JOB SATISFACTION AND SELF-ESTEEM OF PRIMARY SCHOOL TEACHERS: A STUDY OF GENDER DIFFERENCES.

Dawi Dala Mangari[1], HauwaMusa Aliyu[2], Mohammed Musa Gwoma [3]

[1]Department of Political Science Education, Kashim Ibrahim College of Education, Maiduguri (Nigeria)

[3] Department of Psychology, Kashim Ibrahim College of Education, Maiduguri (Nigeria)

[2] Department of General Studies Education, Kashim Ibrahim College of Education, Maiduguri (Nigeria).

ABSTRACT

This paper is aimed at finding the variation between workcontentment and self-confidence of primary school teachers with respect to gender. 100 (50 males and 50 females) primary school teachers were selected across the 27 Local Government Areas of the state. The findings revealed that the t- value for workcontentment is significant at 0.05 level of confidence and that of self-esteem is found to be significant at 0.01 level of confidence, thereby meaning there existmajor variation in the workcontentment and self-confidence of primary school teacher with respect to gender.The result further suggested that female teachers enjoy greater satisfaction on their jobs and greater self-esteem than their male counterparts

Key points*: Workcontentment, Self-confidence, and primary school tutors*

1. INTRODUCTION

1.1 Job Satisfaction: Work is a job-relatedactionexecuted by a person in expectation for compensation. While contentment is a wideidea and differs with the kind of connectionsrecognized. It determines the degree to which a person is contented with his life in connection to the atmosphere in which he works. Workcontentment is the result of the fulfilment of the personneeds which differ from individual to individual. The contentment or displeasure with persons' workis contingent upon the evaluation persons own achievement or disappointment in understanding of individualobjectives and professed contributions of the work to it. The pleasure or displeasure with one's work is based upon the assessment of individual achievement or disappointment to realize personal objectives and professed contributions of the work to it.

In the area of schooling, workcontentment is a vitalissue in the success of goodteaching, educational and study result and learner-tutorconnection. 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.

Mullins [1]defined job satisfaction as 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.

Okele & Mtyuda[2]found that absence of capital, overloaded curricula and unrulinessamong learners were main causes of concern among educators. Additionalreasons of work displeasure among educators are related to administration concerns. All of these reasons lead to disconnection amongsteducators and create negative attitude towards their work.

Troesh & Bauer[3]examinedworkcontentment and pressure in new educatorsas related to old educators with regards to self-efficacy. Results indicated that new educators are highly contented with their work than the oldeducators.

Akomolafe &Ogunmakin[4]a study in Nigeria, stressed that effects of lack of job satisfaction are truancy from school, abandoning the work, hostile conductto coworkers and students, premature resignation from the coaching career, and emotional isolation from duties.

Bullock[5] 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[6]recognizedworkcontentment as the optimistic direction of worker related to work which he or she currently occupies. Itrepresents the workers overall attitude towards his or her job. Hoppock[7]reported job satisfaction asmixture 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.

Statt[8]defined job satisfaction as the degree which worker is satisfied with payments derived from his job in relation to his inner motivation. Kaliski[9] 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.,[10] 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 notion of workcontentment is that when worker is satisfied, he becomes happy and happiness brings success in work.

Spector[11]identified three vital features of work contentment include every society isto be directed by socialstandards in treating its workersjustly, dignity and admiration.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 organizations. Chhabra[12]posited there is no collaborative impact between sex and the satisfaction related to work pressure of teachers. While Gowri[13]explored the approach towards education hasimportantinfluence on workcontentment in relation to factor visible facilities and self-esteem.

Chitra and Mahalakshimi[14]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.

Analysis of Reviews and Concluding Remarks: From the reviews made in this work, various authors opined that job satisfaction has significant impact on the wellbeing of employees and that also affect their performance in the conduct of their duties. Similarly, from the findings of the study conducted on the differences in workcontentment andself-confidence of primary school teachers in Borno State Nigeria, it was establishedthere is noticeable dissimilarity incontentment of work and confidence of primary school teachers with respect to genderthereby impacting on the levels of their self-esteems.

1.2Self-Esteem:The word self-esteem is derived from Greek term to mean respect for one's personality. The self-aspect 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 an individual is in society. Self-worth 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 define person's over-all assessment and evaluation of his individual's worth. It comprises 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 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 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.

Kadriu et al [15] surveyed self-esteem in the framework of self-image and consumption pattern. The survey included 198 youngsters age between 16 and 18 years old. The result showed that the connection between variables and self-esteem was negatively associated with self- image and consumption syndrome conducts.

Ulrich[16]carried out research on self-worthgrowth 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[17]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[18]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[19] 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[20], gave the definition of self-esteem as "individual's judgment of his or her self-worth". Tomaka and Blascovich[21] self-esteem includes "cognitive and behavioral aspects as well as evaluative and affective ones". Rosenberg[20]self-worth is a vital aspect of well-developed in the life of an individual's worth and how healthy one feels about self.

Analysis of Reviews and Concluding Remarks: The analysis of the reviews made on self-esteem, indicated that there was general consensus among different authors that self-esteem plays prominent role in developing individual's self-worth and how well he/she feels about self thereby leading to greater confidence and making of a great personality. In the same manner, the study conducted on the self-esteem of primary school teachers with

respect to gender in Borno State Nigeria indicated that self-esteem enhances the personality of individual teachers thereby creating hope and confidence in them which eventually raise the level of theirsatisfaction and performance on the job.

