A STUDY OF SELF-ESTEEM OF SECONDARY SCHOOL TEACHERS WITH LEADERSHIP STYLES AND INSTITUTIONAL CLIMATE

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ABSTRACT :

According to Normon Miyar– 'Human behavior is controlled by human mind and human mind in its turn is uncontrollable'. Along with male teachers, female teachers constitute a great strength in educational institution. Thus, it is very clear that the role of male and female teachers has an impact on each other both inside and outside the institution. The problem of adjustment in relation to profession and life actually exists among the teachers to day. Even though teachers services are respected everywhere, their adjustment with their vocation, pupils life and environment is still at stake. So, the teacher has to habituate himself to meet with challenges in the desired manner and that is what may be called an adjustment. In this regard Herbert Spencer has defined –Life is the continuous adjustment of the internal to the external relations. The quality of a professionally competent teacher depends on some factors where the degree of level of adjustment presents in the school environment. A dedicated teacher is one who is well adjusted to the work environment. The sense of responsibility will increase if teachers work in a free state of mind. A sample of 320 school teachers representing different leadership styles and institutional climate of secondary schools in Krishna district was selected by the stratified sampling technique for the data analysis t-test was employed for the analysis of the data. There is significant influence of leadership styles at 0.01 level and not significant for institutional climate of secondary school teachers.

KEYWORDS *: Self esteem, secondary school teachers, pulils life and environment.*

INTRODUCTION:

The term 'Self-Esteem' is used in psychology to reflect a person's overall evaluation or appraisal of his or her own worth. Self-esteem encompasses beliefs (for instance: 'I am competent' or 'I am incompetent') and emotions such as triumph, despair, pride and self-esteem can apply specifically to a particular dimension (for example: I am a good writer, and feel proud of that in particular) or have global extent (for example: 'I believe I am a good person and feel proud of myself in general). Psychologists usually regard self-esteem as an enduring personality characteristics ('trait, self-esteem'), though normal, short-term variations ('trait, self-esteem') also exist.

Meaning of Self-Esteem

William James (1980) introduced Self-Esteem to psychology as a major focus of study. He defined self-esteem as – 'The feeling of self-worth that results from consistently meeting excitations for personality valued activities'. Self- esteem is an overall assessment of the value of one's self or self-worth. It reflects a continuum with people ranging from low to high self-esteem. Self-esteem influences important life outcomes, such as academic performance social acceptance and physical health. Although, it is now clear that self-esteem is closely related to subjective well-being and psychological adjustment. They are:

➢ Self-confidence
➢ Feeling of security
➢ Identity
➢ Sense of belonging

'Self-worth', 'Self-regard' and 'Self-respect' are the other terms often used interchangeably.

MEANING OF LEADER SHIP:

A leader is defined as a group members who exerts more positive influence over other than they exert over. Leader ship can be treated as the attempts of any group members to influence the behavior or the motives or attitudes or values or feeling of one or more members of a group that is called leader ship.

LEADERSHIP STYLE:

Leadership is the influencing process of leaders and followers to achieve organizational objectives through changes". (Lussier & Achua, 2004).

According to Ogbonnia, "Effective leadership is the ability to successfully integrate and maximize the available resources within the internal and external environment for the attainment of organization or societal goals. The leadership is the activity of persuading people to co-operate in the achievement of common objectives.

INSTITUTIONAL CLIMATE

The Edcuation Commission – 1994-1966, began its report with these words: "The destiny of India is now being shaped in her class rooms".

The quality of educational institutions and their institutional climate shape the destiny of our classrooms.

"No scheme of educational reconstruction will produce the desired result unless it is administered with vision and efficiency" - Central Advisory Board of Education

Among various factors that determine the quality output of education, the institutional climate plays a vital role.

Review of Literature

Oqvist and Malmstrom (2016) reported that posits teacher leadership as "a behaviour mobilization of the available attributes of teachers to influence students at the ground level during their daily activities at school, within and outside the classroom, and beyond".

Hite & Milbourne (2018) concluded as we strongly encourage scholars to rely which does not only stress that teacher leadership is a process of influencing others, but also includes other important elements of teacher leadership, such as its independence of a formal position and development of students as a goal.

Jagat Swargiary and Archana Adhikary (2018) conducted a study on -The School Organizational Climate of Government and Private Secondary Schools of Barpeta District of Assam. The results were Organizational climate was the organizational character of an institutions, it was the

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overall perception of its member towards it. It was a set of common feeling which was determined by some set of norms, manner and standard. Each organization, either educational or professional had its own climate which effects the overall development of that organization. Organizational climate of the school was very much important in the sense that it was related to the lives of the children. As they have mentioned above positive climate encourages its members and negative climate affect the realization process of the school goal. In this paper, they have made a comparative study on the school organizational climates of the government and private secondary schools of Barpeta District. After study and analysis, they come to an end that organizational climate differed from school to school and it had revealed that there existed significant difference between the organizational climates of government and private schools.

