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## AN INFLUENCE OF SELF ESTEEM IN LATERAL THINKING OF STUDENT TEACHERS IN TIRUCHIRAPPALLI DISTRICT

Cynthia Gnanamalar<sup>1</sup> and Vasimalai Raja<sup>2</sup>

<sup>1</sup>Ph.D Research Scholar & Assistant Professor ,

Holy Cross College of Education, Tiruchirappalli, Tamil Nadu.

<sup>2</sup>Associate Professor cum Research Advisor, Department of Distance Education, Alagappa University, Karaikudi, Tamil Nadu.

### ABSTRACT

A teacher must have high self esteem to control over the class room management. Especially current generation students are being smart and showing attitude to learn something new. To handle these generation students the teachers must have self esteem and innovative teaching methodology. Lateral thinking helps student teachers to motivate the students learn effectively. Innovating teaching methods and lateral thinking helps student teachers to delivery the concept more effectively as well as students can understand clearly. Students learn many things from cell phones and internet. So teachers are updating their knowledge and teaching methodology as per students understanding level. The present study is descriptive in nature. The sample is derived from the total



population of the research topic. The present study is selected from 2nd year B.Ed students from four selected educational institutions. The sample size is confined as 80 targeted respondents. The sampling is selected by using the purposive sampling technique. The lateral thinking is helps the employees to inspire the employers and other colleagues. Their productivity is always high. In every situation lateral thinkers gives innovative results.

**KEYWORDS:** Lateral thinking, Self esteem, Innovative Teaching Methodology.

### INTRODUCTION:

Lateral thinking is

concerned with the generation of new ideas. There is a curious notion that new ideas have to do with technical invention. This is a very minor aspect of the matter. New ideas are the stuff of change and progress in every field from science to art, from politics to personal happiness.

Lateral thinking offers a wide range of non-traditional practices, methods and techniques. Its main feature is that the detection of a single view of the case focuses on the next. It is about generation of alternative solutions and ideas. Another feature is the way of procedures. Unusual solution procedure is based on

the fact that lateral thinking in certain phases makes jump as opposed to the vertical thinking, in which proceeds logically from one point to the next point.

Lateral thinking is closely related to insight, creativity and humour. All four processes have the same basis. But whereas insight, creativity and humour can only be prayed for, lateral thinking is a more deliberate process. It is as definite a way of using the mind as logical thinking but a very different way.

Self-esteem is similar to self-worth (how much a person values himself or herself). This can change from day to day or from year to year, but overall self-esteem tends to develop from infancy and keep going until we are adults.

Self-esteem also can be defined as feeling capable while also feeling loved. A child who is happy with an achievement but does

not feel loved may eventually experience low self-esteem. Likewise, a child who feels loved but is hesitant about his or her own abilities can also develop low self-esteem. Healthy self-esteem comes when a good balance is maintained.

Person with healthy self-esteem tend to enjoy interacting with others. They're comfortable in social settings and enjoy group activities as well as independent pursuits. When challenges arise, they can work toward finding solutions and voice discontent without belittling themselves or others. For example, rather than saying, "I'm an idiot," a child with healthy self-esteem says, "I don't understand this." They know their strengths and weaknesses, and accept them. A sense of optimism prevails.

### RELATIONSHIP OF LATERAL THINKING AND SELF ESTEEM

Lateral thinking and creativity is the out come of high self esteem. The new or innovative ideas are coming from whom having high self esteem. Because one who knows thy self, that person only having the ability to think out of box. Lateral thinking is badly need high self esteem.

The high self esteem gives high level of confidence about their profession and logical decision making. Low self esteem person doesn't having opportunity to think innovatively. Low self esteem is denotes low level of self confidence. High self esteem is an essential criterion for the lateral thinking. Lateral thinkers are independent personality behaviour. So they think out box in any difficult situation.

Creative students are independent thinkers, who look for the unusual, the unexplored. Such people notice things that other people do not, such as colors, textures, and personal reactions. Frequently, these people explore ideas for their own sake to see where they may lead. Unlike the nonconformists who flout convention because they feel a compulsion to be different, independent thinkers maintain a balance between conformity and nonconformity. Unlike conformists, creative persons are open to experience and confident in the worth of their ideas.

