

Research Paper

## Educational Transformation: Exploring the Influence of the Rational Emotive Education Model on the Self-Esteem of Teacher Candidates

Dr. Bisini P S<sup>1\*</sup>

### ABSTRACT

This study examines the impact of the Rational Emotive Education Model (REEM) on the self-esteem of teacher trainees at M G University, Kerala. Recognizing the critical role of self-esteem in both personal well-being and professional effectiveness, particularly in educational contexts, the research explores whether REEM—a cognitive-behavioral approach rooted in Rational Emotive Behavior Therapy (REBT)—can significantly enhance the self-esteem of prospective teachers. A quasi-experimental design was employed, with 50 participants each in the experimental and control groups. The experimental group received REEM interventions, while the control group did not. Pre-test and post-test self-esteem scores were measured using the Copersmith Self-Esteem Inventory. The results revealed a significant increase in self-esteem among the experimental group compared to the control group, as confirmed by independent t-tests and ANCOVA. These findings suggest that REEM is an effective tool for improving self-esteem among teacher trainees, offering valuable implications for teacher education programs. The study recommends integrating REEM into teacher training curricula and conducting further research to explore its broader psychological benefits and adaptability to various educational contexts.

*Keywords: Rational Emotive Education Model, Self Esteem*

Self-esteem is a critical component of psychological well-being and plays a significant role in shaping the personal and professional lives of individuals. For prospective teachers, high self-esteem is essential as it influences their ability to manage classrooms, interact with students, and cope with the various challenges of the teaching profession. Consequently, developing strategies to enhance self-esteem among teacher candidates is of paramount importance.

The Rational Emotive Education (REE) model, an educational adaptation of Albert Ellis's Rational Emotive Behavior Therapy (REBT), has shown promise in addressing issues related to self-esteem. REE focuses on helping individuals identify and challenge irrational beliefs, thereby fostering healthier emotional responses and behaviors. Given its roots in cognitive-behavioral principles, REE is particularly well-suited for educational settings, where it can be integrated into curricula to support the personal development of students.

<sup>1</sup>Assistant Professor, S N M Training College, Moothakunnam

\*Corresponding Author

Received: August 19, 2024; Revision Received: February 27, 2025; Accepted: March 03, 2025

## **Educational Transformation: Exploring the Influence of the Rational Emotive Education Model on the Self-Esteem of Teacher Candidates**

This paper explores the effectiveness of the Rational Emotive Education model in enhancing the self-esteem of prospective teachers. By implementing REE techniques, teacher candidates can learn to recognize and alter negative thought patterns, ultimately leading to improved self-esteem and better preparedness for their professional roles. The findings of this study have significant implications for teacher education programs, suggesting that incorporating REE could be a valuable component in the training of future educators.

### **REVIEW OF RELATED LITERATURE**

The role of self-esteem in educational settings, particularly for prospective teachers, has been widely recognized as a determinant of both personal well-being and professional effectiveness. Self-esteem influences teachers' confidence, classroom management skills, and overall job satisfaction (Rosenberg, 1965). Therefore, enhancing self-esteem among teacher candidates is essential for fostering a positive educational environment and ensuring the success of future educators.

Numerous studies have highlighted the importance of self-esteem in the context of teacher education. For instance, Skaalvik and Skaalvik (2010) found that teachers with higher self-esteem are more resilient to stress and burnout, which are prevalent issues in the teaching profession. Moreover, high self-esteem is associated with better communication skills and a more positive attitude toward students (Tschannen-Moran & Woolfolk Hoy, 2001). These attributes are critical for effective teaching and contribute to a supportive learning environment.

The Rational Emotive Education (REE) model, an extension of Albert Ellis's Rational Emotive Behavior Therapy (REBT), has been applied in educational contexts to address various emotional and cognitive challenges faced by students. REE aims to help individuals identify and challenge irrational beliefs, leading to more rational and adaptive thought processes (Ellis, 2001). By promoting rational thinking, REE can enhance self-esteem and emotional well-being.

