

JOB SATISFACTION AND SELF ESTEEM AMONG TEACHERS WORKING IN PRIVATE AND GOVERNMENT SCHOOLS

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ABSTRACT

The present research endeavor was aimed to assess job satisfaction and self esteem among teachers & to study the correlation between them. The sample for the present study consisted of 100 teachers working in different private and Govt. schools. To assess job satisfaction and self esteem among these teachers, The Generic Job Satisfaction Scale developed by Scott Macdonald, and Peter MacIntyre (1997) & Rosenberg's Self Esteem Scale (1965) were used. Pearson's product moment correlation & t- test were used for statistical analysis. The results of the present study revealed that there is a positive correlation between job satisfaction and self esteem indicating, "More the job satisfaction – more is the self esteem". It was also found that there is a significant difference in job satisfaction among teachers with respect to their gender. The females were found to be more satisfied with their jobs as compared to males. It was also found that there is a significant difference in job satisfaction among teachers with respect to their type of organization. The govt. teachers were found to be more satisfied with their jobs as compared to private teachers. Significant difference was also found in job satisfaction among teachers with respect to their income and age. The females were found to be more satisfied with their jobs as compared to males.

Keywords: Job satisfaction, Self Esteem, Private School Teachers, Govt School Teachers,

Introduction

Teacher can be rightly called a nation builder. Flourishing national development and a society truly prosperous with knowledge begins from its teachers. Knowledge cannot be acquired if it is not sought and received through the help of the teacher. Teachers therefore, have to play a cardinal role in the building up of the character of the next generation. It is a fact that a civilization cannot rise out of a skeleton of mere ideas and abstract concepts. Civilization finds a concrete shape in the practical behaviour of a nation, based on these principles and concepts. This necessitates the provision of a learning atmosphere throbbing with life in our educational institutions through the presence of the teacher with a view to infuse confidence in our students and to enable them to be proud of their culture, to respect their national character and national emblems, and to ornament themselves with societal conduct and morals. They should stand firm on the centuries old foundations of their cultural tradition and at the same time should establish standards of excellence in their academic performance. Because of this, teachers need to have a high level of commitment towards their duties and responsibilities. But now a days teaching profession is facing many problems. One such problem which is mostly found among teachers is job satisfaction.

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Job satisfaction is the extent to which one feels good about the job. It is in regard to one's feelings or state of mind regarding to the nature of their work. In other words, job satisfaction implies doing a job one enjoys, doing it well, enthusiasm and happiness with one's work. Everyone define job satisfaction as fulfilment of one's expectation. It differs from person to person and institution to institution and even in the context of male and female.

Self-esteem is a term used to reflect person's overall emotional evaluation of his or her own worth. It is a judgment of oneself as well as an attitude toward the self. Self-esteem encompasses beliefs (for example, "I am competent," "I am worthy") and emotions such as triumph, despair, pride and shame (Hewitt, & John 2009). Self-esteem is also known as the evaluative dimension of the self that includes feelings of worthiness, prides and discouragement. One's self-esteem is also closely associated with self-consciousness.

Self-esteem is a disposition that a person has which represents their judgments of their own worthiness (Olsen, Breckler, & Wiggins, 2008).

There are many studies showing that self esteem is positively correlated with job satisfaction. In a study carried out by Mozumdar Arifa Ahmed (2012), it was concluded that self esteem & optimism are positively correlated with the job satisfaction among teachers. Another study carried out by Reilly (2012), revealed that teachers who have high level of self esteem have also high job satisfaction. In another study carried out by Gul, Munir, Amin, & Farooq. (2012), it was found that there is a positive correlation between self esteem and job satisfaction among educational employees. Similarly, there is a large body of research showing that there is a positive correlation between job satisfaction and self esteem among teachers.

Objectives of the Study:

The present study was conducted with the following objectives.