### NEED OF LATERAL THINKING AND SELF ESTEEM IN TEACHER TRAINING STUDENTS

Teachers are imparting knowledge to students. In the new modern era, there are masters are ready to teach, but there are no students. If one man teaches something to someone, that person has some qualities in their behaviour. Among that quality behaviour self esteem and subject knowledge is basic and important factors to influence their subordinate or students.

B.Ed students or teacher training students must have self esteem and innovative teaching methodology. Lateral thinking is helps the teachers and teacher training students to motivate the students learn effectively. Innovating teaching methods and lateral thinking helps the students to understand effectively. Education system badly needs innovative methodology to impart knowledge to students. So teachers and teacher training students must have lateral thinking and high level of self esteem. The present study is an attempt to know the level of lateral thinking and self esteem of the B.Ed Students.

### OBJECTIVES OF THE STUDY

- o To study the level of lateral thinking among the B.Ed students
- o To determines the level of self esteem among the respondents
- o To associate between level of self esteem and level of lateral thinking
- o To suggest improving the lateral thinking strategies by way of high self esteem

### METHODOLOGY

The present study is descriptive in nature. The sample is derived from the total population of the research topic. The present study is selected the sample from four B.Ed colleges and selected respondents from 2nd year B.Ed Students. The sample size is confined as 80 targeted respondents. The sampling is selected by using the purposive sampling technique. The data collection is used well designed questionnaire contains open ended questions. The secondary data is collected from various journals, periodical, books and websites.

## Data analysis and interpretation

### Descriptive statistics

	Lateral thinking	Self esteem
Mean	38.42	77.13
Median	38.50	77.00
S.D	5.710	7.339
Skewness	0.213	0.176
Kurtosis	-1.141	-.347
Min.	30	62
Max.	47	94

The above table indicates that descriptive statistics among student teachers. The lateral thinking mean value is 38.42; median value is 38.50; S.D value is 5.710; Skewness value is 0.213 and kurtosis value is -1.147. The self esteem mean value is 77.13; Median value is 77.00; S.D. value is 7.339; Skewness value is 0.176 and kurtosis value is -0.347.

## RESEARCH HYPOTHESIS

There is no significant association between level of self esteem and level of lateral thinking

### Chi-square test analysis between level of self esteem and level of lateral thinking

Sl.no	Lateral thinking	Level of self esteem			Chi-square value $X^2$	Df	Table value	Results
		Low	High	Total				
1	Low	16	24	40	4.126	1	3.841	Significant
2	High	10	30	40				

**Statistical test:** Chi- square test was used the above table

The above table reveal that there is no significant association between level of self esteem and level of lateral thinking as evidenced by the computation of ' $X^2$ '=4.126, which is significant at 0.05 level as the calculated value is greater than table value (3.841).

## FINDINGS

The above table shows that there is no significant association between level of self esteem and level of lateral thinking. So the research hypothesis is rejected.

## SUGGESTIONS

- o The teacher training educators can also include practicing soft skill to enhance their professions effectively.
- o Facilitator motivates the students to think differently for explaining the concept in innovative way. It is possible only when student teachers developing their lateral thinking skills.
- o Student teachers need to identify their level of self esteem by self exam that help them to be dedicate in their professionals.
- o The facilitator uses new strategies and techniques for developing lateral thinking for their teachings and student teachers also have to show their interest towards learning lateral thinking than only it will be more effective.

## CONCLUSION

Though the above mentioned results, the level of self esteem influence the level of lateral thinking of the B.Ed students. High level of self esteem is essential ingredient for effective teaching in the class room

management. This study showed that lateral thinking increased when a person have high level of self esteem. So the student teachers and teachers must posses' high self esteem and increase their ability to think out of box for an effective teaching performance.

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**Cynthia Gnanamalar**

**Ph.D Research Scholar & Assistant Professor , Holy Cross College of Education, Tiruchirappalli, Tamil Nadu.**



**Vasimalai Raja**

**Associate Professor cum Research Advisor, Department of Distance Education, Alagappa University, Karaikudi, Tamil Nadu.**



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