

A Study of Prospective Teachers' Happiness and Self-Esteem

Nu Nu Nyunt¹ and Hlaing Pyae Pyae Aung²

Abstract

The main purpose of this study was to investigate the prospective teachers' happiness and self-esteem. A total of 280 (first year to fourth year) prospective teachers participated. Quantitative approach was used in this study. The Self-esteem Inventory (SEI) and Oxford Happiness Inventory (OHI) were used as the research instruments. The required sample was selected by using random sampling technique. Prospective teachers' happiness and self-esteem was examined by using SEI and OHI. Regarding to the prospective teachers' happiness, there was no significant difference on overall happiness scale by life event, educational level, gender and age. It may be said that the prospective teachers' happiness does not depend on the life event, gender, age groups and their educational level. Concerning the prospective teachers' self-esteem, there were significant differences by age, by educational level, by life event. The first year prospective teachers have higher self-esteem derived from school academic than the third year prospective teachers. In addition, the prospective teachers who encountered the positive life event have higher self-esteem than the prospective teachers who encountered the negative life event. However, there was no gender difference. Significant positive correlation was found between the prospective teachers' self-esteem and happiness. It means that happiness causes the prospective teachers' high self-esteem.

1. Lecturer, Dr., Department of Educational Psychology, Yangon University of Education

2. Senior Teacher, State High School No. 1, Dawpone Township, Yangon Region