1. To assess job satisfaction and self esteem among teachers working in private and govt. schools.
2. To study the relationship between self- esteem and job satisfaction among teachers working in private and govt. schools
3. To study the difference in the levels of job satisfaction among teachers with respect to different demographic variables viz: Gender, type of organization, age, financial status.
4. To study the difference in the levels of self- esteem among teachers with respect to different demographic variables viz: Gender, type of organization, age, financial status.

Hypotheses:

On the basis of above mentioned objectives following hypotheses are formulated:

H₀₁: There is no significant correlation between job satisfaction and self- esteem among teachers working in private and govt. schools

H₀₂: There is no significant difference in job satisfaction among teachers with respect to their gender.

H₀₃: There is no significant difference in job satisfaction among teachers with respect to their organization.

H₀₄: There is no significant difference in job satisfaction among teachers with respect to their age.

H₀₅: There is no significant difference in job satisfaction among teachers with respect to their financial Status.

H₀₆: There is no significant difference in self- esteem among teachers with respect to their gender.

H₀₇: There is no significant difference in self- esteem among teachers with respect to their organization.

H₀₈: There is no significant difference in self- esteem among teachers schools with respect to their age.

H₀₉: There is no significant difference in self- esteem among teachers with respect to their financial status.

Methodology

Sample

The sample for the present study consisted of 100 teachers working in different private schools of district Baramulla. The data was collected from different schools listed below:

1. Govt. High School Amargrah, sopore
2. Govt. High School Seer, sopore
3. Govt. Middle School Bulgam, sopore
4. Govt. Middle School Krakshivan, sopore
5. Govt Middle School Shair Colony, sopore
6. Govt High School Baba Yousuf Sopore
7. Govt Middle School Amberpora Tarzoo
8. Govt Middle School Manz Seer, sopore
9. Govt Primary School Rawatpora Delina, Baramulla
10. Noorul Huda High school Lalad Sopore
11. Hanifia Islamiya School Lalad Sopore
12. Greenland High School , Delina Baramula
13. Hanfia High School Delina,Baramulla
14. Sanctorum Public School, Lalad Sopore

The details of the sample for the present study are given in the table below:

Gender		Type of Organization		Age		Annual Income	
Male	Female	Govt.	Private	Below 30	Above 30	Low	High
42	58	52	48	50	50	47	53
Total=100							

Description of Tools: Following tools were used to gather the information from the respondents in the present study.

- i) **The Generic Job Satisfaction Scale:** The Generic Job Satisfaction Scale developed by Scott Macdonald, and Peter MacIntyre (1997) was used to assess job satisfaction among the participants. The Scale consists of 10 items that measures the extent to which employees are satisfied with their job. The items are rated on 5 point Lickert scale. The scale is highly reliable and valid with Chronbac's alpha of .87.

ii) **Self- Esteem Scale:** Rosenberg’s (1965) 10 item Scale (SES) was used to assess self esteem among the participants. The scale provides a convenient measure of global attitudes about the self. The scale consists of five negatively worded items and five positively worded items. The higher score indicated higher level of self esteem. The scale is highly reliable and valid.

Apart from the above tools, **Biographical Information Blank (IB)** was designed to gather information of various socio-personal factors viz, age, gender, income, type of organization etc. of the chosen sample.

Procedure of Data Collection

In the present study, random sampling technique was used. Informed consent was taken from teachers in order to seek their voluntary participation and only those teachers were included who agreed to take part in this study. They were given directions on how to give response to the scales. It was assured to the respondents that this data will be kept highly confidential and will be used only for research purposes. After motivating the respondents, the responses were taken from them.

Statistical Analysis

The information collected from the respondents was analyzed by using various statistical techniques. A descriptive statistical technique such as Mean, SD, and Percentage was used to make the raw data tangible. Further t-test and Pearson’s product moment correlation was used.

