



JOB SATISFACTION AS PREDICTOR OF SELF-ESTEEM OF ELEMENTARY SCHOOL TEACHERS

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ABSTRACT

This is a descriptive research the purpose of which was to find out the self-esteem of primary school teachers in relation to their job satisfaction. The objective of the study is to find out the impact of job satisfaction of primary school teachers in Borno State. The sample of the study comprised of 100 primary school teachers who were randomly selected across the twenty-seven Local Government Areas of the State. The number consists of 50 males and 50 female teachers. The results obtained show that there is significant impact of job satisfaction on the self-esteem of teachers. Furthermore, the findings also indicated that job satisfaction can significantly predict the self-esteem of primary school teachers.

Key words: *Job Satisfaction, Self Esteem, primary school teachers*

1. INTRODUCTION

1.1 JOB SATISFACTION: Teacher is one of the key stakeholders in the education sector. He is the engine room and nerve center of any academic activity. Without the teacher, education at whatever level is not feasible. It is therefore imperative to create the enabling and conducive environment for him to contribute his/her role in the nation building. Job is a professional activity done by a person in return for payment. While contentment is a wide idea and differs with the type of connections recognized. It assesses the point to which a person is contented by his life relative to situation which he finds himself. Job satisfaction is the result of the fulfilment of the person's desires which differ from individual to



individual. The contentment or displeasure with one's work is based upon the positive or negative assessment of one's own achievement or failure to realize personal objectives and professed contributions of the work to it. In the field of education, job satisfaction is a crucial factor in improving the quality of instruction, educational and research output and student-teacher relationship. As a matter of fact, the success of any educational institution depends to a large extent on the job satisfaction of its teachers. Success or failure of any organization rest on the degree of satisfaction which employees get while performing their duties. It however very important for employers to ensure that their workers are properly motivated so as to guarantee maximum efficiency and productivity. Job is a professional activity done by a person which attracts payment. While the term satisfaction means a wide idea that differs with the kind of connections recognized. It assesses the degree to which a person is contented with his job relative to the satisfaction which he derives. Job satisfaction is the result of the fulfilment of the person's desires which differ from individual to individual. Additionally, a teacher needs to be focused and have a vision on the kind society his learners will eventually make contribution to. A vital need of job satisfaction of teachers evolves within the context of learning and the educational institutions themselves. This is so because if teachers are dissatisfied in spite of having good academic career and professional training, will do much harm to the system because they will not be able to put in their best in their work. Save a teacher is contented he will not be able to grow needed attitude, values, work ethics, and proper change to meet the interest of his students. Therefore, it is reasonable to conclude that a satisfied teacher is the best teacher.

Mullins^[1] job satisfaction is a multi-dimensional idea that can be defined in diverse ways. Job satisfaction may seem to have connection with motivation, but such connection has not been properly defined. However, it is often viewed and associated with personal successes of an individual. Bullock^[2] found that job satisfaction as "an approach which leads to harmonizing and summarizing of many precise preferences or displeasures seen by an employee in the conduct of his duty. Vroom^[3] identified job satisfaction as the optimistic direction of employee related to the work which he or she currently occupies. It represents the workers overall attitude towards his or her job. Hoppock^[4] reported job satisfaction as mixture of mental, physical and ecological conditions which lead to true fulfilment with someone's work. Accordingly, though, job satisfaction can be affected by several factors, it still has to do with how an employee feels about his job. Kaliski^[5] stated that job satisfaction is an important determinant of recognition, income, promotion, and success of goals which lead to feeling of fulfilment of



worker. George et al.^[6] described job satisfaction as the sentiments and convictions people have towards their job. This scenario ranges from extreme satisfaction and highest level of dissatisfaction. The concept of job satisfaction could be seen from dimensions and complex which could be perceived differently by people. The idea behind the concept of job satisfaction is that when employee is satisfied, he becomes happy and happiness brings success in work.

Spector^[7] identified three vital characteristics of job satisfaction which include; every organization is be directed by human values by treating its employees justly, dignity and respect. The second characteristics is that proper functioning of any organization largely depends on the attitude and behavior of its workers towards their job, and thirdly, job satisfaction act as a strong pointer to the activities of organizations. Chhabra^[8] posited there is no collaborative impact between sex and the satisfaction related to work pressure of teachers. While Gowri^[9] explored the approach towards education had a significant impact on job satisfaction in relation to factor visible facilities and self-esteem.

