Jadavpur University located in deferent part of Nadia, Kolkata and South 24 parganas districts. Table 3.1 and Figure 3.3 shows the universities and College wise detail of the sample of the study, below -

Table 3.1 Shows the Institution wise Details of the Sample of the Study

Name of the University	Male Students	% of Male Students	Female Students	% of Female Students	Total	% of Total
Jadavpur University	43	24.43 %	57	25.45 %	100	100 %
G.C.M College of Education	29	16.48 %	71	31.70 %	100	100 %
P.G.I.P.E. Banipur	65	36.93 %	35	15.63 %	100	100 %
Santipur B.Ed. College	39	22.16 %	61	27.23 %	100	100 %
Total	176	100 %	224	100 %		100 %

Figure 3.3: Gender wise Distribution of Sample
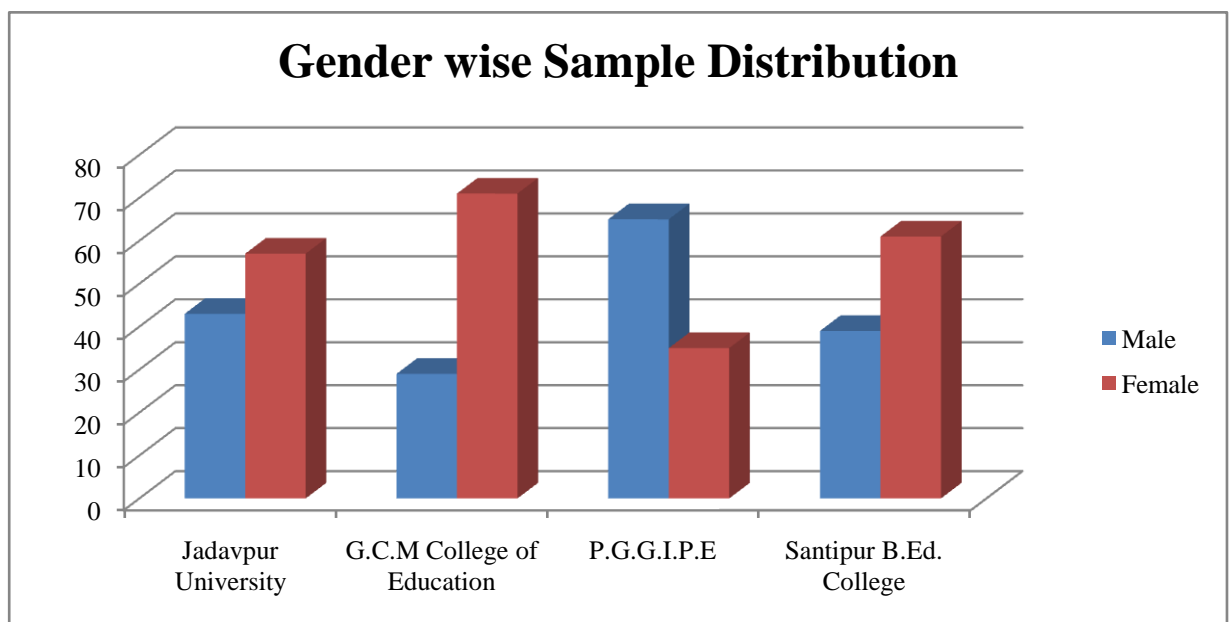
Out of the total 400 trainees included in the study, 176 were Male and 224 were Female trainees. Among these students, 200 were belonging to B.Ed. trainees, 200 were belonging to B.P.Ed. Trainees.

The Caste wise distribution is shown in table 3.2 & figure 3.4 below:

Table 3.2: Caste wise Sample Distribution

	B.Ed.		B.P.Ed.	
	Count	Percentage	Count	Percentage
General	84	42	60	30
O.B.C	32	16	48	24
S.C	79	39.5	75	37.5
S.T	5	2.5	17	8.5
Total	200	100	200	100

Figure 3.4: Caste wise Sample Distribution
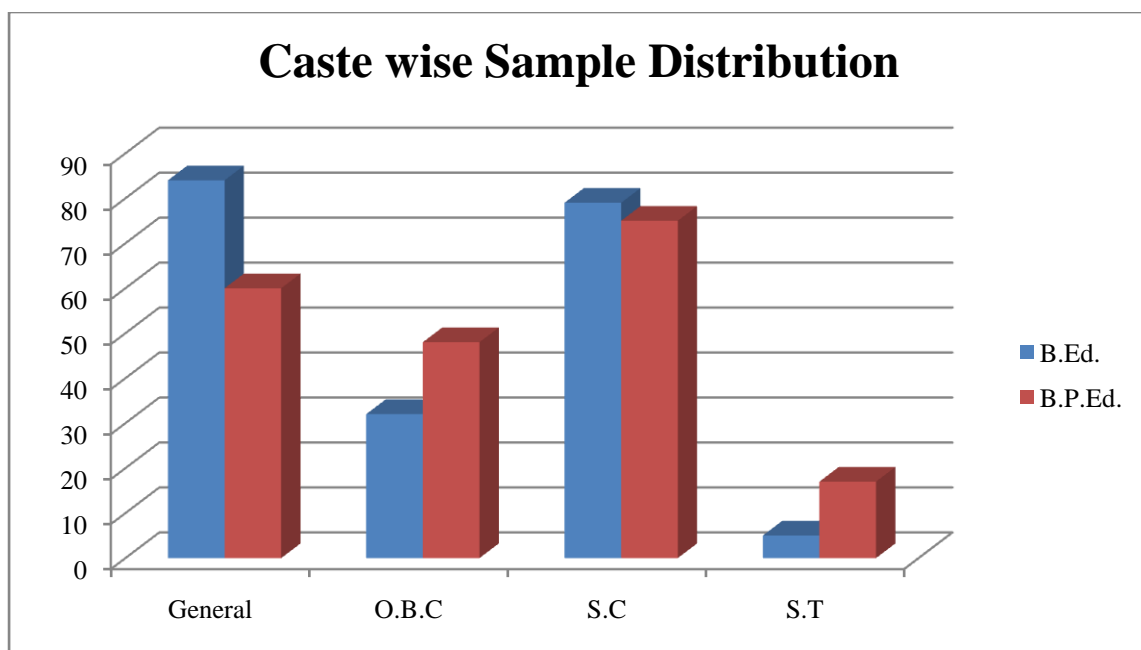
Out of the total 400 students included in the study, 144 were belonging to General, 80 were belonging to O.B.C., 154 were belonging to Schedule Caste and 22 trainees were belonging to Schedule Tribe.

The Stream wise distribution is shown in table 3.3 & figure 3.5 below:

Table 3.3: Stream wise Sample Distribution.

Stream	B.Ed.		B.P.Ed.	
	Count	Percentage	Count	Percentage
Language	66	33	49	24.5
Science	50	25	12	6
Social Science	84	42	139	69.5
Total	200	100	200	100

Figure 3.5: Stream wise Sample Distribution
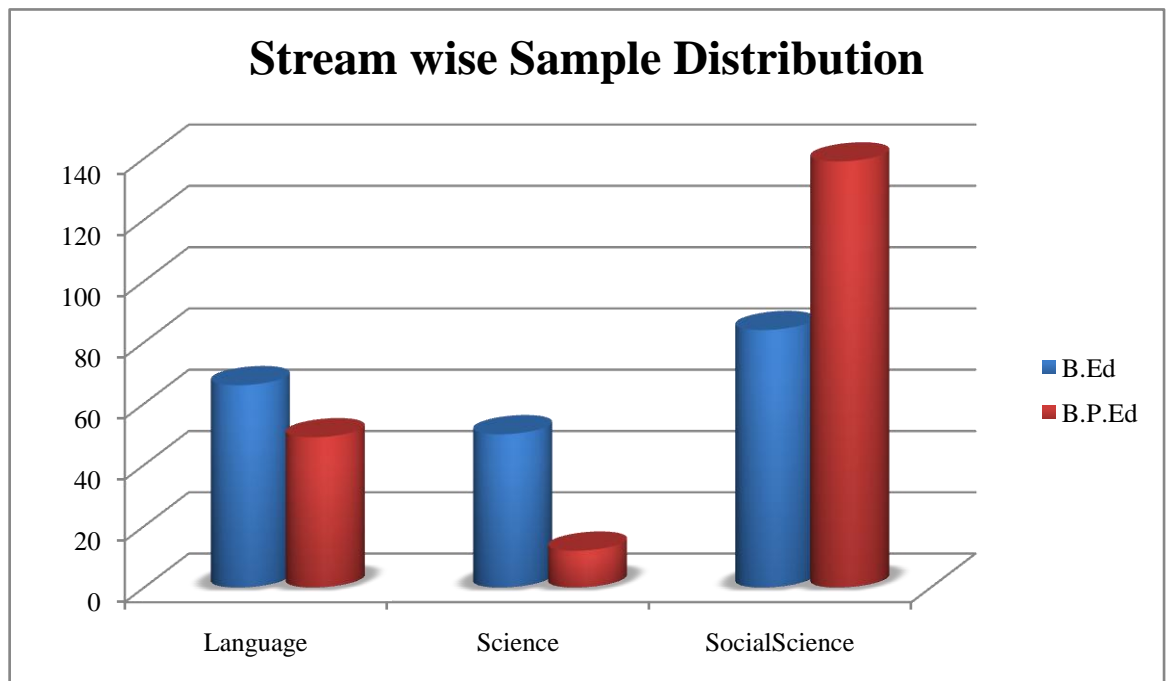
Out of the total 400 trainees included in the study, 200 were B.Ed. and 200 were B.P.Ed. trainees. In the 200 B.Ed. trainees, 66 in Language stream, 50 from science stream, 84 from social science stream. Again on the other hand, among 200 B.P.Ed. trainees, 49 from Language stream, 12 trainees from science stream and 139 trainees from social science stream.

3.1.3. Variables:

A variable is measurable characteristic or a logical set of attributes of the subject of the research that can vary. In the present study the following variables were identified and used.

1. **Independent Variables:** Independent variables are believed to be the influencing variable that effect to dependent variables. The following variable were identified and used of the study:

    I.   **Gender:** Gender was one of the classificatory independent variable of the study. The two dimensions that are Male and Female were conceder as Gender variable.

    II.   **Qualification:** Present Class of the students is one of the independent classificatory variables. The two dimensions of this variable are Undergraduate (UG) and Postgraduate (PG) of the study.

    III. **Caste:** Caste was considered to be an independent variable in the study having five dimensions i.e., General, Scheduled Caste, Scheduled Tribe and Other Backward Class.

    IV.   **Stream:** In streams there are three dimensions e.g. Language, science and Social Science.

    V.   **Family Income:** Family income considered as an independent variable.

    VI.   **Family Occupation:** Family occupations have nine dimensions that is Business, cultivation, labour, driver, farmer ex-serviceman, govt. service, teacher and retired.

    VII. **Religion:** Religion are classified into three categories e.g. Hinduism, Islam and Others.

2. **Dependent Variable:** In the present study, Self-Esteem and interest in teaching of trainee teachers was taken as dependent variable. The aim of the study was to measuring the influence of independent variables on the dependent variable.

It was assumed there might be some other extraneous variable which could influence the dependent variable. Randomization technique in selection of the colleges and university or sample selection was used to control these intervening variables. It was expected that this randomization might neutralize the effects of intervening variables to a maximum extent.

Figure 3.6: Showing Schematic Diagram of the Influencing Variables under Study

Independent Variables   **Dependent Variables**
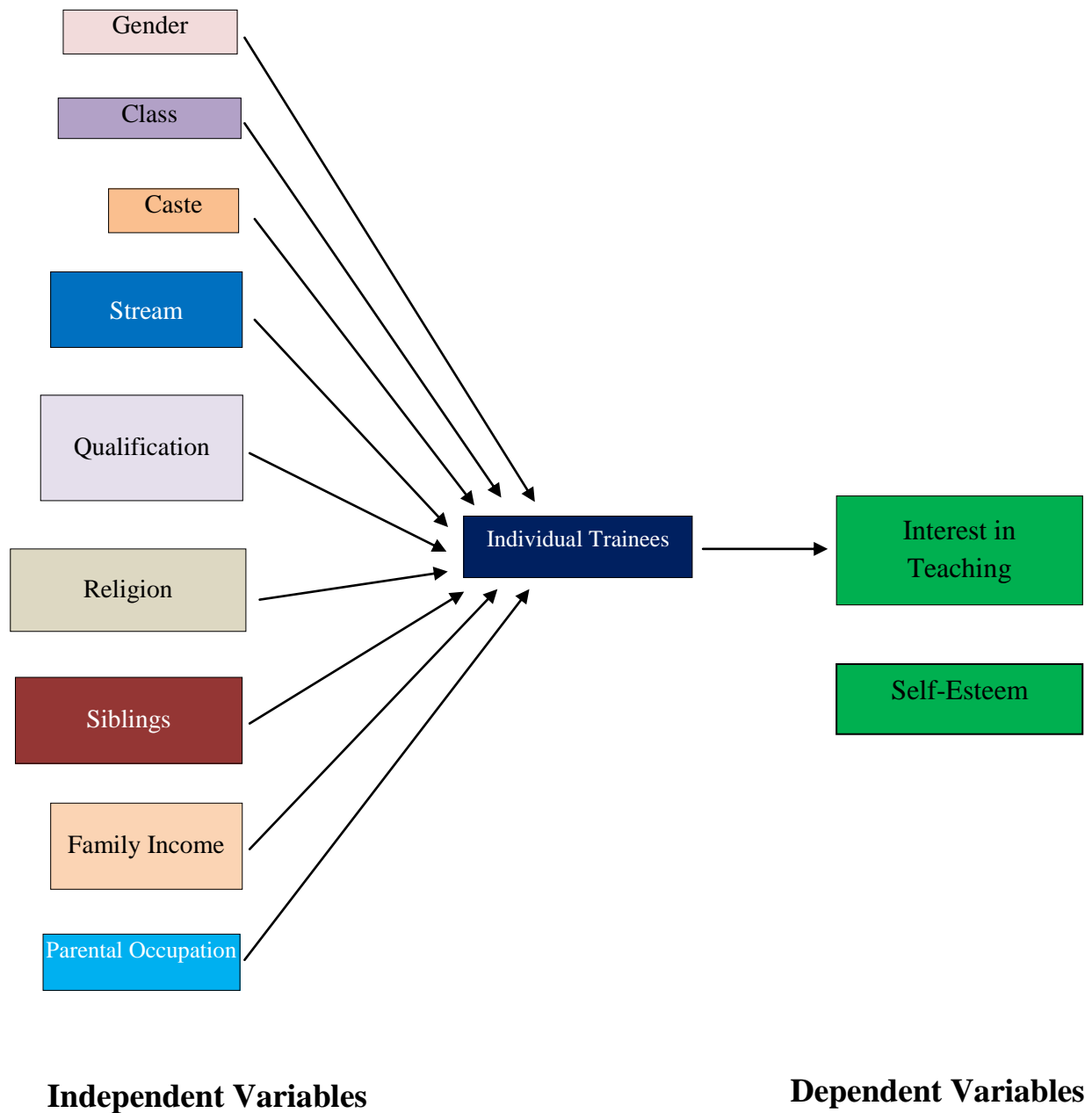
3.1.4. Tools:

It is important for a study to gather relevant data to test the hypotheses. The researcher has devised a set of questions in statement form to collect information and data to describe and qualify the study design. In the present study the Rosenberg Self-Esteem Scale (RSES) Scale in Bengali version and Kakkars Interest in Teaching Scale (KITS) were used to collect data as it is considered to be a popular and user friendly questionnaire.