Results and Their Interpretation:

Table 1
Showing the Frequency Distribution of Teachers with respect to Job Satisfaction

Level of Job Satisfaction	Range	F	%
Very Low	10-26	11	11
Low	27-31	18	18
Moderate	32-38	36	36
High	39-41	22	22
Very High	42-50	13	13
Total (N)=100			

The table 1 reveals that out of total 100 teachers, 11% of teachers fall on very low level of job satisfaction, 18% fall in low level of job satisfaction & 36% of teachers fall on moderate level of job satisfaction, 22% of teachers are highly satisfied with their job, and 13% fall on very high level of job satisfaction. The graphical representation of frequency distribution of teachers with respect to job satisfaction is shown in the Fig. 1.1.

Fig. 1.1

Showing graphical representation of frequency distribution of teachers with respect to job satisfaction.

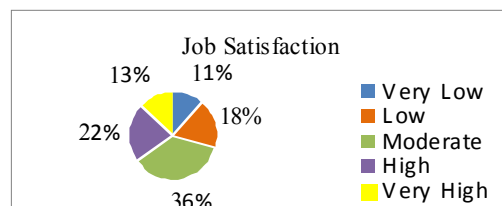


Table 2***Showing the Frequency Distribution of Teachers with respect to Self Esteem***

Level of Self Esteem	Range	f	%
Low	10-16	25	25
Moderate	17-20	56	56
High	20-24	19	19
Total (N)=100			

The table 2 reveals that out of total 100 teachers, 25% of teachers fall in low level of self esteem, 56% of teachers fall on moderate level of self esteem, 19% of teachers fall on high level of self esteem. The graphical representation of frequency distribution of teachers with respect to self esteem is shown in the Fig. 2.1.

Sales	
Low	25%
Moderate	56%

Fig. 2.1

Showing graphical representation of frequency distribution of teachers with respect to job satisfaction.

Table 3***Showing the gender wise Frequency Distribution of Teachers with respect to Job Satisfaction.***

Gender	n	Level of job Satisfaction	Frequency	Percentage
Male	42	Very Low	4	9.52
		Low	13	30.95
		Moderate	16	38.09
		High	06	14.28
		Very High	03	7.14
Female	58	Very Low	07	12.06
		Low	05	8.62
		Moderate	20	34.48
		High	16	27.58
		Very High	10	17.24

The table 3 reveals that out of total 42 male teachers, 9.52% of teachers fall on very low level of job satisfaction, 30.95% fall in low level of job satisfaction, 38.09% of teachers fall on moderate level of job satisfaction, 14.28% of teachers are highly satisfied with their job, and 7.14% fall on very high level of job satisfaction. The table 3 also reveals that out of total 58 female teachers, 12.06% of teachers fall on very

low level of job satisfaction, 8.62% fall in low level of job satisfaction, 34.48% of teachers fall on moderate level of job satisfaction, 27.58% of teachers are highly satisfied with their job, and 17.24% fall on very high level of job satisfaction. The graphical representation of frequency distribution of teachers with respect to job satisfaction is shown in the Fig. 3.1.

Fig 3.1

Showing graphical representation of gender wise frequency distribution of teachers with respect to Job Satisfaction.

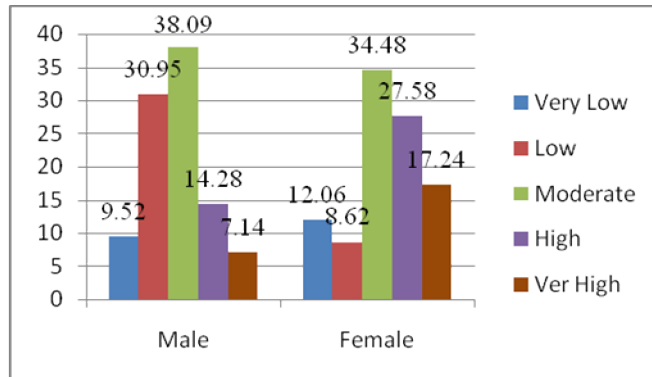


Table 4

Showing the organization wise Frequency Distribution of Teachers with respect to Job Satisfaction

