

## TEACHER'S SELF-ESTEEM AND JOB SATISFACTION: PILOT STUDY IN CHITTAGONG REGION

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### ABSTRACT

This study was an attempt to investigate the self-esteem and job satisfaction of teachers as a function of types of teacher and institutions. To collect data, participants were selected purposively. Total 120 respondents were selected. Among them 60 were college teachers (30 were from government and 30 from non-government college). In addition 60 were school teachers (30 were from government and 30 from non-government schools) were selected. The Bangla version of "Job Satisfaction Scale" (Rahman 2003) and "Self-esteem Scale" (Ilyas 2003) were used to measure job satisfaction and self-esteem of the teachers. Data were analyzed by mean, standard deviation, Pearson Product Moment Correlation and two-way analysis of variance (ANOVA). The findings of the present study showed that Government teachers are found having significantly more self-esteemed ( $F = 5.71$ ,  $df = 1$ ,  $P < 0.02$ ) than non-government teachers. But types of teacher were no significant effect on self-esteem. On the other hand, institutions were found having no significant effects on the job satisfaction at the teachers. However, college teachers were found having significantly more job satisfaction ( $F = 9.00$ ,  $df = 1$ ,  $P < 0.00$ ) than school teachers. Results also showed positive correlation ( $r = 0.17$ ,  $p < 0.01$ ) between job satisfaction and self-esteem of the teachers.

**Key Words:** Teacher, Self-esteem, Job Satisfaction

### INTRODUCTION

Education is the backbone of a nation. It removes the darkness of ignorance. It purifies our mind and broadens our outlook. It helps us distinguish between right and wrong. It paves the way to progress at all walks of life. It also makes us aware of our duties and responsibilities. This task is performed by a teacher. Teacher is the pivot of any education system. In fact, teachers are the strength of a nation. Teacher spreads knowledge among pupils. So, teaching is considered as a noble profession. According to Ofoegbu *et al.* (1988) teacher is a classroom practitioner who translates educational philosophy and objectives into knowledge and skills. During formal instruction teachers facilitate learning in students in the classroom.

Self-esteem is an apex part of success. It is initiated by Christou *et al.* (2001). Teachers, parents and administrators are commonly concerned about self-esteem. Low self-esteem is viewed as the cause of all evil and high self-esteem as the cause of all good (Manning *et al.* 2006). Self-esteem is associated with depression, anxiety, motivation and general satisfactions with one's life (Harter 1990, Rosenberg 1979). In psychology, the

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term is used to describe a person's overall sense of self-worth or personal value. Self-esteem is seen as a personality trait which means that it tends to be stable and enduring. Self-esteem involves belief about the self-appraisal of one's own appearance, belief emotion and behaviors. Rosenberg *et al.* (1995) defined self-esteem in terms of a stable sense of personal worth or worthiness. Job satisfaction is one of the zenith talked psychological issues—among the job holders as well as job related ones. It is closely connected to one's mental contentment. There is an intimate connection between job satisfaction and the productivity of any organization and industry. Job nature, environment, security, salary, incentive, timely promotion, evaluation of experience and quality and organizational reputation are some key factors of job satisfaction. If one or two factor is disrupted for any cause, it breaks the morale of job holders. According to Karpin (1995) teacher's job satisfaction is determined by the degree to which the individual perceives job related needs. According to Watson *et al.* (1991) job satisfaction of the teacher is a source of motivation that sustains effort in performing the tasks required of a good teacher.