Rosenberg Self-Esteem Scale (RSES): A 10-item scale that measures global self-worth by measuring both positive and negative feelings about the self. All items are answered using a 4-point Likert scale format ranging from strongly agree to strongly disagree. The categories of responses will be Likert type i.e. 'strongly agree', 'agree', 'disagree', 'strongly disagree' and '4', '3', '2', '1' will be the respective scores awarded for the responses to positive items. Some items will be negative in nature and the scoring will be done in reverse order.

Kakkars Interest in Teaching Scale (KITS) consists of 27 items to assess interest in teaching has sub- scales: Reading Interest, Hobbies, School Subjects, Recreational Interest, Loves, Present Personalities, Qualities, Present Abilities, General Interests. It includes two response scale ('1' for right answer and '0' for wrong answer).

3.2. Procedure:

This phase includes the description of different steps followed in collection of all qualitative and quantitative data from the primary sample under the study. Data was collected from the trainees during 3rd December 2018 to 31st January 2019.

3.2.1. Data Collection:

Data for the present study were collected from trainees studying at 3 different colleges and Jadavpur University which were randomly selected from Kolkata, Nadia and North 24 Parganas district. These colleges and university were used to provide instruction in Bengali and located in Rural and Urban area. The researcher personally approached the administrative head of numerous institutions explaining the purpose and sought permission to conduct the study. A total number of 3 colleges and one university finally allowed the researcher to collect data from the trainees. The schedule is shown in the table below:

Table 3.4: Scheduled of Data collection

Sl. No.	Name of the college	University	Address	Date
1	Jadavpur University	Jadavpur University	Javavpur,Kolkata-32	3rd December,18 to 10th December,18
2	G.C.M College of Education	W.B.U.T.T.E.P.A	New Barrackpore, North 24 Parganas-700131	11th December To 19th December,18
3	P.G.G.I.P.E	West Bengal State University	Banipur, North 24 Parganas	2nd January,19 To 15th January,19
4	Santipur B.Ed. College	W.B.U.T.T.E.P.A	Santipur,Nadia	17th January,19 To 31st January,19

On the scheduled date, during the regular class, the questionnaire was administered by the researcher herself following the observation method to all trainees present on that day in the class. The researcher was also present in the classroom to observe the trainees and the sample were randomly chosen from the class.

3.2.2. Data Quality:

The researcher was vigilant to ensure the quality of the data and several steps were taken to maintain it. The comparison of enumerated and post enumerated data was taken thereafter. The comparison was found to be good as most of the indicators matched in at about more than 99 per cent of cases which ensure the quality of the data.

3.2.3. Tabulation of Data:

Each of the responses of individual questionnaire was marked with scoring values. A summary was prepared at the bottom of individual sheet. The data found were filtered and tallied with nine numerical data. The whole data set were drawn systematically and tabulated sequentially for further analysis and to draw inference based on the objectives of the present study (Tabulation are gives in appendix).

3.2.4. Statistical Analysis:

Raw data of 400 trainees gathered were individually tabulated in excel sheet. Data was analyzed using Statistical package for Social Sciences (SPSS Package), version 20.0 because it accommodates a large number of variable at the same time and detailed laborious calculations by hand and thereby minimized the chance of error.

References

Garrett, H. E. (1979). Statistic in psychology and Education, 6th Edition: *International Book Bureau*, Hyderabad, pp.42-48.

Koul, L. (1997). Methodology of Education Research, 3rd Edition: Vikas Publishing house pvt. Pp. 33-35.

Mangal, S. K. (2014). Statistics in Psychology and Education, 2nd Edition: phi learning Private Limited, ISBN-978-81-203-2088-8.

CHAPTER IV: ANALYSIS AND INTERPRETATION OF DATA

CHAPTER IV: ANALYSIS AND INTERPRETATION OF DATA

This Chapter has been divided into two parts. The first part presents the statistics with analysis and interpretation by means of descriptive statistics with graphical representation and percentage analysis. The second part deals with parametric inferential statistics, viz. t-test and ANOVA, Chi-Square predicting the different variables of Interest in Teaching and Self-Esteem of trainee teachers. Hence without this portion the research works are always incomplete.

4.1. Descriptive Statistics:

This section deals with analysis of Interest in Teaching and Self-Esteem of trainee teachers on the basis of different variables using descriptive statistics.

Table 4.1: Interest in Teaching wise Distribution of Students on the Basis of Gender Variable

Group Statistics					
	Gender	N	Mean	Std. deviation	Std. error mean
	Male	200	8.97	3.234	.264
	Female	200	8.38	3.073	.194

The above table describes the Interest in Teaching score of trainees in terms of their gender. Although, both group of students possess a good interest (male = 8.97 and female = 8.38), it was found that the overall Interest in Teaching is better in male students (mean = 8.97 and sd = 3.234) than in male students (mean = 8.38, sd = 3.073).

Figure 4.1: Comparing Mean Scores on Basis of Gender

Interest in Teaching wise Mean Score of Gender
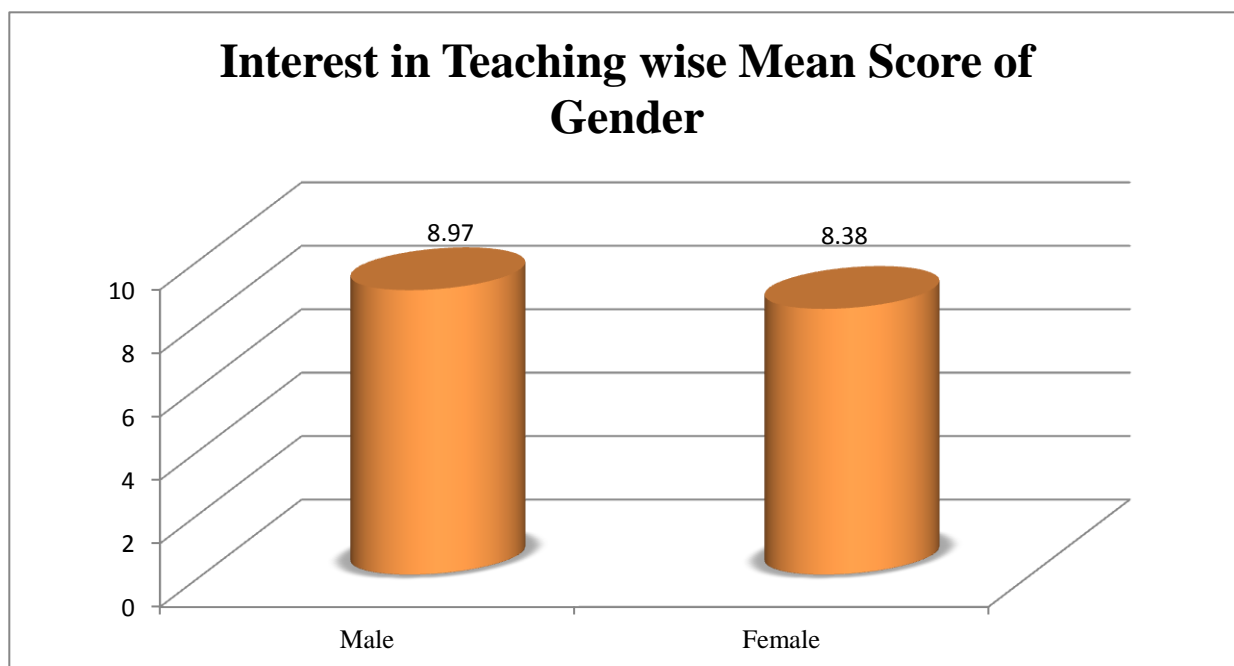
Table 4.2: Interest in Teaching wise Distribution of Students on the Basis of Class Variable

Group Statistics					
	Class	N	Mean	Std. deviation	Std. error mean
	B.Ed.	200	8.37	2.831	.200
	B.P.Ed.	200	8.84	3.419	.242

The above table describes the Interest in Teaching score of trainees in terms of their class. Although, both group of students possess a good interest (B.P.Ed. = 8.84 and B.Ed. = 8.37), it was found that the overall Interest in Teaching is better in B.P.Ed. students (sd = 3.419) than in B.Ed. students (sd = 2.831).

Figure 4.2: Comparing Mean Scores on basis of Class

Table 4.3: Interest in Teaching wise distribution of students on the basis of Caste variable

Caste	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
General	143	8.36	3.249	.272	7.83	8.90	0	17
OBC	83	9.09	2.991	.330	8.43	9.74	3	17
SC	152	8.51	3.120	.253	8.01	9.01	0	16
ST	22	8.64	2.920	.623	7.34	9.93	2	15
Total	400	8.58	3.131	.157	8.28	8.89	0	17

Descriptive Statics

The above table describes the Interest in Teaching score of trainees in terms of their caste. Although, both group of students possess a good interest (General = 8.36, OBC=9.09, SC=8.51,ST=8.64), it was found that the overall Interest in Teaching is better in OBC students than in other students.

Figure 4.3: Comparing Mean Scores on basis of Caste
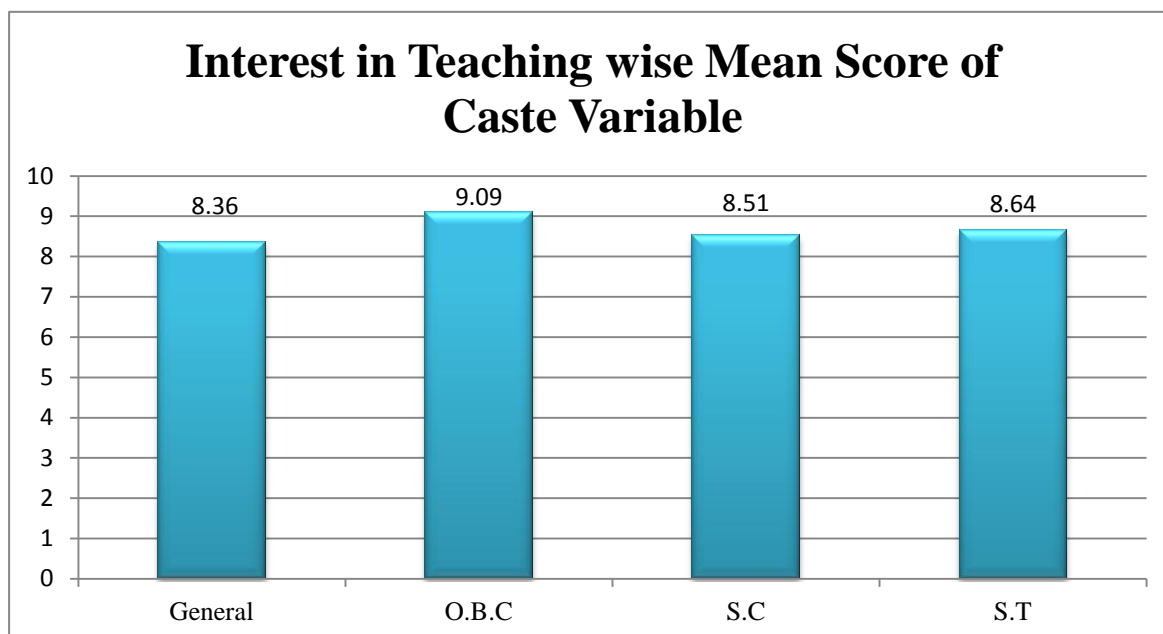
Table 4.4: Interest in Teaching wise distribution of students on the basis of Religion variable

Group statistics					
	Gender	N	Mean	Std. deviation	Std. error mean
	Hinduism	364	8.52	3.118	.163
	Islam	36	9.36	3.339	.557

The above table describes the Interest in Teaching score of trainees in terms of their religion. Although, both group of students possess a good interest (Hinduism= 8.52 and Islam= 9.36), it was found that the overall Interest in Teaching is better in muslim students than in hindu students.