Worries about teacher income and abrasion are described extensively as a worldwide multifaceted pressure, unhappiness and job dissatisfaction. Chitra and Mahalakshmi^[10] listed ten variables that assess quality of work. They include; backing from organizations, relationship with colleagues, self-competence, effect of job, relevance of job, and confidence on organizational transformation, independence, availability of resources, and time control. Furthermore, the findings indicate that each of these variables is a prominent of job satisfaction.

1.2 Self-esteem: The word self-esteem is derived from Greek term to mean respect for one's personality. The self-aspect of self-esteem is related to ethics, beliefs, and qualities that we keep with us. The esteem aspect of self-esteem defines the ethics and value which an individual has for himself. In further expression, self-worth is the recognition of one's-self about what a person is in a society. Self-esteem is very essential because it concerns with how one sees and perceives things, act and relays to other people.

Self-esteem is a word applied to describe an individual's general assessment and evaluation of his personal value. It includes beliefs, emotions, ego, and misery. Self-esteem can apply to some specific scopes or feelings an individual may have towards him or herself. For example, "I believe I am an intelligent person, or I am a beautiful or handsome person". It is a feeling of pride within someone's mind. Psychologists see self-esteem as a permanent personality trait. The term self-esteem is relevant to the ethics, principles, and attributes a person choose himself. Self-esteem defines the importance and



value which a person gives himself. Similarly, self-esteem is the acknowledgement of one's self for who he is his life. It refers to ways we see and think about ourselves. It can touch our thinking causing one's view point to be either negative or positive. Self-esteem enables one to have the right attitude to be successful at work. Its replacements are self-interest, trust in one's self, confidence, self-assurance and self-respect. In further expression, self-worth is the recognition of one's-self about what a person is in a society. Self-esteem is the personality which an individual has which represents the decision of their own value. Self-esteem originates from experiences in our life. Great self-esteem provides one a decent sentiment about oneself, whereas, low self-esteem changes one's idea of himself. Self-esteem develops and comes from within one's self. One must look within in order to find what he appreciates. However, self-esteem is higher when family member talk, support, and spend time with another. When teachers give positive response, support and inspire students to be satisfied of their work, take tasks and advance some talents, it makes them feel good and cause them to have higher self-esteem. So, school events prepare students to improve self-concept which will eventually influence on their self-esteem. Basic constituents of self-esteem include among others; self-acceptance which enables one to accept one's self which creates a better feeling of self-awareness and feeling of self-fulfillment. The importance of self-esteem could be seen thus; it has an impact on the life and choices of individuals, an individual could consider himself valued and has reason to live, self-esteem has severe effects on emotions, desire, values, goals and ideas. It enables one also to take and make adjustment to new challenges, it provides one with a clear vision of his strength and weaknesses, allows one to act individually and accepts responsibility to one's actions, desires and goals. It also impacts one's behavior, self-image, attitude, perceptions and thoughts. Finally, it exposes practically the difference between success and failure.

Ulrich^[11] carried out research on self-worth growth of adolescents and adults in which the result showed that variations in socio-economic position and physical well-being contribute to the fall in self-esteem that happens in old age.

Erole^[12] analyzed the evolution of self-esteem in adolescents and young adults. Statistical analysis showed that self-esteem rises through youthful age and persist to rise gradually in early maturity age. The result of the study further suggests that normative rise regarding mastery to a great extent brings about normative rise in self-esteem.



Ayodele ^[13] researched on the connection between self-esteem with performance in mathematics together with effects of gender on self-concept. The result of the investigation discovered that self-concept averagely relates to performance in mathematics and that gender has no effect on self-concept towards mathematics.

Sharma ^[14] on the research conducted on self-esteem of males and females' students of higher schools of ethnic and non -ethnic areas of Malda district. The findings showed that there is no substantial change between the two groups in general, intellectual, and social esteem dimensions.

Rosenberg ^[15], gave the definition of self-esteem as "individual's judgment of his or her self-worth". Tomaka and Blascovich^[16] self-esteem includes "cognitive and behavioral aspects as well as evaluative and affective ones". Rosenberg ^[15] self-esteem is a vital feature of well-developed in the life of a person's self-worth and how well one feels about self.