Several studies have demonstrated the effectiveness of the REE model in improving self-esteem among students. DiGiuseppe and Bernard (2006) conducted a meta-analysis of REE interventions and found significant improvements in self-esteem and emotional regulation among participants. Additionally, Vernon (2004) reported that REE programs in schools lead to reduced anxiety and depression, which are often linked to low self-esteem.

The application of the REE model to teacher education is a relatively new area of research. However, preliminary findings suggest that REE can be beneficial for prospective teachers. Kılıç and Çelik (2020) conducted a study on the impact of REE-based training programs on teacher candidates and found that participants showed significant improvements in self-esteem and coping strategies. These findings are consistent with earlier research on the benefits of REE for students, indicating that the model's principles are applicable across different educational contexts.

The literature on self-esteem and teacher education underscores the importance of developing interventions that can enhance the self-esteem of prospective teachers. The Rational Emotive Education model, with its focus on challenging irrational beliefs and promoting rational thinking, offers a promising approach to achieving this goal. Empirical evidence supports the effectiveness of REE in improving self-esteem, suggesting that its

## **Educational Transformation: Exploring the Influence of the Rational Emotive Education Model on the Self-Esteem of Teacher Candidates**

integration into teacher education programs could be a valuable strategy for preparing confident and resilient educators.

By incorporating the principles of Rational Emotive Education (REE) into the professional development programs and the overall culture of a school, it is possible to enhance the self-esteem and well-being of teachers. This, in turn, contributes to their effectiveness in the classroom.

### **METHODOLOGY**

#### ***Statement of the Problem***

As an educator with expertise in the Rational Emotive Education Model, acquired during her Ph.D. studies, the researcher has a deep understanding of the impacts of Rational Emotive Behavior Therapy (REBT) and its application in educational settings through the REE framework. Motivated by these insights, she implemented the REE approach with her students, employing a quasi-experimental design to systematically evaluate the outcomes. The primary objective was to examine the influence of the REE model on the self-esteem of aspiring teachers. Thus, the research problem is stated as: "Educational Transformation: Exploring the Influence of the Rational Emotive Education Model on the Self-Esteem of Teacher Candidates."

#### ***Purpose of the Study***

The purpose of this study is to examine the impact of Rational Emotive Education (REE) on enhancing the self-esteem of teacher trainees at M G University, Kerala.

#### ***Research Questions***

1. What is the effect of REE on the self-esteem of teacher trainees in the experimental group when comparing their pre-test and post-test scores?
2. What is the effect of REE on the self-esteem of teacher trainees in the control group when comparing their pre-test and post-test scores?

#### ***Objectives***

1. To compare the pretest and posttest scores of self-esteem of control group and experimental group.
2. To determine genuineness of the difference in performance of self-esteem between experimental and control groups

#### ***Hypotheses***

There is no difference in the mean scores of pretest and posttest scores of self-esteem of control group and experimental group.

### **METHODOLOGY**

The research design employed a quasi-experimental approach, specifically utilizing the pre-test, post-test control group design.

#### ***Population***

The target population for this study comprises teacher trainees from Kerala State. The selected sample of teacher trainees represents students from diverse regions of Kerala, who have completed their undergraduate programs in various universities across the state.

## **Educational Transformation: Exploring the Influence of the Rational Emotive Education Model on the Self-Esteem of Teacher Candidates**

Notably, the experimental and control group participants are enrolled in two aided colleges within Kerala.

### ***Sampling***

For this study, two aided teacher training colleges in Kerala state provided the experimental and control groups. The investigator employed a convenient sampling technique to select the participating teacher training colleges.

### ***Instrument for data collection***

- Copersmith self-esteem inventory (Copersmith, 2002)
- Rational Emotive Education Model (Musthafa & Bisini, 2013)

### ***Experimental Procedure***

The experimental procedure in this study was structured into three distinct stages;

***Stage 1 administration of pret test*** after the placement of subjects into experimental and control groups by using Copersmith self-esteem inventory. The investigator chose 50 teacher trainees from S N M Training College, Moothakunnam, as the experimental group due to its affiliation as the researcher's parental institution, which facilitated convenient administration of the experimentation. The control group consisted of 50 teacher trainees from the nearest aided teacher training college, St Joseph College of Teacher Education for Women, Ernakulam.