Figure 4.4: Comparing Mean Scores on basis of Religion

Interest in Teaching wise Mean Score of Religion
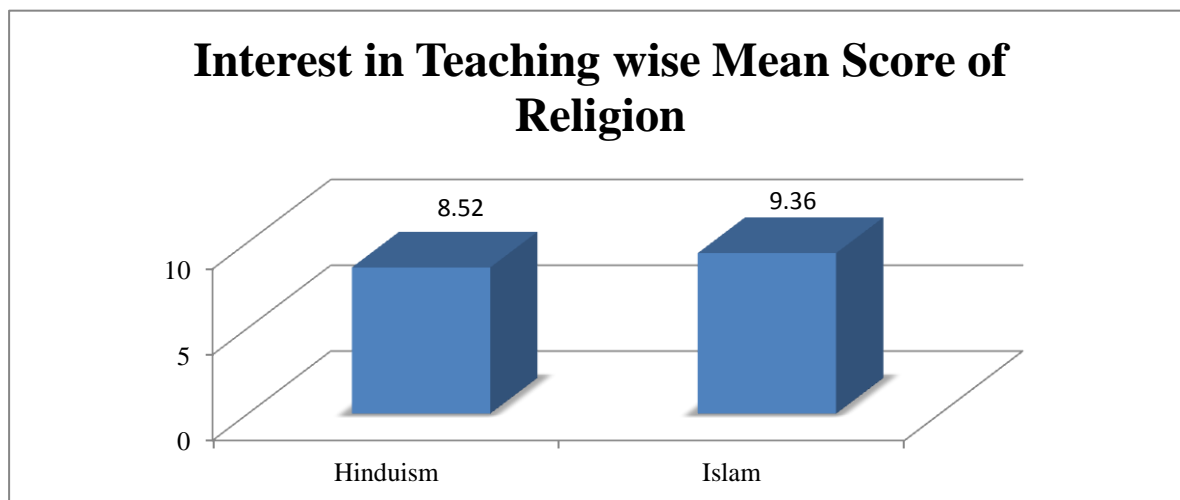
Table 4.5: Interest in Teaching wise distribution of students on the basis of Qualification variable

Group statistics					
	Qualification	N	Mean	Std. deviation	Std. error mean
	UG	229	8.59	3.298	.218
	PG	171	8.62	2.933	.224

The above table describes the Interest in Teaching score of trainees in terms of their qualification. Although, both group of students possess a good interest (UG = 8.59 and PG = 8.62), it was found that the overall Interest in Teaching is better in PG students than UG students.

Figure 4.5: Comparing Mean Scores on Basis of Qualification

Interest in Teaching wise Mean Score of Qualification Variable

Table 4.6: Interest in Teaching wise distribution of students on the basis of Stream variable

Stream	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Language	115	8.83	2.896	.270	8.30	9.37	2	16
Science	62	7.71	3.123	.397	6.92	8.50	3	15
Social Science	223	8.73	3.241	.217	8.30	9.15	0	17
Total	400	8.60	3.143	.157	8.29	8.91	0	17

Descriptive Statistics

The above table describes the Interest in Teaching score of trainees in terms of their stream. Although, both group of students possess a good interest (language = 8.83,

science=7.71 and social science = 8.73), it was found that the overall Interest in Teaching is better in language students than other students.

Figure 4.6: Comparing Mean Scores on basis of Stream
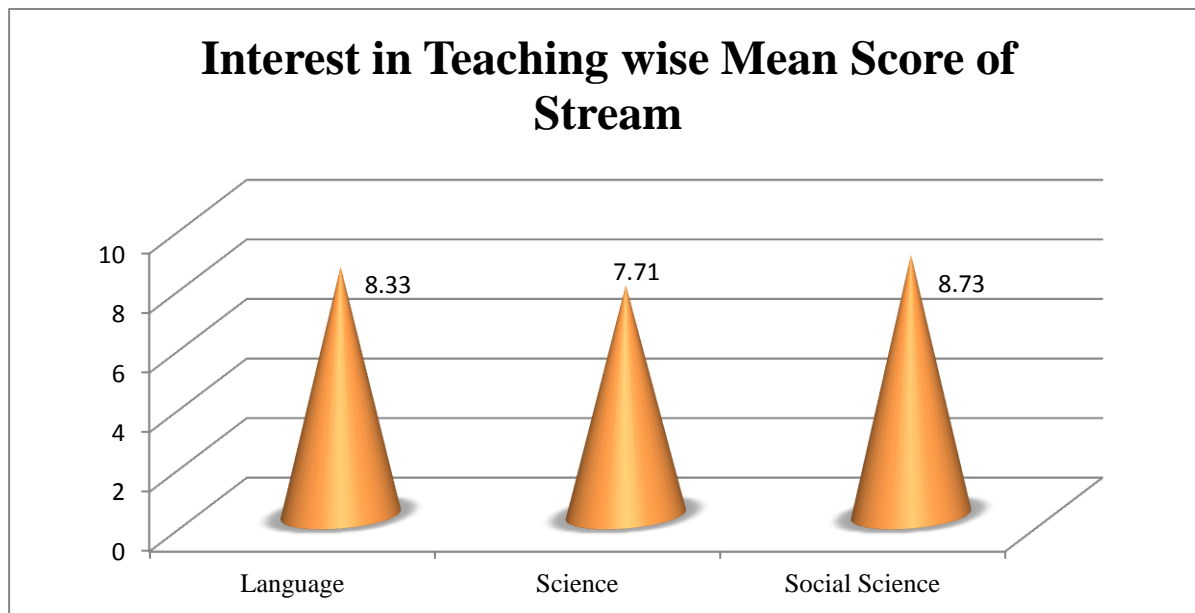
Table 4.7: Interest in Teaching wise distribution of students on the basis of Income variable

	Descriptive Statistics							
Income	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Below 10K	232	8.97	3.304	.217	8.55	9.40	0	17
10K-20K	109	8.31	2.990	.286	7.74	8.88	3	14
Above 20K	59	7.66	2.496	.325	7.01	8.31	3	15
Total	400	8.60	3.143	.157	8.29	8.91	0	17

The above table describes the Interest in Teaching score of trainees in terms of their family income. Although, both group of students possess a good interest (below 10K = 8.31, 10K-20K=8.31 and above 10K= 7.66), it was found that the overall Interest in Teaching is better in below 10K family income students than other students.

Figure 4.7: Comparing Mean Scores on Basis of Income
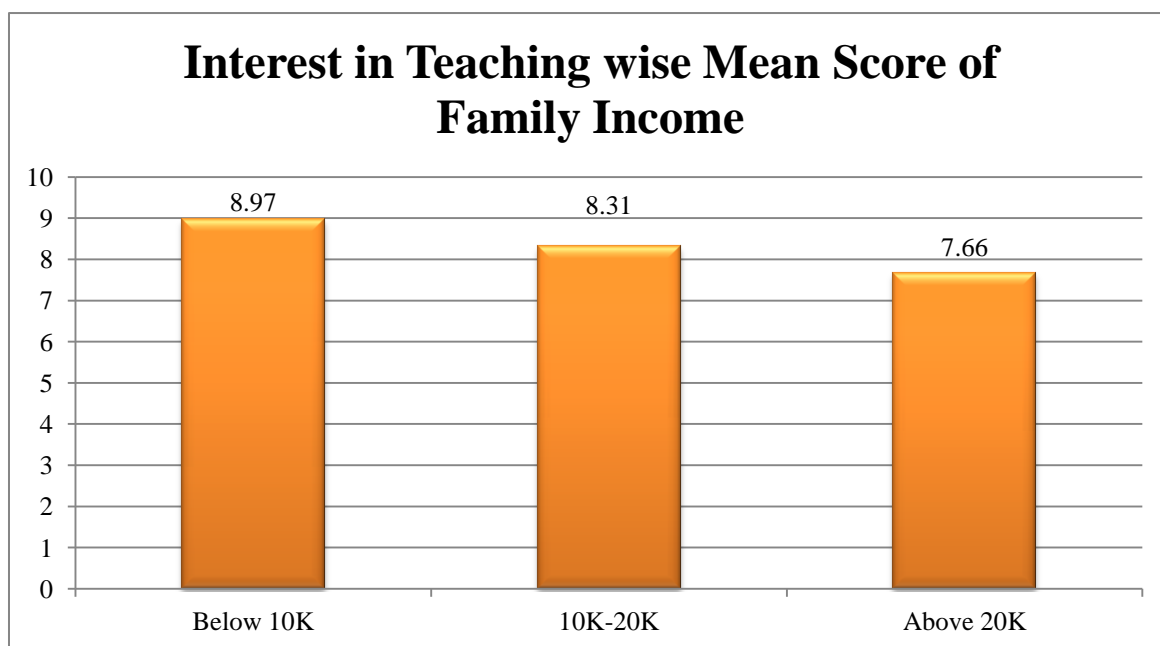
Table 4.8: Interest in Teaching wise distribution of students on the basis of Occupation variable

	Descriptive Statistics							
Occupation	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Business	115	8.69	3.107	.290	8.11	9.26	3	17
Cultivation	130	9.23	3.193	.280	8.68	9.78	3	17
Self Employed	73	7.96	3.430	.401	7.16	8.76	0	15
Service	75	7.99	2.694	.311	7.37	8.61	3	15
Retired	7	8.71	2.289	.865	6.60	10.83	6	11
Total	400	8.60	3.143	.157	8.29	8.91	0	17

The above table describes the Interest in Teaching score of trainees in terms of their occupation. Although, both group of students possess a good interest. , it was found that the overall Interest in Teaching is better in which students come from cultivation by occupation in their family than other students.

Figure 4.8: Comparing Mean Scores on basis of Occupation
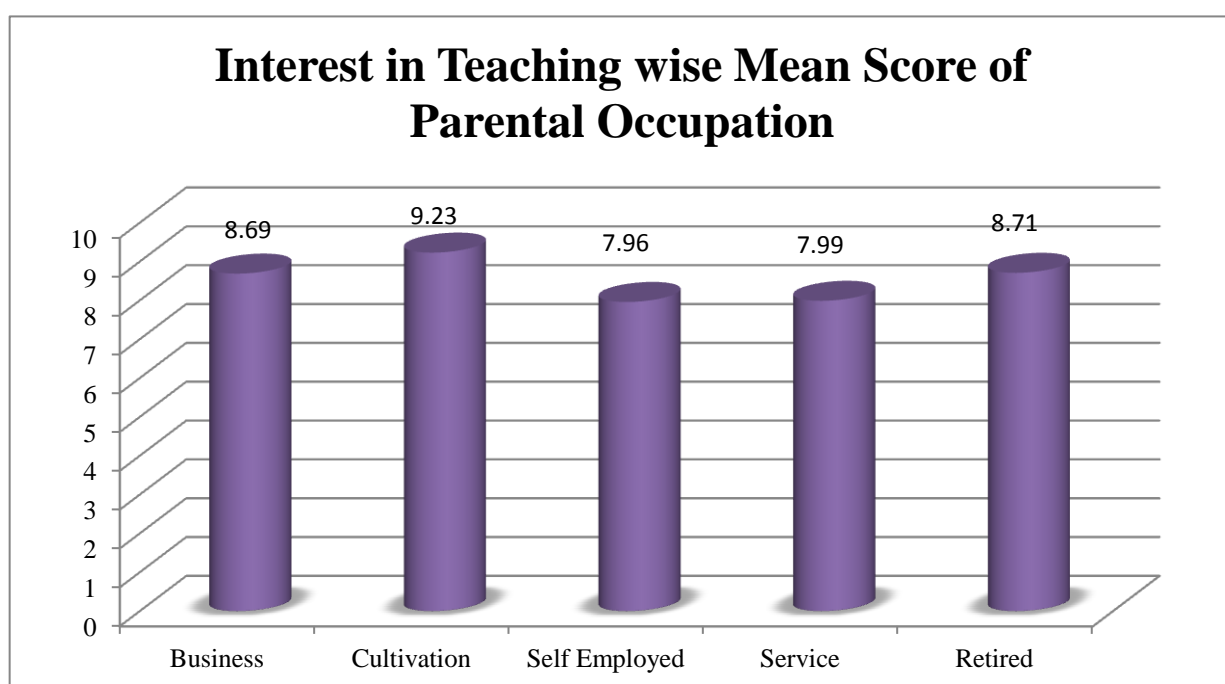
4.2. Inferential Statistics

This part of the chapter deals with inferential statistics to test the formulated hypotheses using t test and ANOVA. In the present study, the nature of the population from which samples have been drawn is not known to be normal. The independent variables are in nominal form which is categories and represented through frequency counts. So, it was decided to test the collected data using parametric test. For better understanding of the differences and best on the nature of data, it was decided to use independent sample t test and ANOVA (Koul, 1999).

Hypotheses Testing (Interest in Teaching)

❖ **Hypotheses (H₀1)**

4.9. Group Statistics of Gender variable

	Group statistics				
	Gender	N	Mean	Std. deviation	Std. error mean
	Male	200	8.97	3.234	.264
	Female	200	8.38	3.073	.194

4.10. Group Statistics of Gender variable

		Levene's test for equality of variances		t-test for equality of means						
		F	Sig.	t	df	Sig.(2-tailed)	Mean difference	Std. error difference	95 % confidence interval of the difference	
	Gender								Lower	upper
	Equal Variances assumed	1.484	.224	-1.812	398	.071	-.587	.324	-1.223	.050
	Equal variances not assumed			-1.789	301.199	.075	-.587	.328	-1.232	.059

*NS

   Though the interest in teaching is more among Male trainees (M=8.97) than Female trainees (M=8.38), the latter's (S.D=3.073) interest is more consistent than the earlier (S.D=3.234). A t-test taking $p<.05\{t=1.812, df=398, p=.071\}$ revealed that the difference of interest in teaching between Male and Female trainees was not significant at predefined level.