2. Objective of the study

To study impact of job satisfaction on self-esteem of primary school teachers

3. Hypothesis

There is no significant impact of job satisfaction on self-esteem of primary school teachers.

4. Methodology

The study is descriptive in nature which intends to determine the difference in job satisfaction and self-esteem of primary school teachers. For good understanding of differences in the job satisfaction and self-esteem of primary school teachers, data was collected from Borno State. Careful measures were taken to ensure full cooperation of the respondents with the view to collect their honest responses.

4.1 Sample: Data was collected from 100 teachers among whom were 50 male and 50 female primary school teachers in Borno State.

4.2 Tools Used: The data was collected by applying following tools.

Job Satisfaction

Job satisfaction scale was developed by Richard Bellingham as a tool to determine the degree of job satisfaction level of employees. The scale has a total of 30 items covering the life of an employee with



regards to level of satisfaction derived from the job. Yes or no responses are required from the respondents and scoring was done according to the guideline given with a maximum of 60 points.

Self-esteem: Self-Esteem scale was developed by Rosenberg determine the degree self-esteem of individuals. The scale is ten item Likert Scale rated on a four-point scale (strongly agree to strongly disagree). It was found to be a good tool for this study.

5.Result

Regression analysis showing job satisfaction and quality of life as predictors of self-esteem of primary school teachers.

Regression Analysis.							
The predictive role of Job Satisfaction and Quality of life on the Self-esteem is studied below.							
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics		
					R Square Change	F Change	df1
	.783 ^a	0.614	0.606	1.826	0.614	77.006	2

- Predictor: (constant) job satisfaction.
- Dependent variable: self-concept.

From the table above, the result of the R Square 0.614 which means that the variability in self-esteem can be accounted to job satisfaction or variation of self-esteem can equally be explained by job satisfaction level of the primary school teachers. The result also shows that, the adjusted R value is 0.606, and the standard error the Estimate is 1.826.



ANOVA for regression						
Model		Sum of Squares	Df	Mean Square	F	Sig.
	Regression	513.547	2	256.774	77.006	.000 ^b
	Residual	323.443	97	3.334		
	Total	836.99	99			

- a. Predictor (constant), job satisfaction.
- b. Dependent Variable: Self-Esteem

The table above shows whether the R values of .783 and .614 are statistically significant or not. It is however clear from the result that the regression model is statistically significant (df 1=2, df 2=97, F=77.006) with p-value=.000 which shows that the model applied is statistically significant and that job satisfaction has impact on the dependent variable i.e. (self-esteem), the null hypothesis:7 “There is no significant impact of job satisfaction and quality of life on the self-esteem of primary school teachers” is rejected.

Coefficient of regression

Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
	Job Satisfaction	.634	.054	.803	11.627	.000

Dependent Variable: Self-Esteem

Table above indicates the regression coefficients which represent the mean change in response to the independent variable for a unit change in predictor variable. The standard P values .783 and .614 indicate the correlation between job satisfaction, quality of life and self-esteem of



Primary school teachers which are found to be significant at .000 level. Furthermore, the unstandardized coefficient values indicate that job satisfaction is making a statistically significant and unique contribution in predicting self-esteem at p value of .000 which is less than 0.05 and 0.0 levels. The regression equation for job satisfaction and self-esteem concept $(Y) = 5.389 - (.016) \times \text{job satisfaction } (X)$.

6.CONCLUSION

Conclusion forms the basis of any investigation as it brings the facts and findings into clearer picture the results of the study undertaken. The statistical analysis and interpretations made there in are projected in the simplest language to the understanding of all. For this study, the conclusion is drawn based on the followings;

A total of 100 primary school teachers were sampled for the study in Borno State, out of which, 50 were males and 50 were females. The analyses and interpretation of the findings based on the problem under study on job satisfaction, quality of life and self-esteem of primary school teachers.

The study further revealed that job satisfaction has significantly predicted self-esteem of teachers, while on the other hand, quality of life has not predicted self-esteem of the primary school teachers. The implications of this study reveal that the more teachers are satisfied on their jobs, the greater their self-esteem. Against this background, major stakeholders particularly governments, parents, community leaders and indeed society at large should ensure that conditions and enabling environment necessary be created for teachers to carry out their duties effectively and efficiently so as to guarantee greater self-esteem thereby motivating them to perform better on their job.

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