Alavi and Askaripur (2003) researched on the relationship between self-esteem and job satisfaction of personnel in government organizations. They found positive relationship between job satisfaction and self-esteem. The persons who satisfied with their jobs have high self-esteem as compared to the persons with low job satisfaction. Scott (1999) worked on modeling self-esteem in the potential impact of school personnel on students. It was found that teacher's modeling variables associated with high self-esteem was strongly related to shaping behaviors and attitudes of students. Christou *et al.* (2001) worked on pre-service teachers' self-esteem and mathematics achievement. They found that teacher's self-esteem is correlated on overall competency in teaching, higher student achievement, and stronger relationships with students. Beer (1987) worked on depression and self-esteem of teachers. A significant concern is that lack of self-esteem in teachers is highly correlated to depression, which is related to behaviors or actions such as poor concentration, poor attendance, and hopelessness. Naseema (1994) studied the relation between job satisfaction and teaching competence. She found that job satisfaction significantly contribute in teacher effectiveness. Gupta (1988) investigated the correlates of effectiveness and ineffectiveness in teacher's teaching. He found job satisfaction and financial support to be significantly influencing effective teaching. Kulsum (1985) worked on influence of School and Teacher Variables on the Job satisfaction and Job Involvement of Secondary School teachers in the City of Bangalore. He also found that female teachers as compared to male teachers had higher level of job satisfaction. On the other hand, permanent teachers as compared to temporary teachers had higher level of job satisfaction. Mehta (2011) investigated on job satisfaction among teachers to know whether the perception of job satisfaction among teachers was affected by the type of organization (private vs. Govt.) and the gender (male vs. female). Descriptive analysis was made to study the perception of job satisfaction of male vs. female and t-test was used. Result showed that there would be significant difference in the level of job satisfaction of Govt. and private school teachers. National Center for Education Statistics (1997) conducted a research on job satisfaction among teachers from kindergarten through 12th grade in the United States of America, it was found that teachers job satisfaction can be contributed by both intrinsic and extrinsic

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factors. The intrinsic factors include salary, perceived support from administrators, school safety, and availability of school resources, among others (Bobbitt *et al.* 1994, Choy *et al.* 1993). On the other hand, a variety of extrinsic factors have been associated with teacher satisfaction, including salary, perceived support from administrators, school safety, and availability of school resources, among others (Bobbitt *et al.* 1994, Choy *et al.* 1993). Rawat (1992) researched on expectation and realities of job, job satisfaction and values: pattern of secondary school teachers in relation to their sex. He found that level of job satisfaction played a significant role in determining job realities of teachers as also the job satisfaction which had positive relationship with humanistic, creative, social and aesthetic values and negative correlation with political and economic values.

Teachers are paramount figure to develop a creative generation who will lead the country to progress, to the highest peak of success. The main responsibility of a teacher is to lead the nation towards the golden age. But there are lots of discrepancies and discriminations in teaching profession. Financial problems, worse living environment, lacks in promotion facilities, want of proper training program, unhealthy working condition, nepotism, untimely promotion; grading problems and so on are common in educational institutions. These factors possess strong impact on teacher's self-esteem and job satisfaction. The findings of the present study may help the institutions reduce teachers' dissatisfaction by giving emphasis on providing intrinsic motivators, developing training program for increasing personal skill as well as self-esteem of the teachers. So, present research is conducted on teacher's self-esteem and job satisfaction. And, how they can improve self-esteem and job satisfaction which makes their life smoother during work. Most of the studies have been done in foreign countries, but there are very few studies in the related area at Chittagong region in Bangladesh. This study will help us provide such information which is very imperative for mental health workers, psychologists, sociologists, governments, NGOs and policy makers to take effective steps to facilitate teachers' development.

The main objective of the present study is to find out whether there is any relationship between self-esteem and job satisfaction of the teachers. Other objectives are; (a) to know whether self-esteem of teachers may vary according to types of teachers and institution; (b) to see whether job satisfaction of teachers may vary according to types of teacher and institution.

### MATERIALS AND METHODS

The present study was conducted to know the self-esteem and job satisfaction of teachers as a function of types of teacher and institutions at Chittagong region, Bangladesh in 2015. So, for the present study two-stages sampling procedure was used.

#### a. Areas selection

Areas were taken purposively from Chittagong district in Bangladesh. Two types of institutions are used school and college with both government and non-government institution in Chittagong region.

#### b. Respondents selection

For the present study, 120 teachers were selected conveniently from the above mentioned institutions. Among them 60 were college teachers (30 were from government and 30 from non-government college). In addition 60 were school teachers (30 were from government and 30 from non-government schools) were selected.