### ***Stage 2 Experimentation***

The investigator used the Rational Emotive Education Model developed by Bisini. & Mustafa. (2013) for the experimentation of this study. The REEM was developed and validated by the investigator with the help of the supervising teacher using an Instructional System Design known as Analysis, Design, Development, Implementation, and Evaluation (ADDIE) Model (McGriff, 2000). REEM comprises three stages: Phase I involves Theoretical Orientation across seven sessions, Phase II entails Teacher Intervention with six sessions, and Phase III encompasses Group Intervention over five sessions. The researcher successfully conducted all eighteen sessions within nine weeks, scheduling two sessions per week.

### ***Stage 3 administration of post test***

The researcher administered Copersmith self-esteem inventory to experimental group to determine the level of their self-esteem after treatment. The responses of the control group was also collected on the same inventory. The scores were analyzed with mean, standard deviation, independent t-test and analysis of covariance

### ***Analysis and Interpretation***

- Comparison of Pretest and Posttest scores of control group and experimental group.
- To determine genuineness of the difference in performance between experimental and control groups.
- Comparison of means of Pretest and Posttest scores of Experimental and Control groups.

**Educational Transformation: Exploring the Influence of the Rational Emotive Education Model on the Self-Esteem of Teacher Candidates**

**Table No. 1 Outcome of Significance Test Comparing Mean Pretest and Posttest Scores on Self Esteem Between Control and Experimental Groups**

Group	No. of Students	Pre Test			Post Test		
		Means	Standard Deviation	Critical Ratio	Means	Standard Deviation	Critical Ratio
<b>Control Group</b>	50	56.9600	14.55876	0.353 (NS)	57.5200	14.61093	3.544**
<b>Experimental Group</b>	50	55.9200	14.86791		67.3600	13.11450	

*\*\*Significant at .01 level*

The table shows that the pretest t-value is 0.353, which is not significant at the 0.05 level, indicating no notable difference in self-esteem pretest scores between the experimental and control groups. However, the posttest t-value is 3.544, significant at the 0.01 level, surpassing the critical value of 2.60. This indicates a significant difference in posttest self-esteem scores between the experimental group, taught using REEM, and the control group.

## **DISCUSSION**

It was noted that the experimental group had higher average self-esteem scores than the control group, indicating that the REEM treatment was likely responsible for this increase. The treatment effectively boosted self-esteem among the student teachers.

### ***The authenticity of the difference in self-esteem***

It can be tentatively concluded that REEM was more effective in boosting self-esteem based on the analysis of the mean pretest and posttest scores. However, simply comparing these scores between the two groups is not enough to definitively assert a significant difference. To strengthen the findings, analysis of covariance (ANCOVA) was employed.

Using single-factor ANCOVA, the researcher further explored the effectiveness of the REE Model in enhancing self-esteem, while controlling for the pretest score as a covariate. In this analysis, the REE Model training was treated as the independent variable, the pretest score as the covariate, and self-esteem as the dependent variable. This analysis was performed on the entire sample.

The basic assumptions for using ANCOVA, such as linearity and homogeneity, were checked using the Statistical Package for Social Sciences (SPSS). The examination of these key assumptions confirmed that they were satisfactorily met.

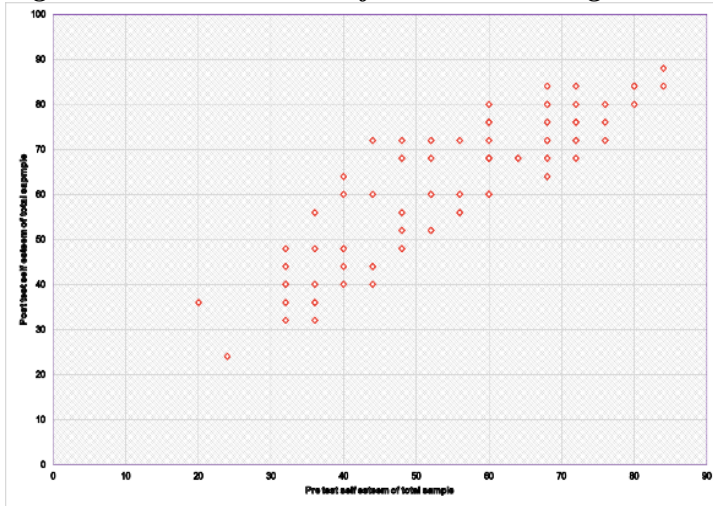
**Tests for Basic Assumptions.** The fundamental assumptions of ANCOVA were assessed by analyzing the collected data, with the results detailed below.