❖ **Hypotheses (H$_0$2)**

4.11.   Group Statistics of Class variable

	Group statistics				
	Class	N	Mean	Std. deviation	Std. error mean
	B.Ed.	200	8.37	2.831	.200
	B.P.Ed.	200	8.84	3.419	.242

4.12.   Group Statistics of Class variable

Independent Sample Test									
		Levene's test for equality of variances		t-test for equality of means					
Class	F	Sig.	t	Df	Sig.(2-tailed)	Mean Difference	Std. error difference	95% confidence interval of the difference	
								Lower	Upper
Equal Variances Assumed	5.036	.025	-1.498	398	.135	-.470	.314	-1.087	.147
Equal Variances not Assumed			-1.498	384.617	.135	-.470	.314	-1.087	.147

*NS

Though the interest in teaching is more among B.P.Ed trainees (M=8.84) than B.Ed trainees (M=8.37), the latter's (S.D=2.831) interest is more consistent than the earlier (S.D=3.419). A t-test taking p<.05{t=1.498, df=398, p=.135} revealed that the difference of interest in teaching between B.Ed and B.P.Ed trainees was not significant at predefined level.

❖ **Hypotheses (H₀3)**

4.13. Group Statistics of Caste variable

	Descriptive Statistics							
Caste	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
General	143	8.36	3.249	.272	7.83	8.90	0	17
OBC	83	9.09	2.991	.330	8.43	9.74	3	17
SC	152	8.51	3.120	.253	8.01	9.01	0	16
ST	22	8.64	2.920	.623	7.34	9.93	2	15
Total	400	8.58	3.131	.157	8.28	8.89	0	17

4.14. Group Statistics of Caste variable

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	28.379	3	9.460	.965	.409
Within Groups	3872.558	395	9.804		
Total	3900.937	398			

*NS

A one-way ANOVA (at $p<.05$) was computed taking the scores of interest in teaching among different categories of caste to find out any significance of the observed differences in mean scores {General=8.36, OBC=9.09, SC=8.51, ST=8.64}. Result indicated {F=9.460; df=3,395; p=0.409} that the observed differences among groups was not significant (as $p>.05$) and therefore attributed to any chance factor. Therefore, it can be safely concluded that the caste of trainees has no significant role in variation of their interest in teaching.

❖ **Hypotheses (H$_0$4)**

4.15.   Group Statistics of Religion variable

Group statistics					
	Gender	N	Mean	Std. deviation	Std. error mean
	Hinduism	364	8.52	3.118	.163
	Islam	36	9.36	3.339	.557

4.16.   Group Statistics of Religion Variable

Independent samples test									
		Levene's test for equality of variances		t-test for equality of means					
	Religion	F	Sig.	t	df	Sig.(2-tailed)	Mean differen ce	Std. error differe nce	95 % confidence interval of the difference	
									Lower	upper
	Equal Variances assumed	.562	.454	-1.5 26	398	.128	-.836	.548	-1.914	.241
	Equal variances not assumed			-1.4 42	41.266	.157	-.836	.580	-2.008	.335

*NS

Though the interest in teaching is more among trainees who belongs to Islam (M=9.36) than trainees who belongs to Hinduism (M=8.52), the latter's (S.D=3.118) interest is more consistent than the earlier (S.D=3.339). A t-test taking $p<.05${t=1.526, df=398, p=.128} revealed that the difference of interest in teaching between Hinduism and Islam trainees was not significant at predefined level.

❖ **Hypotheses (H$_{05}$)**

4.17. Group Statistics of Qualification variable

Group statistics				
Qualification	N	Mean	Std. deviation	Std. error mean
UG	229	8.59	3.298	.218
PG	171	8.62	2.933	.224

4.18. Group Statistics of Qualification variable

Independent Sample Test									
	Levene's test for equality of variances		t-test for equality of means						
Qualification	F	Sig.	t	df	Sig.(2-tailed)	Mean Difference	Std. error difference	95% confidence interval of the difference	
								Lower	Upper
Equal Variances Assumed	3.529	.061	-.109	398	.913	-.035	.318	-.660	.591
Equal Variances not Assumed			-.111	385.994	.912	-.035	.313	-.650	.580

*NS

Though the interest in teaching is more among P.G trainees (M=8.62) than U.G trainees (M=8.59), the latter's (S.D=2.933) interest is more consistent than the earlier (S.D=3.298). A t-test taking p<.05{t=.109, df=398, p=.913} revealed that the difference of interest in teaching between P.G and U.G trainees was not significant at predefined level.

❖ **Hypotheses (H$_{06}$)**

4.19.   Group Statistics of Stream variable

	Descriptive Statistics							
Stream	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Language	115	8.83	2.896	.270	8.30	9.37	2	16
Science	62	7.71	3.123	.397	6.92	8.50	3	15
Social Science	223	8.73	3.241	.217	8.30	9.15	0	17
Total	400	8.60	3.143	.157	8.29	8.91	0	17

4.20.   Group Statistics of Stream variable

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	59.051	2	29.526	3.019	.050
Within Groups	3882.949	397	9.781		
Total	3942.000	399			

*S

A one-way ANOVA (at p<.05) was computed taking the scores of interest in teaching among different streams to find out any significance of the observed differences in mean scores {Language=8.83, Science=7.71, Social Science=8.73}. Result indicated {F=29.526; df=3,395; p=.050} that the observed differences among groups was significant (as p=.05) and therefore attributed to any chance factor. Therefore, it can be safely concluded that the streams of trainees has significant role in variation of their interest in teaching.

❖ **Hypotheses (H$_{07}$)**

4.21. Group Statistics of Family Income variable

Income	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Below 10K	232	8.97	3.304	.217	8.55	9.40	0	17
10K-20K	109	8.31	2.990	.286	7.74	8.88	3	14
Above 20K	59	7.66	2.496	.325	7.01	8.31	3	15
Total	400	8.60	3.143	.157	8.29	8.91	0	17

The table header "Descriptive Statistics" spans all data columns.

4.22. Group Statistics of Family Income variable

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	93.540	2	46.770	4.825	.009
Within Groups	3848.450	397	9.694		
Total	3942.000	399			

*S

A one-way ANOVA (at p<.05) was computed taking the scores of interest in teaching among family income to find out any significance of the observed differences in mean scores {Below 10K=8.97, 10K-20K=8.31, Above 20K=7.66}. Result indicated {F=46.770; df=2,397; p=.009} that the observed differences among groups was significant (as p<.05) and therefore attributed to any chance factor. Therefore, it can be safely concluded that the income of trainees has significant role in variation of their interest in teaching.

❖ **Hypotheses (H$_{08}$)**

4.23.   Group Statistics of Sibling Variable

Sibling	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
				Descriptive Statistics				
No Sibling	224	8.19	2.875	.192	7.81	8.57	0	16
One Sibling	92	9.12	3.511	.366	8.39	9.85	3	17
More than One Sibling	84	9.12	3.280	.358	8.41	9.83	0	16
Total	400	8.60	3.143	.157	8.29	8.91	0	17

4.24.   Group Statistics of Sibling variable

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	84.760	2	42.380	4.362	.013
Within Groups	3857.240	397	9.716		
Total	3942.000	399			

*S

A one-way ANOVA (at p<.05) was computed taking the scores of interest in teaching among siblings to find out any significance of the observed differences in mean scores {No Sibling=8.19, One Sibling=9.12, More than One Sibling=9.12}. Result indicated {F=42.380; df=2,397; p=.013} that the observed differences among groups was significant (as p>.05) and therefore attributed to any chance factor. Therefore, it can be safely concluded that the siblings of trainees has significant role in variation of their interest in teaching.

❖ **Hypotheses (H$_{09}$)**

4.25.   Group Statistics of Parental Occupation Variable

Occupation	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Business	115	8.69	3.107	.290	8.11	9.26	3	17
Cultivation	130	9.23	3.193	.280	8.68	9.78	3	17
Self Employed	73	7.96	3.430	.401	7.16	8.76	0	15
Service	75	7.99	2.694	.311	7.37	8.61	3	15
Retired	7	8.71	2.289	.865	6.60	10.83	6	11
Total	400	8.60	3.143	.157	8.29	8.91	0	17

The top row above spans "Descriptive Statistics".

4.26.   Group Statistics of Parental Occupation Variable

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	110.901	4	27.725	2.859	.023
Within Groups	3831.099	395	9.699		
Total	3942.000	399			

*S

A one-way ANOVA (at $p<.05$) was computed taking the scores of interest in teaching among different occupations to find out any significance of the observed differences in mean scores {Business=8.69, Cultivation=9.23, Self Employed=7.96, Service=7.99, Retired=8.71}. Result indicated {F=27.725; df=4,395; p=.023} that the observed differences among groups was significant (as $p>.05$) and therefore attributed to any chance factor. Therefore, it can be safely concluded that the parental occupation of trainees has significant role in variation of their interest in teaching.

Hypotheses Testing (Self-Esteem)

4.27.   Group Statistics of Gender variable

Case Processing Summary	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Self-Esteem Level *Gender	400	100.0%	0	0.0%	400	100.0%

4.28. Self-Esteem Level * Gender Cross Tabulation

			Gender		Total
			Female	Male	
Self-Esteem Level	Low	Count	115	71	186
		Expected Count	116.3	69.8	186.0
	Normal	Count	135	79	214
		Expected Count	133.8	80.3	214.0
	Total	Count	250	150	400
		Expected Count	250.0	150.0	400.0

4.29. Chi-Square Test of Gender Variable

	Value	df	Asymp. Sig. (2-Sided)	Exact Sig. (2-Sided)	Exact Sig. (1-Sided)
Pearson Chi Square	.067[a]	1	.796		
N of Valid Cases	400				

*NS

Descriptive statistics indicated a deviation of observed values from the expected values in both the level of self-esteem for both male and female trainees. Therefore, a chi-square test of independence (at $p<.05$) was computed in between the two variables i.e. Gender and Level of Self-esteem. Result showed {χ^2=.067, df=1, p=.796} that gender and level of self-esteem are independent (as $p>.05$) of one another and therefore the differences in between observed and expected values can be said to have occurred due to any random chance factor.

4.30. Group Statistics of Caste variable

Case Processing Summary	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Self-Esteem Level * Caste	400	100.0%	0	0.0%	400	100.0%

4.31. Self-Esteem Level * Caste Cross Tabulation

			Caste				Total
			General	OBC	SC	ST	
Self-Esteem Level	Low	Count	65	46	64	11	186
		Expected Count	66.7	38.2	70.9	10.3	186.0
	Normal	Count	78	37	88	11	214
		Expected Count	76.3	43.8	81.1	11.7	214.0
	Total	Count	143	83	152	22	400
		Expected Count	143.0	83.0	152.0	22.0	400.0

4.32. Chi-Square Test of caste variable

	Value	df	Asymp. Sig. (2-Sided)	Exact Sig. (2-Sided)	Exact Sig. (1-Sided)
Pearson Chi Square	4.384[a]	3	.223		
N of Valid Cases	400				

*NS

Descriptive statistics indicated a deviation of observed values from the expected values in both the level of self-esteem for different category of trainees. Therefore, a chi-square test of independence (at $p<.05$) was computed in between the two variables i.e. caste and Level of Self-esteem. Result showed {χ^2=4.384, df=3, p=.223} that caste and level of self-esteem are independent (as $p>.05$) of one another and therefore the differences in between observed and expected values can be said to have occurred due to any random chance factor.

4.33. Group Statistics of Religion variable

Case Processing Summary	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Self-Esteem Level *Religion	400	100.0%	0	0.0%	400	100.0%

4.34. Self-Esteem Level * Religion Cross Tabulation

			Gender		Total
			Hinduism	Islam	
Self-Esteem Level	Low	Count	166	20	186
		Expected Count	169.3	16.7	186.0
	Normal	Count	198	16	214
		Expected Count	194.7	19.3	214.0
	Total	Count	364	36	400
		Expected Count	364.0	36.0	400.0

4.35. Chi-Square Test of Religion Variable

	Value	df	Asymp. Sig. (2-Sided)	Exact Sig. (2-Sided)	Exact Sig. (1-Sided)
Pearson Chi Square	1.304[a]	1	.253		
N of Valid Cases	400				

*NS

Descriptive statistics indicated a deviation of observed values from the expected values in both the level of self-esteem for both hinduism and islam trainees. Therefore, a chi-square test of independence (at $p<.05$) was computed in between the two variables i.e. Gender and Level of Self-esteem. Result showed {χ^2=1.304, df=1, p=.253} that religion and level of self-esteem are independent (as $p>.05$) of one another and therefore the differences in between observed and expected values can be said to have occurred due to any random chance factor.

4.36.   Group Statistics of Qualification variable

Case Processing Summary	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Self-Esteem Level * Qualification	400	100.0%	0	0.0%	400	100.0%

4.37. Self-Esteem Level * Qualification Cross Tabulation

			Qualification		Total
			UG	PG	
Self-Esteem Level	Low	Count	111	75	186
		Expected Count	106.5	79.5	186.0
	Normal	Count	118	96	214
		Expected Count	122.5	91.5	214.0
	Total	Count	229	171	400
		Expected Count	229.0	171.0	400.0

4.38. Chi-Square Test of Qualification Variable

	Value	df	Asymp. Sig. (2-Sided)	Exact Sig. (2-Sided)	Exact Sig. (1-Sided)
Pearson Chi Square	.837[a]	1	.360		
N of Valid Cases	400				

*NS

Descriptive statistics indicated a deviation of observed values from the expected values in both the level of self-esteem for both UG and PG trainees. Therefore, a chi-square test of independence (at p<.05) was computed in between the two variables i.e. Qualification and Level of Self-esteem. Result showed $\{\chi^2=.837, df=1, p=.360\}$ that qualification and level of self-esteem are independent (as p>.05) of one another and therefore the differences in between observed and expected values can be said to have occurred due to any random chance factor.