#### *Measuring Instruments*

In order to measure the self-esteem and job satisfaction of teachers, two questionnaires were used.

#### Self-esteem scale

The Bangla version (adapted by Ilyas 2003) of the Self-esteem Scale was used to measure the extent of self-esteem. This scale was originally developed by Rogenberg (1965), to measure adolescents' and adult's feeling of self-worth or self-acceptance. It is a 10-item Likert scale in bangla. The items were rated on a four-point response format (strongly agree, agree, disagree, and strongly disagree). The scale contains 5 positive and 5 negative items. For positive items, score 1 indicate strongly disagree, score 2 indicate disagree, score 3 indicate agree, score 4 indicate strongly agree. For negative items scoring was in reverse order. The sum of scores of all items was the total score of the scale for an individual. Resulting in a scale range 10 to 40 with higher score indicates high self-esteem. The reliability of the Bengali Version of the self esteem scale was found significant ( $r = 0.87$ ). High Cronhbach's alpha ( $\alpha = 0.87$ ) of Bengali version indicated internal consistency of the scale.

#### Job satisfaction scale

Bengali version of the job satisfaction (JS) scale (Rahman 2003) originally developed by Warr *et al.* (1979). The JS scale contains 15 statements about fifteen different aspects of the job. It is a seven point Likert type scale, i.e. I am not at all satisfied, I am quite dissatisfied, I am more or less dissatisfied, I am much satisfied, and I am quite satisfied are the response choices. Score from 1 to 7 are assigned accordingly. The scores obtained by a subject in all the 15-items are added and the resulting total score is used as the index of job satisfaction of the worker. The highest and the lowest possible total scores in this scale can be 105 and 15, respectively. The split-half, alpha Cronbach and Test-retest reliability of the JS scale were significant and correlation coefficients were 0.87 ( $P < 0.001$ ), 0.85 ( $P < 0.001$ ) and 0.54 ( $P < 0.05$ ) respectively. The concurrent and congruent validity of the JS scale were found to be satisfactory between JS and the criterion 'supervision's ratings of performance was 0.32 and was significant at 0.05 levels.

#### *Design*

The cross sectional survey research design was used for conduction the present research.

#### *Procedure*

At first, participants were informed about the purpose of the study. Then, their personal information was taken. A set of questionnaire was provided. The participants were

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requested to read each statement and express their feelings by putting on tick marks at the appropriate point. Participants were assured that it was purely an academic research and that their personal information would be kept secret. For completing the task, each participant was gratefully thanked for his cooperation

**RESULTS AND DISCUSSION**

The data were analyzed by mean, standard deviation, Pearson Product Moment Correlation and two-way analysis of variance (ANOVA). All statistical analyses were carried out using the statistical program SPSS version 16.0 for window.

**TABLE 1: DESCRIPTIVE STATISTICS OF SELF-ESTEEM SCORE ACCORDING TO TYPES OF TEACHER AND INSTITUTIONS**

Institutions	School teacher	College teacher	Total
Government	M = 30.83	M = 31.97	M = 31.40
	SD = 4.04	SD = 3.30	SD = 3.70
Non-government	M = 29.30	M = 30.13	M = 29.72
	SD = 3.24	SD = 4.69	SD = 4.02
Total	M = 30.07	M = 31.05	
	SD = 3.71	SD = 4.12	

Table 1 indicates that mean self-esteem score of government teacher was 31.40 (SD = 3.70) and non-government teacher was 29.72 (SD = 4.00). The result also indicated that self-esteem score of college teacher (M = 31.05, SD = 4.12) was higher than school teacher (M = 30.07, SD = 3.71). To determine whether the differences observed between the means in Table 1 were statistically significant, two-way analysis of variance (ANOVA) was computed.