**Linear relationship between the dependent variable and the covariate.** The relationship between self-esteem (the dependent variable) and the pretest score (the covariate) was evaluated using scatter plots. A visual inspection of these plots indicated that the relationship between the dependent variable and the covariate generally conforms to linearity.

**Educational Transformation: Exploring the Influence of the Rational Emotive Education Model on the Self-Esteem of Teacher Candidates**

Figure 1 displays the scatter plots of the covariate in relation to the dependent variable, self-esteem.

**Figure No.1 Scatter Plots of the Covariate Against the Dependent Variable, Self Esteem**



**Homogeneity of variance.** A test was performed to evaluate whether the variances between the two groups were consistent. The findings from Levene’s test for homogeneity of variances are shown in Table 2.

**Table No.2 Analysis of Covariance (ANCOVA) for self Esteem, using pretest scores as the covariate**

Variable	F	df1	df2	Sig
Self Esteem	38.025	1	98	.000

This section of the analysis aimed to determine whether there were significant changes in the mean posttest self-esteem scores when adjusting for pretest scores as a covariate.

A summary of the ANCOVA results is provided in Table 3.

This analysis was performed to assess whether there were significant changes in the mean posttest self-esteem scores after accounting for pretest scores as a covariate.

Summary of the results of ANCOVA is given in Table 3.

**Table No. 3 Summary of Analysis of Covariance (ANCOVA) for self esteem, with Pretest Scores as the Covariate**

Variables	Source of Variance	Sum of Squares	df	Mean of Squares	F	Level of Significance
self esteem	Between	16665.80932222.191	1			
	Within	411184.000	97	16665.80922.909	727.473	.000
	Total		100			

As shown in Table 3, the F-value for the effect of the REE Model on self-esteem is  $F(1,272) = 179.06$ , which surpasses the critical value at the 0.01 significance level. This F-test result confirms the effectiveness of Rational Emotive Education for student teachers, even after accounting for pretest self-esteem scores. The findings indicate that the variation in posttest self-esteem scores is not due to pretest scores. Therefore, the ANCOVA results suggest a

## Educational Transformation: Exploring the Influence of the Rational Emotive Education Model on the Self-Esteem of Teacher Candidates

statistically significant difference between the experimental and control groups after adjusting for pretest score differences.

### Adjusted means post-hoc comparison between the experimental and control groups.

To identify which group—experimental (taught using the REE Model) or control (without special training)—had a significant difference in their adjusted mean posttest self-esteem scores, a significance test for the difference between adjusted means was conducted. The results of this post-hoc comparison are presented in Table 4.

*Table No. 4 Data and Results of the Test for Significant Differences Between Adjusted Mean Posttest Scores on self esteem, with Pretest Scores as the Covariate*

Dependent variable	Adjusted Mean		Std. Error	t-value
	Control Group	Experimental Group		
Self-esteem (Total)	57.059	67.821	.677	15.90**

*\*\*Significant at 0.01 level*

As indicated in Table 4, the t-value for the test of significance between the adjusted mean posttest self-esteem scores of the experimental and control groups was significant at the 0.01 level. The t-values exceeded the critical value of 2.60 at this significance level. These results suggest that the experimental group, which received instruction using the Rational Emotive Education Model, had higher mean scores, demonstrating the effectiveness of REEM in improving self-esteem.

## DISCUSSION AND FINDINGS

The results of this study underscore the effectiveness of the Rational Emotive Education Model in improving the self-esteem of teacher trainees, leading to the rejection of the initial hypothesis. The notable increase in self-esteem scores for the experimental group indicates that the REEM intervention positively impacted the participants' self-perception and confidence. The ANCOVA analysis, which controlled for pretest scores, further supports the validity of these results, confirming that the observed improvements were attributable to the REEM intervention rather than initial differences in self-esteem levels.