Organization	n	Level of job Satisfaction	Frequency	%
Govt.	52	Very Low	1	1.92
		Low	5	9.61
		Moderate	19	36.53
		High	14	26.92
		Very High	13	25
Private	48	Very Low	07	20.83
		Low	05	27.08
		Moderate	20	35.41
		High	16	16.66
		Very High	0	0

The table 4 reveals that out of total 52 Govt. teachers, 1.96% of teachers fall on very low level of job satisfaction, 9.61% fall in low level of job satisfaction, 36.53% of teachers fall on moderate level of job satisfaction, 26.92% of teachers are highly satisfied with their job, and 25% fall on very high level of job satisfaction. The table 4 also reveals that out of total 48 female teachers, 20.83% of teachers fall on very low level of job satisfaction, 27.08% fall in low level of job satisfaction, 35.41% of teachers fall on

moderate level of job satisfaction, 16.66% of teachers are highly satisfied with their job, and 0% fall on very high level of job satisfaction. The graphical representation of frequency distribution of teachers with respect to job satisfaction is shown in the Fig. 4.1.

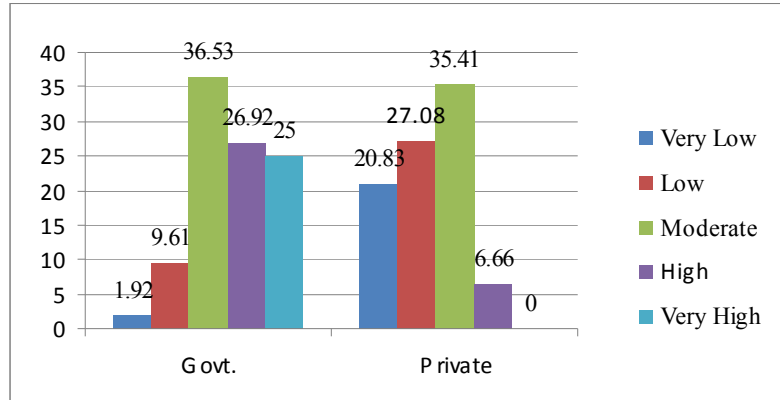


Fig 4.1

Showing graphical representation of organization wise frequency distribution of teachers with respect to Job Satisfaction.

Table 5

Showing the Pearson’s Correlation Coefficient between Self Esteem and Job Satisfaction among Teachers

Variable	Pearson’s Correlation Coefficient (r)	
Job Satisfaction Self Esteem	r= 0.291*	(p=.005)

*P significant at 0.05 level of significance

The table 5 reveals that there is a significant positive correlation between job satisfaction and self esteem among families of cancer patients as Pearson’s correlation coefficient ($r=0.291$, $p=0.005$), indicating “more the job satisfaction, more is the self esteem”. Thus, our null hypothesis (H_0 , there is not a significant correlation between job satisfaction and self esteem among teachers) stands rejected.

Table 6

Showing the Comparison of Mean Scores of Job Satisfaction and self esteem among teachers with respect to their Gender

Variable	Gender	N	M	SD	df	t	P
Job Satisfaction	Male	42	33.30	6.60	98	2.31*	.02
	Female	58	36.37	6.52			
Self Esteem	Male	42	14.09	17.52	98	0.943**	.348

Female 58 16.67 18.06

*p<0.05 level of significance, ** insignificant difference

The table 6 reveals that there is a significant difference in job satisfaction between male and female teachers as the t-value (t=2.31 is significant at 0.05 level of significance). The results show that females are more satisfied with their jobs as compared to males. Thus, our null hypotheses (H₀₂. *There is no significant difference in job satisfaction among teachers as far as their gender is concerned*) stand rejected. The table also reveals that there is not a significant difference in self esteem among teachers with respect to their gender. Therefore, our null hypotheses (H₀₆. *There is no significant difference in self esteem among teachers as far as their gender is concerned*) stand accepted.