4.39.   Group Statistics of Stream Variable

Case Processing Summary	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Self-Esteem Level * Stream	400	100.0%	0	0.0%	400	100.0%

4.40. Self-Esteem Level * Stream Cross Tabulation

			Stream			Total
			Language	Science	Social Science	
Self-Esteem Level	Low	Count	47	28	111	186
		Expected Count	53.5	28.8	103.7	186.0
	Normal	Count	68	34	112	214
		Expected Count	61.5	33.2	119.3	214.0
	Total	Count	115	62	223	400
		Expected Count	115.0	62.0	223.0	400.0

4.41. Chi-Square Test of Stream Variable

	Value	df	Asymp. Sig. (2-Sided)	Exact Sig. (2-Sided)	Exact Sig. (1-Sided)
Pearson Chi Square	2.472[a]	2	.291		
N of Valid Cases	400				

*NS

Descriptive statistics indicated a deviation of observed values from the expected values in both the level of self-esteem for both stream wise trainees. Therefore, a chi-square test of independence (at $p<.05$) was computed in between the two variables i.e. Stream and Level of Self-esteem. Result showed {χ^2=2.472, df=2, p=.291} that stream and level of self-esteem are independent (as $p>.05$) of one another and therefore the differences in between observed and expected values can be said to have occurred due to any random chance factor.

4.42. Group Statistics of Family Income Variable

Case Processing Summary	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Self-Esteem Level * Family Income	400	100.0%	0	0.0%	400	100.0%

4.43. Self-Esteem Level * Family Income Cross Tabulation

			Gender			Total
			Below 10K	10K-20K	Above 20K	
Self-Esteem Level	Low	Count	106	47	33	186
		Expected Count	107.9	50.7	27.4	186.0
	Normal	Count	126	62	26	214
		Expected Count	124.1	58.3	31.6	214.0
	Total	Count	232	109	59	400
		Expected Count	232.0	109.0	59.0	400.0

4.44. Chi-Square Test of Family Income Variable

	Value	df	Asymp. Sig. (2-Sided)	Exact Sig. (2-Sided)	Exact Sig. (1-Sided)
Pearson Chi Square	2.672[a]	2	.263		
N of Valid Cases	400				

*NS

Descriptive statistics indicated a deviation of observed values from the expected values in both the level of self-esteem for family income. Therefore, a chi-square test of independence (at $p<.05$) was computed in between the two variables i.e. Family Income and Level of Self-esteem. Result showed $\{\chi^2=2.672, df=2, p=.263\}$ that family income and level of self-esteem are independent (as $p>.05$) of one another and therefore the differences in between observed and expected values can be said to have occurred due to any random chance factor.

4.45. Group Statistics of Parental Occupation variable

Case Processing Summary	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Self-Esteem Level * Parental Occupation	400	100.0%	0	0.0%	400	100.0%

4.46. Self-Esteem Level * Parental Occupation Cross Tabulation

			Parental Occupation					Total
			Business	Cultivation	Self Employed	Service	Retired	
Self-Esteem Level	Low	Count	57	58	27	41	3	186
		Expected Count	53.5	60.5	33.9	34.9	3.3	186.0
	Normal	Count	58	72	46	34	4	214
		Expected Count	61.5	69.6	39.1	40.1	3.7	214.0
	Total	Count	115	130	73	75	7	400
		Expected Count	115.0	130.0	73.0	75.0	7.0	400.0

4.47. Chi-Square Test of Parental Occupation

	Value	df	Asymp. Sig. (2-Sided)	Exact Sig. (2-Sided)	Exact Sig. (1-Sided)
Pearson Chi Square	5.324[a]	4	.256		
N of Valid Cases	400				

*NS

Descriptive statistics indicated a deviation of observed values from the expected values in both the level of self-esteem for parental occupation. Therefore, a chi-square test of independence (at p<.05) was computed in between the two variables i.e. Parental Occupation and Level of Self-esteem. Result showed $\{\chi^2=5.324, df=4, p=.256\}$ that parental occupation and level of self-esteem are independent (as p>.05) of one another and therefore the

differences in between observed and expected values can be said to have occurred due to any random chance factor.

Hypotheses Testing (Correlation)

4.48.   Group Statistics of Dependent variable

	Mean	Std. Deviation	N
Interest in Teaching	8.60	3.143	400
Self-Esteem	14.60	2.371	400

4.49. Correlation table

		Interest in Teaching	Self-Esteem
Interest in Teaching	Pearson Correlation	1	.032
	Sig. (2-tailed)		.519
	N	400	400
Self-Esteem	Pearson Correlation	.032	1
	Sig. (2-tailed)	.519	
	N	400	400

*NS

Pearson correlation test was computed between scores of 'interest in teaching' and scores of 'self-esteem' of all the trainees to see if there is any significant relationship in between two variables. Result indicated {r=.032, p=.519} a nominal positive correlation, which is not significant at p<.05 level. Therefore, it is evident from this study, that self-esteem, to some

extent, help the trainees to grow interest in teaching, but it is not true for the whole population.

4.50. Group Statistics of Class variable

B.Ed.	Mean	Std. Deviation	N
Interest in Teaching	8.37	2.831	200
Self-Esteem	14.70	2.389	200

4.51. Correlation of Class variable

B.Ed.		Interest in Teaching	Self-Esteem
Interest in Teaching	Pearson Correlation	1	.092
	Sig. (2-tailed)		.195
	N	200	200
Self-Esteem	Pearson Correlation	.092	1
	Sig. (2-tailed)	.195	
	N	200	200

Pearson correlation test was computed between scores of 'interest in teaching' and scores of 'self-esteem' of B.Ed. trainees to see if there is any significant relationship in between two variables. Result indicated {r=.092, p=.195} a nominal positive correlation, which is not significant at p<.05 level. Therefore, it is evident from this study, that self-esteem, to some extent, help the trainees to grow interest in teaching, but it is not true for the whole population.

4.52. Group Statistics of Class variable

B.P.Ed.	Mean	Std. Deviation	N
Interest in Teaching	8.84	3.419	200
Self-Esteem	14.49	2.353	200

4.53. Correlation of Class variable

B.P.Ed.		Interest in Teaching	Self-Esteem
Interest in Teaching	Pearson Correlation	1	-.011
	Sig. (2-tailed)		.876
	N	200	200
Self-Esteem	Pearson Correlation	-.011	1
	Sig. (2-tailed)	.876	
	N	200	200

Pearson correlation test was computed between scores of 'interest in teaching' and scores of 'self-esteem' of B.P.Ed. trainees to see if there is any significant relationship in between two variables. Result indicated {r= -.011, p=.876} a nominal positive correlation, which is not significant at $p<.05$ level. Therefore, it is evident from this study, that self-esteem, to some extent, help the trainees to grow interest in teaching, but it is not true for the whole population.

4.54.   Group Statistics of Gender variable

Male	Mean	Std. Deviation	N
Interest in Teaching	8.97	3.234	150
Self-Esteem	14.45	2.481	150

4.55. Correlation of Gender variable

Male		Interest in Teaching	Self-Esteem
Interest in Teaching	Pearson Correlation	1	-.017
	Sig. (2-tailed)		.833
	N	150	150
Self-Esteem	Pearson Correlation	-.017	1
	Sig. (2-tailed)	.833	
	N	150	150

Pearson correlation test was computed between scores of 'interest in teaching' and scores of 'self-esteem' of Male trainees to see if there is any significant relationship in between two variables. Result indicated {r= -.017, p=.833} a nominal positive correlation, which is not significant at p<.05 level. Therefore, it is evident from this study, that self-esteem, to some extent, help the trainees to grow interest in teaching, but it is not true for the whole population.

4.56. Group Statistics of Gender variable

Female	Mean	Std. Deviation	N
Interest in Teaching	8.60	3.143	400
Self-Esteem	14.60	2.371	400

4.57. Correlation of Gender variable

Female		Interest in Teaching	Self-Esteem
Interest in Teaching	Pearson Correlation	1	.074
	Sig. (2-tailed)		.245
	N	250	250
Self-Esteem	Pearson Correlation	.074	1
	Sig. (2-tailed)	.245	
	N	250	250

Pearson correlation test was computed between scores of 'interest in teaching' and scores of 'self-esteem' of female trainees to see if there is any significant relationship in between two variables. Result indicated {r=.074, p=.245} a nominal positive correlation, which is not significant at p<.05 level. Therefore, it is evident from this study, that self-esteem, to some extent, help the trainees to grow interest in teaching, but it is not true for the whole population.

4.58.   Group Statistics of Caste variable

General	Mean	Std. Deviation	N
Interest in Teaching	8.36	3.249	143
Self-Esteem	14.50	2.343	143

4.59. Correlation of Caste variable

General		Interest in Teaching	Self-Esteem
Interest in Teaching	Pearson Correlation	1	-.025
	Sig. (2-tailed)		.766
	N	143	143
Self-Esteem	Pearson Correlation	-.025	1
	Sig. (2-tailed)	.766	
	N	143	143

Pearson correlation test was computed between scores of 'interest in teaching' and scores of 'self-esteem' of General category trainees to see if there is any significant relationship in between two variables. Result indicated {r= -.025, p=.766} a nominal positive correlation, which is not significant at p<.05 level. Therefore, it is evident from this study, that self-esteem, to some extent, help the trainees to grow interest in teaching, but it is not true for the whole population.

4.60. Group Statistics of Caste variable

OBC	Mean	Std. Deviation	N
Interest in Teaching	9.09	2.991	82
Self-Esteem	14.30	2.366	82

4.61. Correlation of Caste variable

OBC		Interest in Teaching	Self-Esteem
Interest in Teaching	Pearson Correlation	1	.134
	Sig. (2-tailed)		.230
	N	82	82
Self-Esteem	Pearson Correlation	.134	1
	Sig. (2-tailed)	.230	
	N	82	82

Pearson correlation test was computed between scores of 'interest in teaching' and scores of 'self-esteem' of OBC category trainees to see if there is any significant relationship in between two variables. Result indicated {r=.134, p=.230} a nominal positive correlation, which is not significant at p<.05 level. Therefore, it is evident from this study, that self-esteem, to some extent, help the trainees to grow interest in teaching, but it is not true for the whole population.

4.62.   Group Statistics of Caste variable

SC	Mean	Std. Deviation	N
Interest in Teaching	8.51	3.120	152
Self-Esteem	14.84	2.439	152

4.63. Correlation of Caste variable

SC		Interest in Teaching	Self-Esteem
Interest in Teaching	Pearson Correlation	1	.079
	Sig. (2-tailed)		.336
	N	152	152
Self-Esteem	Pearson Correlation	.079	1
	Sig. (2-tailed)	.336	
	N	152	152

Pearson correlation test was computed between scores of 'interest in teaching' and scores of 'self-esteem' of SC category trainees to see if there is any significant relationship in between two variables. Result indicated {r=.079, p=.336} a nominal positive correlation, which is not significant at p<.05 level. Therefore, it is evident from this study, that self-esteem, to some extent, help the trainees to grow interest in teaching, but it is not true for the whole population.

4.64.   Group Statistics of Caste variable

ST	Mean	Std. Deviation	N
Interest in Teaching	8.64	2.920	22
Self-Esteem	14.50	2.087	22

4.65. Correlation of Caste variable

ST		Interest in Teaching	Self-Esteem
Interest in Teaching	Pearson Correlation	1	-.032
	Sig. (2-tailed)		.146
	N	22	22
Self-Esteem	Pearson Correlation	-.032	1
	Sig. (2-tailed)	.146	
	N	22	22

Pearson correlation test was computed between scores of 'interest in teaching' and scores of 'self-esteem' of ST category trainees to see if there is any significant relationship in between two variables. Result indicated {r= -.032, p=.146} a nominal positive correlation, which is not significant at $p<.05$ level. Therefore, it is evident from this study, that self-esteem, to some extent, help the trainees to grow interest in teaching, but it is not true for the whole population.

4.3. Discussions of Findings:

Major findings of the study based on the analysis and interpretation of collected data are giving below:

- **Self-Esteem and Interest in Teaching on Basis of their Gender.**

Though the interest in teaching is more among Male trainees (M=8.97) than Female trainees (M=8.38), the latter's (S.D=3.073) interest is more consistent than the earlier (S.D=3.234).The t-value p<.05, it revealed that the difference of interest in teaching between Male and Female trainees was not significant at predefined level and there are no significant different in Self-Esteem (p>.796).One study found that the men self-esteem is higher than women (Nupur & Mahapatro 2016) Several studies showed that there is no significant relationship in between gender to teaching and the intention to enter the teaching profession (Moses, Admiraal and Berry, 2016) but here result is significant because of women education, parental motivation might play significant role to develop in interest in teaching.

- **Self-Esteem and Interest In Teaching on Basis of their Class.**

Though the interest in teaching is more among B.P.Ed trainees (M=8.84) than B.Ed trainees (M=8.37), the latter's (S.D=2.831) interest is more consistent than the earlier (S.D=3.419). A t-test taking p<.05{t=1.498, df=398, p=.135} revealed that the difference of interest in teaching between B.Ed and B.P.Ed trainees was not significant at predefined level. Because B.P.Ed. trainees have to potentially develop their fitness in self and others and also it attached to playfield which give more recreation that might effect on result (Lewis, 2014).

- **Self-Esteem and Interest In Teaching on Basis of their Caste.**

A one-way ANOVA (at p<.05) was computed taking the scores of interest in teaching among different categories of caste to find out any significance of the observed differences in mean scores {General=8.36, OBC=9.09, SC=8.51, ST=8.64}. Result indicated {F=9.460; df=3,395; p=0.409} that the observed differences among groups was not significant (as p>.05) and therefore attributed to any chance factor. Therefore, it can be safely concluded that the caste of trainees has no significant role in variation of their interest in teaching and there is no significant different in Self-Esteem (p>.223).Government and NGOs have been

provided facilities to OBC, SC and ST categories to reduce their vulnerability and uplift status help in enhancing self-esteem (Nupur & Mahapatro 2016).

.

- **Self-Esteem and Interest In Teaching Based on Religion.**

Though the interest in teaching is more among trainees who belongs to Islam (M=9.36) than trainees who belongs to Hinduism (M=8.52), the latter's (S.D=3.118) interest is more consistent than the earlier (S.D=3.339). A t-test taking p<.05{t=1.526, df=398, p=.128} revealed that the difference of interest in teaching between Hinduism and Islam trainees was not significant at predefined level and there is no significant different in Self-Esteem (p>.253). Education about religion, is being pursued in a human rights framework, (Chideste D, 2002) it might be Islam have disappear their conservative thinking in teaching.