Argyris (2022) stated that in different ways the term organizational climate can be concluded "how it is perceived or felt by members of the organizational members". Organizational climate is a crucial input in maintaining and rising school standards. For making class room as an effective center of teaching and learning, schools must be helped to move towards openness of climate, since it provides typically a situation where students get ample chance to learn and flourish.

Objectives of the Study
1. To know the relationship between the leadership style and self-esteem of secondary school teachers.
2. To find out the relationship of self-esteem of secondary school teachers differ with the institutional climate.

Hypothesis of the Study
1. There would be no significant relationship of leadership style on the self-esteem of Secondary School Teachers.
2. There would be no significant impact of institutional climate on the self-esteem of Secondary School Teachers

RESEARCH TOOLS
Self - Esteem Scale
The Self - Esteem Scale was constructed and developed by **Heatherton, T. F. & Polivy, J (1991)** was adopted for this study. A 20-item scale that measures a participant's self-esteem at a given point in time. There were seven positive and thirteen negative items in the Self-Esteem scale.

Institutional Climate Scale
"Environment means the surroundings or conditions in which a person, animal or plant lives or operates". - **Chamber's Twentieth Century Dictionary**

In the present research Institutional Climate was taken as the sum total of physical climate, teaching learning climate, social climate and administrative climate of secondary school teachers.

Items were given in the form of statements that were selected to indicate the presence or absence of these four factors. Many such items were selected or prepared covering the entire range of situation which indicates the presence of the factor. Thus four groups of items were selected or prepared, each group representing one of the four dimensions of above mentioned institutional climate.

DATA COLLECTION
The investigator would visit secondary schools with the permission of the Head Masters of the secondary schools selected for the investigation. The secondary schools teachers who attend the school on the day of collection of data will be considered for the purpose of the investigation. The secondary schools teachers will be given necessary instructions about the various instruments and will be

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motivated to respond genuinely to all the items before attempting the questionnaires. The Self-esteem test and personal data sheet would be given to the secondary school teachers in the forenoon session. The Institutional Climate Scale and Leadership Style Scale will be administered in the afternoon session. Data collection will be done in one day.

Hypothesis – 1

Leadership Style would not have significant influence on the Self-esteem of Secondary School Teachers.

The above hypothesis is tested by employing one - way ANOVA technique.   The results are presented in **Table – 1.**

Table – 1: Influence of leadership style on the Self-esteem of Secondary School Teachers

S. No.	Leadership style	N	Mean	SD	'F' – Ratio
1.	Low	452	62.60	17.929	2.647@
2.	Medium	632	64.92	17.428	
3.	High	116	65.36	16.711	

@Indicates not significant at 0.05 level

The table value of 'F' for 2 and 1197 df at 0.01 level is 4.63 and at 0.05 level is 3.00.

It is clear from the **Table – 1** that the computed value of 'F' (2.647) is less than the critical value of 'F' (3.00) for 2 and 1197 df at 0.01 level. Hence, the **Hypothesis – 1 is accepted** for the variable **'leadership style'** at 0.05 level of significance. It is concluded that 'leadership style' has no significant influence on the Self-esteem of Secondary School Teachers.

Hypothesis -2

Institutional Climate would not have significant influence on the Self-esteem of Secondary School Teachers.

The above hypothesis is tested by employing one -way ANOVA technique.   The result is shown in **Table–2.**

Table – 2: Influence of Institutional Climate on the Self-esteem of Secondary School Teachers

S.No.	Institutional Climate	N	Mean	SD	'F' – Ratio
1.	Low	357	61.08	16.396	8.164**
2.	Medium	570	64.9	18.464	
3.	High	273	66.33	16.684	

**Indicates significant at 0.01 level

The table value of 'F' for 2 and 1197 df at 0.01 level is 4.63 and at 0.05 level is 3.00.

From the **Table–2** it was clear that the computed value of 'F' (8.164) is greater than the critical value of 'F' (4.63) for 2 and 1197 df at 0.01 level. Hence, the **Hypothesis–2 is rejected** for the variable **'Institutional Climate'** at 0.01 level of significance. It was concluded that 'Institutional Climate' has significant influence on the Self-esteem of Secondary School Teachers.

Conclusions

In the light of the findings the following conclusions are drawn
1. Leadership Style has a significant relation on the Self-esteem of Secondary School Teachers.
2. Institutional Climate has a significant relation on the Self-esteem of Secondary School Teachers.

Educational Implications

1. The competency levels of teachers are to be developed through orientation programmes which would help the teachers and stimulate for further action which is essential for the successful implementation of any innovation in the field of education.

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2. Institutional Climate has certain level of influence on the Self-esteem of Secondary School Teachers. It is observed that high institutional climate secondary school teachers have positive Self-esteem than low institutional climate secondary school teachers. The administrators have to provide congenial atmosphere and good infrastructure for low institutional climate secondary school teachers.

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