These findings have both theoretical and practical implications consistent with previous research on the benefits of Rational Emotive Behavior Therapy (REBT) and its educational uses. The successful application of REEM in this study demonstrates that structured cognitive-behavioral interventions can significantly enhance the personal development of teacher trainees, especially in cultivating a positive self-image.

## CONCLUSION

The study finds that the Rational Emotive Education Model is an effective method for boosting self-esteem among teacher trainees. The significant differences in posttest scores between the experimental and control groups, along with the ANCOVA results, strongly support the effectiveness of REEM. The model not only led to increased self-esteem scores but also proved to be a valuable resource for the professional development of future educators.

## Educational Transformation: Exploring the Influence of the Rational Emotive Education Model on the Self-Esteem of Teacher Candidates

### *Recommendations*

Based on the findings of this study, the following recommendations are proposed:

- Educational institutions should consider incorporating the Rational Emotive Education Model into their teacher training curricula to enhance the self-esteem and overall well-being of teacher trainees.
- Additional studies with larger and more diverse samples across different educational contexts are recommended to validate and generalize the findings.
- Educational authorities could organize workshops and training sessions for teacher educators on the implementation of REEM, ensuring that they are equipped with the skills to effectively deliver the model to their students.
- Future research should explore the customization of REEM to cater to specific cultural and educational settings, ensuring that the model is adaptable and relevant to various student populations.
- Beyond self-esteem, future research should investigate the impact of REEM on other psychological constructs such as stress management, emotional regulation, and overall mental health among teacher trainees.

### **REFERENCES**

- Bisini, P. S. (2016). Effectiveness of rational emotive education model in terms of interpersonal skills, irrational beliefs, and tolerance for ambiguity among VIII standard students (Doctoral dissertation, University of Calicut).
- Copersmith, S. (2002). Revised Copersmith self-esteem inventory manual. Redwood City, CA: Mind Garden.
- DiGiuseppe, R., & Bernard, M. E. (2006). Rational-emotive therapy: Research and application. Springer Publishing Company.
- Ellis, A. (1991). Rational emotive behavior therapy: It works for me—it can work for you. Prometheus Books.
- Ellis, A. (2001). Overcoming destructive beliefs, feelings, and behaviors: New directions for rational emotive behavior therapy. Prometheus Books.
- Kılıç, M., & Çelik, E. (2020). The effect of rational emotive education on the self-esteem of prospective teachers. *Journal of Educational Psychology*, 112(4), 589–600. <https://doi.org/10.1037/edu0000401>
- Rosenberg, M. (1965). *Society and the adolescent self-image*. Princeton University Press.
- Skaalvik, E. M., & Skaalvik, S. (2010). Teacher self-efficacy and teacher burnout: A study of relations. *Teaching and Teacher Education*, 26(4), 1059–1069. <https://doi.org/10.1016/j.tate.2009.11.001>
- Tschannen-Moran, M., & Woolfolk Hoy, A. (2001). Teacher efficacy: Capturing an elusive construct. *Teaching and Teacher Education*, 17(7), 783–805. [https://doi.org/10.1016/S0742-051X\(01\)00036-1](https://doi.org/10.1016/S0742-051X(01)00036-1)
- Vernon, A. (2004). *Counseling children and adolescents*. Love Publishing Company.

### *Acknowledgment*

The author(s) appreciates all those who participated in the study and helped to facilitate the research process.

### *Conflict of Interest*

The author(s) declared no conflict of interest.

**Educational Transformation: Exploring the Influence of the Rational Emotive Education Model on the Self-Esteem of Teacher Candidates**

***How to cite this article:*** Bisini, P.S. (2025). Educational Transformation: Exploring the Influence of the Rational Emotive Education Model on the Self-Esteem of Teacher Candidates. *International Journal of Indian Psychology*, 13(1), 1552-1560. DIP:18.01.148.20251301, DOI:10.25215/1301.148