- **Self-Esteem and Interest In Teaching Based on Qualification.**

Though the interest in teaching is more among P.G trainees (M=8.62) than U.G trainees (M=8.59), the latter's (S.D=2.933) interest is more consistent than the earlier (S.D=3.298). A t-test taking p<.05{t=.109, df=398, p=.913} revealed that the difference of interest in teaching between P.G and U.G trainees was not significant at predefined level and there is no significant different in Self-Esteem (p>.360). Self-esteem of individuals seems to influence their academic performance either positive or negative (Okoko, 2012).

- **Self-Esteem And Interest In Teaching Based On Stream.**

A one-way ANOVA (at p<.05) was computed taking the scores of interest in teaching among different streams to find out any significance of the observed differences in mean scores {Language=8.83, Science=7.71, Social Science=8.73}. Result indicated {F=29.526; df=3,395; p=.050} that the observed differences among groups was significant (as p=.05) and therefore attributed to any chance factor. Therefore, it can be safely concluded that the streams of trainees has significant role in variation of their interest in teaching and there is no significant different in Self-Esteem (p>.291).Science stream are significantly higher than Students enrolled in Colleges of Arts and Commerce stream. Higher social self-concept and conversely in science students who are found to have higher self-esteem (Gakhar & Bain, 2011) but in the context of job opportunity language students might more interested in teaching.

- **Self-Esteem and Interest In Teaching Based on Family Income.**

A one-way ANOVA (at p<.05) was computed taking the scores of interest in teaching among family income to find out any significance of the observed differences in mean scores {Below 10K=8.97, 10K-20K=8.31, Above 20K=7.66}. Result indicated {F=46.770; df=2,397; p=.009} that the observed differences among groups was significant (as p<.05) and therefore attributed to any chance factor. Therefore, it can be safely concluded that the income of trainees has significant role in variation of their interest in teaching and there is no significant different in Self-Esteem (p>.263). The individuals having less family income (less than Rs. 50000) have less self-esteem when compared to the respondents with the higher family income (Rs. 1lakh and above). (Nupur & Mahapatro 2016).

- **Self-Esteem and Interest In Teaching Based on Parental Occupation.**

A one-way ANOVA (at p<.05) was computed taking the scores of interest in teaching among different occupations to find out any significance of the observed differences in mean scores {Business=8.69, Cultivation=9.23, Self Employed=7.96, Service=7.99, Retired=8.71}. Result indicated {F=27.725; df=4,395; p=.023} that the observed differences among groups was significant (as p>.05) and therefore attributed to any chance factor. Therefore, it can be safely concluded that the parental occupation of trainees has significant role in variation of their interest in teaching and there is no significant different in Self-Esteem (p>.256). A study established that was a slight difference in levels of self-esteem between boys and girls but no significant relationship between student's family SES and their self-esteem (Sang, 2015).

References

Chideste, D. (2002). Religion Education in South Africa:Teaching and Learning About Religion, Religions, and Religious Diversity, Report from the preparatory Seminar held in Oslo December 7-9, 2002

Gakhar, Sc. & Bain, G. (2011). A Study of Self-Concept and Study Habits of Students of Arts and Science Streams , *Mier Journal of Educational Studies*, Trends & Practices: Vol. 1 (1) May 2011

Garrett, H.E. (1979). Statistics in Psychology and Education, 6th Edition: *International Book Bureau*, Hyderabad, pp-42-48

Koul, L. (1999). Methodology of Education Research (4th Edition), Vikas Publishing house Pvt. Ltd.

Lewis, K. (2014). Pupils' and teachers' experiences of school-based physical education: a qualitative study BMJ Open 2014; 4**:** e005277. doi:10.1136/bmjopen-2014-005277

Mangal, S. K. (2014). Statistics in Psychology and Education, 2nd Edition: phi learning Private Limited, ISBN-978-81-203-2088-8.

Moses, I., Admiraal, W.F.,& Berry, A.K. Soc Psychol Educ (2016) 19:475. http://doi.org/10.1007/s11218-016-9340-3

Nupur, C. & Mahapatro, M. (2016). Gender Differences in Self-Esteem among Young Adults of Raipur, Uttar Pradesh, India, Austin J Womens Health. 2016; 3(1): 1018.

Okoko, (2012). Self-esteem and academic performance of students in public secondary schools in ndhiwa district, Kenya, A research project, dept. of Educational Foundations, University of Nairobi

Sang, C, C. (2015). Relationship between students' family Socio-economic Status, Self-esteem, *International Journal of Education and Research* Vol. 3 No. 2 February 2015

CHAPTER V

SUMMARY, CONCLUSION AND RECOMMENDATION

CHAPTER V

SUMMARY, CONCLUSION AND RECOMMENDATION

In this chapter the summary of all the previous chapters have been presented. The conclusions drawn and the recommendations proposed have also been included here.

5.1. Summary

Self-esteem is one of the most frequently cited psychological factors considered by many to be a key factors for a successful performance stated that in social cognitive theory, and individual's degree of self-esteem influences performance both directly and indirectly. Interest means the curiosity towards the objects. Interest is a part of teaching. Interest increases the attraction of the education. Education is the life long process. If someone has no interest in teaching then he/she doesn't go in teaching profession. In teaching profession teacher play an effective role to the students. The teacher is the backbone of the education system.

The objectives of study were 1. to find out the self-esteem and interest in teaching of trainee teachers at B.Ed. and B.P.Ed. level. 2. to find out the self-esteem and interest in teaching of trainee teachers based on their Gender, Class and Caste, Religion, Qualification, Stream, Family Occupation. Total 400 trainees studying in two different levels (B.Ed. and B.P.Ed.) of higher education were taken from Nadia, Kolkata, North 24 Parganas district. Purposive Sampling Method was adopted for this research. Rosenberg Self-Esteem Scale (RSES) and Kakkars Interest in Teaching Scale (KITS) were used for collect the data on self-esteem and Interest in teaching. The data were interpreted by descriptive statistics and one independent student 't' test, one way ANOVA and chi-square used as inferential statistics. The result of study found that the interest in teaching was more among Male trainees (M=8.97) than Female trainees (M=8.38). On the basis of class B.P.Ed. trainees (M=8.84) were more interested than B.Ed. trainees(M=8.37). In caste OBC category trainees were more interested than other category trainees. Mean value of OBC trainees are 9.09 and respectively ST, SC, GEN are 8.64, 8.51, 8.36. On the basis of qualification PG trainees (M=8.62) were more interested than UG trainees (M=8.59). Language stream trainees were more interested than social science and science stream trainees. The mean values are respectively 8.83, 8.71, and 7.71. Family income the trainees come from those families whose incomes below 10

thousand were more interested than others. The mean values are below 10K=8.97, 10K-20K=8.31 and above 20K=7.66. In part of the occupation, the trainees come from cultivation family were more interested in teaching than other occupation, other occupation are retired, business, service, and self-employed. The mean values are respectively 9.23, 8.71, 8.69, 7.99, and 7.96.

5.2. Conclusions

- ### On the Basis of Gender

Male trainees are better than female trainees but there is no significant difference between male and female trainees and there are no significant different in self-esteem (p>.796).

- ### On the Basis of Class

B.P.Ed. Trainees are better than B.Ed. Trainees but there is also no significant different among class and there is no significant different in self-esteem.

- ### On the Basis of Caste Variable

OBC trainees are more interested than others but there is no significant different among caste and there is no significant different in self-esteem (p>.223).

- ### On the Basis of Qualification

PG trainees are better than UG trainees but there is no significant different between UG and PG and there is no significant different in self-esteem (p>.360).

- ### On the Basis of Stream

Language stream trainees are better than others but there is significant different among streams and there is no significant different in self-esteem (p>.291).

- ### On the Basis of Family Income

The family income is less than 10 thousand they are better than others but there is significant different between family income and there is no significant different in self-esteem (p>.263).

- **On the Basis of Occupation**

The trainees come from cultivated family they are better than others but there is significant different among occupations and there is no significant different in self-esteem (p>.256).

It was observed in the study that; the self-esteem and interest in teaching is affected by so many demographic and social factors that were may or may not accounted in our day-to-day living. We must prepare them to deserve a better, smoother and rich experience in their upcoming life. Self-esteem is very important to individual for a successful life. Therefore, every student should develop their self-esteem as per individual capacity. Society and educational institutions should come forward and join hands in between to provide opportunity and experiences that will help the trainees. This should be our conclusion to this study.

5.3.   Recommendations for the Study

The present study conducted on self-esteem and interest in teaching among the trainees at B.Ed. and B.P.Ed. level is not an end in itself; rather it is reveal the scenario of self-esteem and interest in teaching among trainee teachers at three districts in West Bengal. Therefore, the future researchers considering various dimension of different variable may conduct a numerous further studies and further sophisticated tools may be developed to measure the existing of self-esteem and interest in teaching with the sophisticated multivariate and other significant analyses. The researcher found this study is truly importance in the present day context.

- Similar study can be done on trainee teachers with respect of different state in India.
- Similar study can be done on larger sample size.
- Same study can be done in other districts.
- Similar study can be done on English Medium Institution.
- Same kind of study may be done on college and university level teachers

References

Chideste, D. (2002). Religion Education in South Africa: Teaching and Learning About Religion, Religions, and Religious Diversity, Report from the preparatory Seminar held in Oslo December 7-9, 2002

Gakhar, Sc. & Bain, G. (2011). A Study of Self-Concept and Study Habits of Students of Arts and Science Streams , *Mier Journal of Educational Studies*, Trends & Practices: Vol. 1 (1) May 2011

Koul, L. (1999). Methodology of Education Research (4th Edition), Vikas Publishing house Pvt. Ltd.

Lewis, K. (2014). Pupils' and teachers' experiences of school-based physical education: a qualitative study BMJ   Open 2014; 4**:** e005277. doi:10.1136/bmjopen-2014-005277

Mangal, S. K. (2014). Statistics in Psychology and Education, 2nd Edition: phi learning Private Limited, ISBN-978-81-203-2088-8.

Moses, I., Admiraal, W.F., & Berry, A.K. Soc Psychol Educ (2016) 19:475. http://doi.org/10.1007/s11218-016-9340-3

Nupur, C. & Mahapatro, M. (2016) Gender Differences in Self-Esteem among Young Adults of Raipur, Uttar Pradesh, India, Austin J Womens Health. 2016; 3(1): 1018.

Okoko, (2012). Self-esteem and academic performance of students in public secondary schools in ndhiwa district, Kenya, A research project, dept. of Educational Foundations, University of Nairobi

Sang, C, C. (2015). Relationship between students' family Socio-economic Status, Self-esteem, *International Journal of Education and Research* Vol. 3 No. 2 February 2015

BIBLIOGRAPHY

BIBLIOGRAPHY

Abraham, D. (2010). "A study on the self-esteem and social relations of adolescents with learning disability". Centre of research, Christ University, Bangalore. http://repository.christuniversity.in/1857/1/thesis_deepu_abraham.pdf

Afzali, S.M.K and Kermani, M.Y. (2016), "A Comparison between Anxiety and Self-esteem amongst High School Freshman Students (Male and Female) with Amblyopia in Gachsaran in 2015", *International Journal of Medical Research & Health Sciences*, Vol-5,pp-69-73.https://www.ijmrhs.com/medical-research/a-comparison-between-anxiety-and-selfesteem-amongst-high-school-freshman-studentsmale-and-female-with-amblyopia-in-gachs.pdf

Ahmat, S.N, Muda, M.R. and Neoh, C.F. (2018), "Self-Esteem Level and Its Relationship to Academic Performance among Undergraduate Pharmacy Students in a Malaysian Public University," https://www.ijper.org/sites/default/files/IndJPhaEdRes_52_2_197_0.pdf

Anttila, M. and Saikkonen, P. (2012), "Supporting Children's Self-esteem in Early Childhood Education," Helsinki Metropolia University of Applied Sciences. https://www.theseus.fi/bitstream/handle/10024/50239/Anttila_Marianna_Saikkonen_Pinja.pdf

Batty, E. and Flint, J. (2010), "Self-Esteem, Comparative Poverty and Neighbourhoods," Centre for Regional Economic and Social Research, Sheffield Hallam University. https://research.shu.ac.uk/cresr/living-through-change/documents/RP7_SelfEsteem.pdf

Bauman, S.A. (2012), "The Importance of Self-Esteem in Learning and Behaviour in Children With Exceptionalities and The Role Magic Tricks May Play In Improving Self-Esteem and in Motivating Learning," University of central florida, orlando. http://etd.fcla.edu/CF/CFH0004293/Bauman_Shannon_A_201212_BS.pdf

Bell, E.E. (2009), "Impact of Self-Esteem and Identification with Academics on the Academic Achievement of African American Students," faculty of school education, liberty university. https://core.ac.uk/download/pdf/58825118.pdf

Bhadawkar, H. (2017), "A Study of Academic Achievement of B Ed Students in Relation to Their Self-Esteem," *Scholarly research journal for humanity science and English language*. http://oaji.net/articles/2017/1201-1493200541.pdf

Bhagat, P. (2015), "Relationship between Self- Esteem and Academic Achievement of Secondary School Students". *International Journal of Social Science and Interdisciplinary research*, Vol-6(4), pp-29-42. http://indianresearchjournals.com/pdf/IJSSIR/2017/April/3.pdf

 Burnett, J, W. Anderson W, P. Heppner, P, P. (1995) Gender Roles and Self-Esteem: A Consideration of Environmental Factors, Journal of Counselling & Development, Volume73, Issue3, , 323-326 https://doi.org/10.1002/j.1556-6676.1995.tb01757.