**TABLE 2: SUMMARY OF THE ANALYSIS OF VARIANCE OF SELF-ESTEEM ACCORDING TO TYPES OF TEACHER AND INSTITUTIONS**

Source of variance	df	SS	MS	F	Sig(p-Value)
Institution	1	85.01	85.01	5.71	0.02
Types of teacher	1	29.01	29.01	1.95	0.17
Institution*types of teacher	1	0.68	0.68	0.05	0.84
Error	116	1726.90	14.89		
Total	120	113899.00			

Table 2 shows that institution had significant effect on teachers self-esteem (F = 5.71, df = 1, P < 0.018). Types of teacher had no significant effect on teachers self-esteem (F = 1.95, df = 1, P < 0.167). The results finally indicated that there is no significant interaction effect between institution and types of teacher. Government school teacher's scored higher than non-government school teachers. Government school and college teachers get more facilities than non-government school and college teachers. The reasons for low self-esteem of non-government teachers included poor remuneration, poor working

conditions, and level of education, income and deplorable working conditions. The study findings also agree with Sogomo (1993) who noted that the work characteristics for teachers is directly correlated with self-esteem and therefore need for identification in order to change the working environment for continuous self-esteem. For this reasons, non-government teachers feels repression, frustration, anger, anxious, ashamed. The behavior of non-government teachers is different from government teachers because of low self esteem. Such as try to please others, avoid situations.

A teacher with a high self-esteem will view a challenging job as a deserved opportunity which he can master and benefit from whereas a teacher with low self-esteem is more likely to view it as an undeserved opportunity or a chance to fail. Teacher with high self-esteem will engage in a broad array of behaviors and cognitions that reinforce their self concept. Positive self concept may help the teacher to perform well that leads to promotion. Teacher who have low self-esteem tend to either lower their standards or completely withdraw from the task when given negative feedback (Brockner 1988) and these situation may arise among non-government teacher.

TABLE 3: DESCRIPTIVE STATISTICS OF JOB SATISFACTION SCORE ACCORDING TO TYPES OF TEACHER AND INSTITUTIONS

Institutions	School teacher	College teacher	Total
Government	M = 67.63 SD = 13.03	M = 77.50 SD = 11.06	M = 72.57 SD = 12.97
Non-government	M = 66.73 SD = 13.67	M = 71.47 SD = 15.24	M = 69.10 SD = 14.55
Total	M = 67.18 SD = 13.24	M = 74.48 SD = 13.55	

Table 3 indicates that mean job satisfaction score of government teacher's was 72.57 (SD = 12.97) and nongovernment teacher was 69.10 (SD = 14.55). Mean job satisfaction score of school teacher's was 67.18 (SD = 13.24) and college teacher was 74.48 (SD = 13.55). To investigate whether the differences observed between the means in Table 3 were statistically significant, two-way analysis of variance (ANOVA) was computed.

TABLE 4: SUMMARY OF THE ANALYSIS OF VARIANCE OF JOB SATISFACTION ACCORDING TO INSTITUTION AND TYPES OF TEACHER

Source of variance	df	SS	MS	F	Sig(p-Value)
Institution	1	360.53	360.53	2.03	0.16
Types of teacher	1	1598.70	1598.70	9.00	0.00
Institution*types of teacher	1	197.63	197.63	1.11	0.29
Error	116	20607.80	177.65		
Total	120	624848.00			

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Table 4 shows that institution had no significant effects on teachers job satisfaction but types of teacher has significant effect on job satisfaction ( $F = 8.999$ ,  $df = 1$ ,  $P < 0.003$ ). The result also shows no significant interaction effect between institutions and types of teacher. College teachers have more job satisfaction than school teachers. Because college teacher gets more facilities than school teachers, such as salary, reputation, respect, promotion, provident fund, housing facilities, promotion, medical facilities. Here, job satisfaction differs a lot. Working hour is more for school teachers than for college teachers. This is why college teacher can engage in others activities for their own interest. So comparatively college teacher's job satisfaction is more than school teachers.

Finally, to find out whether there is any relation between job satisfaction and self-esteem of government and nongovernment of school and college teachers. Pearson Product Moment Correlation was performed. A positive correlation ( $r = 0.17$ ) was found between job satisfaction and self esteem of teachers in Chittagong district. But the correlation was not statistically significant.

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