Table 7

Showing the Comparison of Mean Scores of Job Satisfaction and self esteem among teachers with respect to their Organization

Variable	Organization	n	M	SD	df	t	P
Job Satisfaction	Private	52	31.60	5.10	98	5.75*	.0001
	Govt.	48	38.37	6.51			
Self Esteem	Govt.	52	17.53	2.44	98	1.102**	.273
	Private	48	18.16	3.23			

*p<0.05 level of significance, ** insignificant difference

The table 7 reveals that there is a significant difference in job satisfaction between govt. ad private school teachers and female teachers as the t-value (t=5.75 is significant at 0.05 level of significance). The results show that govt. teachers are more satisfied with their jobs as compared to private teachers. Thus, our null hypotheses (H₀₃. *There is no significant difference in job satisfaction among teachers as far as their organization is concerned*) stand rejected. The table also reveals that there is not a significant difference in self esteem among teachers with respect to their type organization. Therefore, our null hypotheses (H₀₇. *There is no significant difference in self esteem among teachers as far as their organization is concerned*) stand accepted.

Table 8

Showing the Comparison of Mean Scores of Job Satisfaction and self esteem among teachers with respect to their income.

Variable	Financial status	n	M	SD	df	t	P
Job Satisfaction	Low	47	31.70	6.71	98	5.39*	.0001
	High	53	38.09	5.09			
Self Esteem	Low	47	17.91	3.06	98	.246**	.806
	High	53	17.77	2.67			

* $p < 0.05$ level of significance, ** insignificant difference

The table 8 reveals that there is a significant difference in job satisfaction among teachers having high and low income as the t-value ($t=5.39$ is significant at 0.05 level of significance). The results show that teachers whose income is high are highly satisfied with their job as compared to teachers with low income. Thus, our null hypotheses (H_{05} . *There is no significant difference in job satisfaction among teachers as far as their financial status is concerned*) stand rejected. The table also reveals that there is not a significant difference in self esteem among teachers with respect to their income. Thus, our null hypotheses (H_{09} . *There is no significant difference in self esteem among teachers as far as their financial status is concerned*) stand rejected.

Table 9
Showing the Comparison of Mean Scores of Job Satisfaction and self esteem among teachers with respect to their age.

Variable	Financial status	n	M	SD	df	t	P
Job Satisfaction	Below 30	50	33.76	6.48	98	2.01*	.004
	Above 30	50	36.42	6.71			
Self Esteem	Below 30	50	17.56	3.15	98	.981**	.32
	Above 30	50	18.12	2.52			

* $p < 0.05$ level of significance, ** insignificant difference

The table 9 reveals that there is a significant difference in job satisfaction among teachers with respect to their age as the t-value ($t=2.01$ is significant at 0.05 level of significance). The results show that teachers whose age is above 30 are highly satisfied with their job as compared to teachers having age below 30. Thus, our null hypotheses (H_{04} . *There is no significant difference in job satisfaction among teachers as far as their age is concerned*) stand rejected. The table also reveals that there is not a significant difference in self esteem among teachers with respect to their age. Thus, our null hypotheses (H_{84} . *There is no significant difference in self esteem among teachers as far as their age is concerned*) stand rejected.

Conclusion:

1. There is a positive correlation between job satisfaction and self esteem among teachers of govt and private schools of kashmir valley.
2. The females were found to be more satisfied with their jobs as compared to males.
3. The govt. teachers were found to be more satisfied with their jobs as compared to private teachers.
4. It was found that teachers with high income/ wages were more satisfied with their jobs as compared those having low income. No significant difference was found in self esteem among teachers with respect to their gender, age, organization type & age.

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