Chideste, D. (2002). Religion Education in South Africa: Teaching and Learning About Religion, Religions, and Religious Diversity, Report from the preparatory Seminar held in Oslo December 7-9, 2002

Ciarrochi, J., Heaven, P.C.L. and Davies, F. (2007), "The impact of hope, self-esteem, and attributional style on adolescents' school grades and emotional well-being: A longitudinal study," *Journal of Research in Personality*. http://josephciarrochi.com/wp-content/uploads/2011/08/Ciarrochi_Heaven_JRP_The_Impact_of_Hope_SE_and_Attributional_Style_on_Grades_2007.pdf

Deshpande, A and Chhabriya, M. (2013), "Parenting Styles and its Effects on Adolescents' Self-Esteem," *international journal of innovations in engineering and technology*. http://ijiet.com/wp-content/uploads/2013/09/42.pdf

Dhillion, M, Dhwan, P, Ahuja, K, Kalyani, A and Papneja, D. (2016), "Factors Influencing Self-esteem of Indian Female Adolescents," *IOSR Journal of Humanities and Social Science (IOSR-JHSS)*,   Vol-21,Issue-7,pp-56-63.   http://www.iosrjournals.org/iosr-jhss/papers/Vol.%2021%20Issue7/Version-8/G2107085663.pdf

Ferkany, M. (2008) The Educational Importance of Self-Esteem, Journal of Philosophy of Education 42(1):119 - 132 · DOI: 10.1111/j.1467-9752.2008.00610.

Gakhar, Sc. & Bain, G. (2011). A Study of Self-Concept and Study Habits of Students of Arts and Science Streams , *Mier Journal of Educational Studies*, Trends & Practices: Vol. 1 (1) May 2011

Garrett, H. E. (1979). Statistic in psychology and Education, 6th Edition: *International Book Bureau*, Hyderabad, pp.42-48.

Gera, M. and Singh, R. (2015). "A Study of Self Efficacy and Self-Esteem of Prospective Teachers in Relation to Gender and Academic Achievement". http://pjitm.com/Doc/jan-june2015/82015.pdf.

Henriksen, I.O. (2016), "Self-Esteem as a Resilience Factor for Symptoms of Anxiety, Depression, and Attention Problems: Evidence from A Clinical Population of Adolescents," Norwegian University of Science and Technology, Regional Centre for Child and Youth Mental Health and Child Welfare. https://brage.bibsys.no/xmlui/bitstream/handle/11250/2418346/Henriksen.PDF?sequence=1

Ismail, Z and Majeed, A. (2011), "Student Self-Esteem and Their Perception of Teacher Behaviour: A Study of Class Grouping System in Pakistan*, international journal of business and social science*,Vol-2,No.-16.   http://www.ijbssnet.com/journals/Vol-2_No_16_September_2011/12.pdf

Koul, L. (1997). Methodology of Education Research, 3rd Edition: Vikas Publishing house pvt. Pp. 33-35.

Koul, L. (1999). Methodology of Education Research (4th Edition), Vikas Publishing house Pvt. Ltd.

Latha, M. (2012). "Relationship between Self-Esteem and Emotional Intelligence of B Ed students". *International   Multidisciplinary   e-Journal*,   ISSN-22774262. http://www.shreeprakashan.com/Documents/2012122894958794.3.Dr.Latha%20M,.pdf

Lewis, K. (2014). Pupils' and teachers' experiences of school-based physical education: a qualitative study BMJ   Open 2014; 4**:** e005277. doi:10.1136/bmjopen-2014-005277

Mangal, S. K. (2014). Statistics in Psychology and Education, 2nd Edition: phi learning Private Limited, ISBN-978-81-203-2088-8.

Martins, M.A., Peixoto, F, Pereira, M.G, Amaral, V. and Pedro, I. (2010), "Self-esteem and Academic Achievement among Adolescents,"an international journal of experimental educational   psychology.

http://repositorio.ispa.pt/bitstream/10400.12/1819/1/EP%202002%2022%281%29%2051-62.pdf

Migunde, Q, Othuon, L. and Mbagaya, C. (2016), " Adolescents Self-Esteem And Its Effect On Career Development," *International Journal of Vocational and Technical Education Research,*Vol-2,No.-2,pp-36-44. http://www.eajournals.org/wp-content/uploads/Adolescents-Self-Esteem-and-Its-Effect-on-Career-Development.pdf

Moses, I., Admiraal, W.F., & Berry, A.K. Soc Psychol Educ (2016) 19:475. http://doi.org/10.1007/s11218-016-9340-3

Neiss, M, Sedikides, C. and Stevenson, J. (2002), "Self-Esteem: A Behavioural Genetic Perspective," *European journal of personalities*, pp-351-367. http://www.southampton.ac.uk/~crsi/Neiss.Sedikides.Stevenson.2002.EJP.pdf

Nematollahi,A., Tavakoli ,P. and Akbarzadeh ,M.(2017), "The Relationship between Self-Esteem and Students' Academic Achievement and Some Parental Demographic Factors," *Scholars Journal of Applied Medical Sciences*, ISSN 2320-6691 (Online), ISSN 2347-954X (Print). http://saspublisher.com/wp-content/uploads/2017/06/SJAMS-55A1758-1764.pdf

Nupur, C. & Mahapatro, M. (2016) Gender Differences in Self-Esteem among Young Adults of Raipur, Uttar Pradesh, India, Austin J Womens Health. 2016; 3(1): 1018.

Okoko, (2012). Self-esteem and academic performance of students in public secondary schools in ndhiwa district, Kenya, A research project, dept. of Educational Foundations, University of Nairobi

Orth, U. and Robins, R.W. (2014), "The Development of Self-Esteem," association for psychological science. https://pdfs.semanticscholar.org/2fef/1b37d5ce1e86c2f4a8c0aa81b9cc25072ba6.pdf

Sang, C, C. (2015). Relationship between students' family Socio-economic Status, Self-esteem, *International Journal of Education and Research* Vol. 3 No. 2 February 2015

Shaheen, F. (2015), "A Study of Optimism and Self-Esteem in Relation to Psychological Distress among Professional and Non professional Students," *International Journal of Education and Psychological Research*, Vol-4,Issue-1. http://ijepr.org/doc/V4_Is1_March15/ij15.pdf

Shaheen, F. and Jahan, M. (2014), "Role of Self-Esteem in Development of Aggressive Behaviour among Adolescents," *international journal of education and psychological research*, vol-3,issue-4. http://ijepr.org/doc/V3_Is4_Dec14/ij14.pdf

Sharma, S and Agarwala, S. (2016), "Self-Esteem and Collective Self-Esteem among Adolescents: an Interventional Approach," psychological thought. file:///C:/Users/SOHEL%20RANA%20MONDAL/Downloads/121-1055-3-PB.pdf

Singh, B, Hasan, A and Wani, M.A. (2017), "Aggression and Self-Esteem among Teenagers," *Global journal of intellectual and developmental disabilities*, Vol-3, Issue-2. https://juniperpublishers.com/gjidd/pdf/GJIDD.MS.ID.555608.pdf

Singh, S and Bhatia, G. (2012), "Study of Self-Esteem of Secondary School Students in Relation to Their Family Environment," *International Journal of Scientific and Research Publications*,Vol-2,Issue-10. http://www.ijsrp.org/research-paper-1012/ijsrp-p1053.pdf

Sveningsson, E. (2012), "The relation between peer social status and self-esteem in middle childhood,"Lunds universitet. http://lup.lub.lu.se/luur/download?func=downloadFile&recordOId=3437755&fileOId=3437767

Vasimalairaja, M. (2010). "Awareness of ICT and Self-Esteem of B.Ed Trainees". *International Journal of Furistic Research*, Vol.3, No.3,602-607. http://www.ijifr.com/pdfsave/30-10-2015651V3-E2-063.pdf.

Zamanzadeh, V., Tabrizi, J, Ghahramanian, A, Gargari, R.B., Valizadeh, L., and Crowley, M. (2016), "Nursing Students' Understanding of the Concept of Self-Esteem: a Qualitative Study," *Journal of Caring Sciences*, 5(1), pp-33-41. file:///C:/Users/SOHEL%20RANA%20MONDAL/Downloads/JCS-5-33.pdf

https://en.wikipedia.org/wiki/Self-esteem#Importance

https://www.verywellmind.com/what-is-self-esteem-2795868

https://www.psychologytoday.com/us/basics/self-esteem

https://www.mentalhelp.net/articles/why-self-esteem-is-important-and-its-dimensions/

https://www.more-selfesteem.com/importance.htm

https://upjourney.com/why-is-self-esteem-important

https://www.speakingtree.in/blog/importance-of-selfesteem-in-life

https://www.liveyourtruestory.com/11-benefits-of-high-self-esteem-confidence/

https://www.slideshare.net/nkarenbi/presentation-self-esteem

APPENDIX

Tools For Data Collection on B.Ed./B.P.Ed. Trainees

Respondent Name: Age:

Gender: Male/Female   **Qualification:** Graduation /Post Graduation

U.G/P.G Subjects:

Name of the College:

Location: Rural/Urban /Semi Urban   **Training Type:** B.Ed./ B.P.Ed.

Category: GEN./S.C/S.T/O.B.C   **College Type:** Govt./Govt. Aided/Private

Discipline: Language/Science/Social Science   **Trainee Type:** Deputed/Fresher

Monthly Family Income: **Religion:** Hinduism/Islam/Others

No. of Family Member: **No. of Sibling:** No/One/More than One

Parental Education:

 Father's Education: Mother's Education:

Parental Education:

 Father's Occupation: Mother's Occupation:

 Please feel free to respond appropriately. Your responses will be kept strictly confidential and in no way it will be publicized. Your responses will be used only for research purposes.

(মুক্ত মনে সঠিক ভাবে উত্তর দিন। আপনার উত্তর গুলির গোপনীয়তা বজায় রাখা হবে এবং কোন প্রকাশনীতে প্রকাশ করা হবে না। আপনার উত্তর গুলি শুধুমাত্র গবেষণার উদ্দেশ্যে ব্যবহার করা হবে।)

Rosenberg Self Esteem Scale (রসেনবার্গ সেলফ এস্টিম স্কেল)

ক্রমিক নং	বিবৃতিসমূহ	দৃঢ় ভাবে একমত	একমত	একমত নই	দৃঢ় ভাবে একমত নই
১	মোটের উপর দিয়ে আমি নিজেকে নিয়ে সন্তুষ্ট ।				
২	মাঝে মাঝে মনে হয় আমি কোন ভাবেই ভালো নই ।				
৩	আমি মনে করি আমার মধ্যে বেশ কিছু ভালো গুণ আছে ।				
৪	অন্য অনেক মানুষের মতো আমিও কাজ করতে সক্ষম ।				
৫	আমার মনে হয় গর্ব করার মতো খুব বেশী কিছু আমার মধ্যে নেই ।				
৬	মাঝে মাঝে আমার নিজেকে সত্যিই অপদার্থ মনে হয় ।				
৭	আমি মনে করি আমি একজন গুণী মানুষ অন্তত পক্ষে অন্যদের সমান ।				
৮	আমার মনে হয় আমি আরও বেশী সম্মান পেতে পারি ।				
৯	আমার নিজেকে সামগ্রিকভাবে ব্যর্থ বলেই ভাবনা হয় ।				
১০	আমি নিজের সম্পর্কে ইতিবাচক মনোভাব পোষণ করি।				

Kakkars' Interest in Teaching Scale (কক্করস ইন্টারেস্ট ইন টিচিং স্কেল)

ক্রমিক নং	বিবৃতিসমূহ	বিকল্পসমূহ	স্কোর
১	আপনি আপনার অবসর সময়ে বই পড়ার ইঙ্গিত পেয়েছেন। আপনি শুধুমাত্র তাদের মধ্যে একটি পড়ার সুযোগ পাবেন। আপনি সেই বইটা নির্বাচন করুন যেটা আপনি পড়তে সবচেয়ে বেশী পছন্দ করেন।	(a) একটি উপন্যাস ☐ (b) একটি জীবনী ☐ (c) একটি পবিত্র বই ☐ (d) "We live for Children" উপর একটি বই ☐ (e) কবিতা গুচ্ছের একটি বই ☐	
২	উল্লিখিত সম মূল্যের ম্যাগাজিনগুলোর মধ্যে আপনি শুধুমাত্র একটি ম্যাগাজিনের জন্য মূল্য প্রদান করতে পারেন। আপনি কোনটির জন্য মূল্য প্রদান করতে সবচেয়ে বেশী পছন্দ করবেন ?	(a) চলচিত্রের উপর ম্যাগাজিন ☐ (b) শিশু শিক্ষা ☐ (c) সাপ্তাহিক সচিত্র ☐ (d) নারী এবং গৃহ ☐ (e) জীবন ☐	
৩	আপনার অবসর সময়ে উপলব্ধ কার্যকলাপ/শখ গুলির মধ্যে আপনি একটি নির্বাচন করতে পারবেন। আপনি কোনটি সবচেয়ে বেশি পছন্দ করবেন ?	(a) পড়াশোনা ☐ (b) উদ্যান পালন ☐ (c) শিশুদের সাথে খেলা ☐ (d) বন্ধুদের সাথে দেখা করা ☐ (e) আড্ডা দেওয়া ☐	
4	আপনার অতিরিক্ত সময়ে আপনি বাড়ির বিভিন্ন টুকিটাকি কাজে নিজেকে নিযুক্ত করতে পারেন। আপনি কোন কাজটিকে বেশি পছন্দ করবেন ?	(a) উদ্যান পালন ☐ (b) গৃহের টুকিটাকি কাজ ☐ (c) শিশুদের শিক্ষাদান ☐ (d) বন্ধুদের সাথে দেখা করা ☐ (e) লেখা ☐	
৫	বিদ্যালয়ের উল্লিখিত বিষয়গুলির মধ্যে আপনি সে বিষয়টি নির্বাচন করেছিলেন যেটি আপনার কাছে সবচেয়ে বেশী পছন্দের ছিল।	(a) ইংরেজি/হিন্দি/বাংলা ☐ (b) গণিত ☐ (c) বিজ্ঞান ☐ (d) সমাজ বিদ্যা ☐ (e) শরীর ও স্বাস্থ্যবিধি ☐	
৬	উল্লিখিত উপলব্ধ চিত্ত বিনোদনগুলির মধ্যে আপনাকে একটি নির্বাচন করতে হবে। আপনি কোনটিকে সবচেয়ে বেশী পছন্দ করবেন?	(a) রেস্তোরাঁ ☐ (b) নাটক ☐ (c) নৃত্য ☐ (d) সিনেমা প্রদর্শন ☐ (e) ছোটদের সাথে কথা বলা ☐	
৭	জীবনের বিভিন্ন ক্ষেত্রে উল্লিখিত কিছু বিশিষ্ট ব্যাক্তি আছে। আপনি কোন ব্যাক্তির সাথে নিজেকে শনাক্ত বেশী পছন্দ করবেন ?	(a) রবিশঙ্কর ☐ (b) রাধাকৃষ্ণান ☐ (c) সি ভি রমণ ☐ (d) মুল্ক রাজ আনন্দ ☐ (e) সরোজিনী নাইডু ☐	
৮	আপনার প্রতিবেশী পরিবেশের আশেপাশে বসবাসকারী বিভিন্ন ধরণের ব্যাক্তি আছে। আপনি কোন ব্যাক্তির সাথে প্রায়ই সাক্ষাত করতে বেশী পছন্দ করবেন ?	(a) একটি দোকানদার ☐ (b) I.A.S/P.C.S অধিকারিক ☐ (c) অফিসের করণিক ☐	

		(d) পূর্তবিজ্ঞানী	☐	
		(e) স্কুল শিক্ষক/অধ্যাপক	☐	
৯	উল্লিখিত কিছু ভালোবাসা আছে যা মানুষ গড়ে তুলতে চায় । আপনি যে ভালবাসাকে সবচেয়ে বেশী গড়ে তুলতে চান তা নির্দিষ্ট করুন ।	(a) টাকার প্রতি ভালোবাসা	☐	
		(b) ক্ষমতার প্রতি ভালোবাসা	☐	
		(c) শিশুর প্রতি ভালোবাসা	☐	
		(d) ভালো জীবনের প্রতি ভালোবাসা	☐	
		(e) বিপরীত লিঙ্গের প্রতি ভালোবাসা	☐	
১০	মানুষ বিভিন্ন সম্পদ অর্জন করতে বা বিকাশ ঘটাতে কামনা করে। উল্লিখিত সম্পদগুলির মধ্যে আপনি কোনটি অর্জন করতে সবচেয়ে বেশি পছন্দ করবেন ।	(a) জ্ঞান	☐	
		(b) ব্যাক্তিত্ব	☐	
		(c) শিশুদের প্রতি আগ্রহ	☐	
		(d) ব্যক্তিগত সক্ষমতা	☐	
		(e) জনপ্রিয়তা	☐	
১১	মানুষের ব্যাক্তিত্ব বিকাশের জন্য উল্লিখিত কয়েকটি গুণাবলীর বিকাশ ঘটানো উচিৎ । আপনি আপনার সবচেয়ে পছন্দের ক্রম অনুযায়ী যে গুনটিকে বেশী গুরুত্ব দেবেন সেটি নির্দিষ্ট করুন ।	(a) পাণ্ডিত্য ও নম্রতা	☐	
		(b) কর্তৃত্ব ও ক্ষমতা	☐	
		(c) শৃঙ্খলা ও আনুগত্য	☐	
		(d) প্রফুল্লতা ও আশাবাদ	☐	
		(e) স্থায়িত্ব ও পরিপক্কতা	☐	
১২	উল্লিখিত গুণগুলি যা একজনের থাকে তার মধ্যে আপনার সবচেয়ে বেশী কোনটি আছে বা আপনি কোনটির বেশী বিকাশ ঘটাতে চান ?	(a) সহানুভূতি	☐	
		(b) অধ্যয়নশীল প্রকৃতির	☐	
		(c) সাবলীল বক্তৃতা	☐	
		(d) নিরপেক্ষতা	☐	
		(e) শারীরিক স্বাস্থ্য	☐	
১৩	কিছু পদক্ষেপ যা দেশ এবং জাতির গঠনের জন্য একজনের গ্রহণ করা উচিৎ তা উল্লেখ করা হল । এই কাজে আপনার অবদান রাখতে আপনি কোন পদক্ষেপটি বেশী গুরুত্ব দিয়ে নির্বাচন করবেন ?	(a) শিল্পায়ন	☐	
		(b) বৃদ্ধি ও বিকাশের মাধ্যমে তাদের পরিপূর্ণ মানুষে পরিণত করা	☐	
		(c) কঠোর পরিশ্রম করা	☐	
		(d) প্রশাসন সুগঠিত করা	☐	
		(e) দেশবাসীর মধ্যে স্বদেশপ্রেম বাড়ানো	☐	
১৪	যদি আপনাকে দেশের সব জিনিসকে সঠিক ভাবে বিন্যস্ত করতে হয় তাহলে আপনি উল্লিখিত কোন কর্মপ্রচেষ্টাকে বেশী গুরুত্ব দিয়ে রূপায়িত করতে চাইবেন ?	(a) প্রশাসনিক দিকের উন্নয়ন	☐	
		(b) শিক্ষা ব্যবস্থার পরিবর্তন	☐	
		(c) শিক্ষকদের শিক্ষাদান যারা পুরুষ ও নারীকে তৈরি করেন	☐	
		(d) আইন ভঙ্গকারীদের জন্য শাস্তি প্রদান	☐	
		(e) জনগণকে কঠোর পরিশ্রমের জন্য নির্দেশ	☐	
১৫	দেশকে মহান ও শক্তিশালী করে গড়তে উল্লিখিত বিভিন্ন ধরণের মানুষ অবদান রাখতে পারেন । তার মধ্যে আপনি যে ধরণের মানুষ বেশী অবদান রাখতে পারে তাকে নির্বাচন করুন ?	(a) রাজনৈতিক নেতা	☐	
		(b) দার্শনিক	☐	
		(c) প্রশাসক	☐	
		(d) শিক্ষক	☐	
		(e) বিজ্ঞানী	☐	
১৬	যখন যুব সমাজ ভুল পথে যায় বিভিন্ন মানুষ বিভিন্ন জিনিসের প্রতি প্রলুব্ধ হয়। এই রকম পরিস্থিতিতে কোন কাজটিকে করতে আপনাকে বেশী প্রলুব্ধ করে ?	(a) বলপূর্বক তাদের সঠিক পথে নিয়ে আসা	☐	
		(b) যুবকল্যাণ কেন এবং কিভাবে হবে সে সম্পর্কে তাদের উপদেশ দেওয়া	☐	
		(c) গুরুত্বপূর্ণ কাজের মধ্যে তাদের নিয়োগ করা	☐	

		(d) তাদের চাহিদা পূরণ করা ☐	
		(e) স্কুল শিক্ষা ব্যবস্থার সংস্কার করা ☐	
১৭	উল্লিখিত পদক্ষেপগুলির মধ্যে কোনটি সবচেয়ে বেশী শিক্ষার উন্নতিতে সাহায্য করে ?	(a) ভালো শিক্ষক ☐ (b) আর্থিক অনুদান বৃদ্ধি ☐ (c) শিক্ষায় সরকারি পদ্ধতি প্রণয়ন ☐ (d) ভালো সক্ষম শিক্ষা মন্ত্রী ☐ (e) অভিভাবকদের সহযোগিতা ☐	
১৮	উল্লিখিত সক্ষমতা গুলির মধ্যে কোনটি আপনি সবচেয়ে বেশী উন্নতি করতে চাইবেন ?	(a) যান্ত্রিক ক্ষমতা ☐ (b) শৈল্পিক ক্ষমতা ☐ (c) সংগীত ক্ষমতা ☐ (d) মৌখিক ক্ষমতা ☐ (e) যুক্তি ক্ষমতা ☐	
১৯	উল্লিখিত মানুষের আগ্রহগুলির মধ্যে আপনার কোনটি বেশী আছে অথবা আপনি কোনটির বিকাশ বেশী করতে চাইবেন।	(a) যান্ত্রিক ☐ (b) সাহিত্যিক ☐ (c) শৈল্পিক ☐ (d) সামাজিক ☐ (e) বৈজ্ঞানিক ☐	
২০	মানুষের অনেক পছন্দ আছে। উল্লিখিত পছন্দগুলির মধ্যে কোনটি আপনার প্রধান পছন্দ?	(a) ন্যস্ত কাজের উপর কঠোর পরিশ্রম ☐ (b) ভ্রমণ করা ☐ (c) শিশুদের বিভিন্ন বিষয় শিক্ষা দেওয়া ☐ (d) খাওয়া, পান করা ও আনন্দ করা ☐ (e) অন্য ব্যক্তিদের সম্পর্কে পড়াশোনা ☐	
২১	উল্লিখিত কিছু উপাদান যা কাউকে কোন বৃত্তি নির্বাচন করতে উদ্বুদ্ধ করে । যে উপাদানটি আপনার মতে সবচেয়ে বেশী উদ্বুদ্ধ করতে পারে সেটি নির্বাচন করুন ।	(a) ভালো আয় বা বেতন ☐ (b) কর্মের নিরাপত্তা ☐ (c) অন্যকে শাসন করার কর্তৃত্ব ও ক্ষমতা ☐ (d) চিকিৎসা ব্যবস্থা, বাড়ি বোনাসের সুবিধা ☐ (e) অন্যকে উৎসাহিত ও শিক্ষিত করার সুযোগ ☐	
২২	বিভিন্ন মানুষ তাদের কাজ থেকে ভিন্ন কিছু চান। উল্লিখিত বিষয়গুলির মধ্যে আপনি পেতে পারেন এমন একটি কাজ কাজের থেকে কোনটি সবচেয়ে বেশী পেতে চাইবেন ?	(a) সুবিধাজনক কাজের পরিবেশ ☐ (b) ভালো মালিক ☐ (c) যুবক গড়ে তোলার সুযোগ ☐ (d) উচ্চ আর্থ-সামাজিক অবস্থা ☐ (e) কাজের সঙ্গী ☐	
২৩	বিভিন্ন মানুষ বিভিন্ন আকর্ষণের জন্য বিভিন্ন কাজে যান। আপনি কোন আকর্ষণের জন্য কাজটি পছন্দ করবেন।	(a) এটা একটি আগ্রহপূর্ণ কাজ ☐ (b) এটা আপনার পছন্দের সাথে মিলে যায় ☐ (c) এটা আপনার বাড়ির নিকটবর্তী একটি কাজ ☐ (d) এটাতে কোন একজন মনকে প্রশিক্ষিত করতে পারে ☐ (e) এটাতে কোন একজন বেশী শিখতে পারে ☐	
২৪	উল্লিখিত বিভিন্ন পেশাগুলির মধ্যে আপনি কোন পেশাটি চয়ন করতে চাইবেন ?	(a) কারিগরি বা বাস্তুশিল্প ☐ (b) আধা দক্ষতামূলক ☐ (c) দক্ষতামূলক ☐ (d) প্রশাসনিক ☐ (e) অদক্ষতামূলক ☐	

২৫	উল্লিখিত বিভিন্ন পেশাগুলির মধ্যে আপনি কোন পেশাতে নিযুক্ত হতে চাইবেন ?	(a) বাস্তুশিল্প ☐ (b) আইন অনুশীলনের মাধ্যমে ম্যাজিস্ট্রেট বা আধিকারিক হওয়া ☐ (c) সাংবাদিকতা ☐ (d) স্কুলে শিক্ষাদান ☐ (e) সেবামূলক ☐	
২৬	উল্লিখিত বিভিন্ন ক্ষেত্রে যোগদানের সুযোগ আছে। প্রস্তাব পেলে আপনি কোনটি নির্বাচন করে গ্রহণ করতে চাইবেন ?	(a) গেজেটেড অফিসার ☐ (b) একটি সংস্থার ম্যানেজার ☐ (c) কোন একটা সংবাদপত্রের সম্পাদক ☐ (d) অভিনেতা / অভিনেত্রী ☐ (e) স্কুলের শিক্ষক ☐	
২৭	আপনি যখন আপনার জীবনের সম্ভবনাগুলি বাড়ানোর চেষ্টা করছেন তখন আপনি হয়তো স্কুলে শিক্ষক হিসাবে কাজ করছেন । আপনি হঠাৎ প্রশাসনিক প্রকৃতির উচ্চ এক পদে বিদেশ যাওয়ার সুযোগ পেলেন। উল্লিখিত প্রতিক্রিয়াগুলির মধ্যে কোনটি আপনি বেশী করবেন?	(a) শিক্ষকতার চাকরি ছেড়ে চলে যাবো ☐ (b) এটা নিয়ে বেশী মাথা ঘামাবো না ☐ (c) মা বাবা, শিক্ষকদের সাথে আলোচনা করব ☐ (d) নতুন চাকরিতে ভবিষ্যৎ খুঁজবো ☐ (e) ভালো করে ভেবে সিদ্ধান্ত নেব ☐	

Centre for Disability Studies, Jadavpur University

In collaboration with

Byanjanbarna Foundation, Kolkata

Organized a Two day UGC Sponsored International Seminar

On

Present Scenario of People with Disabilities in Bengal: Society, Education and Literature

Date: 15 & 16 February, 2019, Time 10:30 AM to 5:30 PM

Venue: H L Roy Auditorium, Jadavpur University, West Bengal, India

This is to Certify that Sohel Rana Mondal, M. Phil. Scholar

of Jadavpur University *Participated/Presented Paper titled*
Self Esteem and Interest in Teaching among Trainee Teachers: An
Inclusive Perspective *in the above mentioned Seminar.*

Dr. Debabrata Biswas
Secretary
Byanjanbarna Foundation

Dr. Muktipada Sinha
Joint Co-Ordinator
Centre for Disability Studies
Jadavpur University

Prof.Manojit Mandal
Joint Co-Ordinator
Centre for Disability Studies
Jadavpur University