2. Objective of the study

To studygender differences on thecontentment of work and confidence of primary school teachers

3. Hypothesis

1. There is no majorvariationin the worksatisfactionofprimary school teachers with respect to gender.

2. There is no major variation in the self-confidence of primary school teachers with respect to gender.

4.Methodology

The study is descriptive in nature which intends to determine the difference in workcontentment and self-worth of primary school tutors. For good understanding of differences between the two variables under study, information was collected from primary school teachers in 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. It is a ten item Likert Scale rated four-point scale (strongly agree to strongly disagree). It was found to be a good tool for this study following scrutiny of the items there in.

5. Results

Based on the objectives of the research, mean analysis and t-test have been applied on the scores of workcontentment and self-confidence. Result of analysis are presented below.

Table 1: Means, N and Sd of the Job Satisfaction scores w.r.t. male and female

Male/Female	N	Mean	Std. Deviation	Std. Error Mean
Male	50	27.12	2.946	0.417
Female	50	29.84	3.872	0.548

Table 1 above shows that the mean score for job satisfaction with respect to males and females are 27.12 for males and 29.84 for females, while the standard deviation for males is 2.946 and that of females is 3.872. The standard error mean for males is 0.417 and 0.548 for females. Furthermore, t test has been applied on the above scores.

Table 2: Summary of Gender differences on Job Satisfaction

Levene's Test		t-test for Equality of Means				
F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	S. ED
5.975	0.016	3.953	98	0	-2.72	0.688

Table 2 also indicates that the t- value (3.953) for job satisfaction issubstantial at 0.01 level of confidence. The hypothesis 1 "There is no major variation in work satisfaction of primary school teachers" with respect to gender is not accepted. From means table it is found that females enjoy more job satisfaction than their male counterparts.

Similarly, the scores of self-esteem are put to analysis and results are presented below.

Table 3: Means, N and Sd of the Self Esteem scores w.r.t. male and female				
Male/Female	**N**	**Mean**	**Std. Deviation**	**Std. Error Mean**
Male	50	21.28	2.703	0.382
Female	50	22.74	2.947	0.417

Table 3 shows the mean score of self-esteem for males is 21.28 and that of females is 22.74, while the standard deviation for the males is 2.703 and that of the females is 2.947. The standard error mean for the males is 0.382 and that of the females is 0.417. The mean scores also suggest that female primary school teachers have higher self-esteem than the male teachers.

Table 4: Summary of Gender differences on Self-Esteem						
Levene's Test for Equality of Variances		**t-test for Equality of Means**				
F	**Sig.**	**T**	**Df**	**Sig. (2-tailed)**	**Mean Difference**	**Std. Error Difference**
1.124	0.292	2.581	98	0.011	-1.46	0.566

From the table 4, it can also be noticed that the t- value for self-confidence is substantial at 0.05 level of confidence. Therefore, hypothesis 2 No major variation in self-esteem of primary school teachers with respect to gender is not accepted.

6. CONCLUSION

Results from the investigation indicated gender playsvital role in the satisfaction employees derive from their work and the level of self-confidence among primary school tutorswhere mean scores for work contentment satisfaction with respect to males and females are 27.12 and 29.84 respectively, whereas the mean scores of self-esteem for males is 21.28 and 22.74 for females. Further to this, the t- value for workcontentment issubstantial at 0.01 level of confidence and that for self-confidence is substantial at 0.05 level of confidence. Implication of the findings is male teachers are likely to develop less interest and low enthusiasm towards their job thereby resulting in poor

performance and low output. Against this background, major stakeholders (government, school administrators and society) need to do moreby introducing additional incentives and other welfare packages to male teachers so as to motivate and reduce the pressure in them thereby enhancing greater satisfaction from their work and boost their self-confidence.

REFERENCE

[1] Mullins, J. L. (2005).Management and organizational behavior, seventh edition, Pearson Education Limited, Essex, p.700ff, K. D. & Mc Gehee,p. (2010). Self-compassion and psychological resilience among. Adolescents and young adults. Self & identity, 9, 225-240

[2] Okeke, C. I., & Mtyuda, P. N. (2017). *Teacher Job Dissatisfaction: Implications for Teacher Sustainability and Social Transformation. Journal of Teacher Education for Sustainability, 19(1), 54-68.*

[3] Troesch, L. M., & Bauer, C. E. (2017). *Second career teachers: Job satisfaction, job stress, and the role of self-efficacy. Teaching and Teacher Education, 67, 389-398*.

[4] Akomolafe, J.M., Ogunmakin, A.O. (2014)*Job satisfaction among Secondary School Teachers: Emotional Intelligence, emotional stress and self-sufficiency as predictors. Journal of Education and Social Research, 3(2), 335-349.*

[5] Bullock, R.P., (1993). *Manual for Job Satisfaction: Social factors related to job satisfaction*. Research monograph no. 70, Ohio State University: Bureau of Business Research

[6] Vroom,V.H. (1964). *Work and motivation*. New York: Wiley.

[7] Hoppock, R. (1935). Job Satisfaction, Harper and Brothers, New York, p. 47.

[8] Statt, D. (2004). The Rutledge Dictionary 0f Business Management. Third edition, RutledgemPublishing, Detroit, p. 78

[9] Kaliski, B. S., (2007). Encyclopedia of Business and Finance, second edition, Thompson Gale, Detroit,. P. 446

[10] George, J. M. and Jones, G. R. (2008) Understanding and Managing Organisational Behaviour, fifth edition, Pearson /Prentice Hall, New Yersen, p. 78

[11] Spector, P. E. (1997). Job Satisfaction: Application, assessment, causes, and consequences.Thousand Oaks. CA, Sage Publications. Inc

[12] Chabbra, N., (2010). *Study of occupational stress in relation to job satisfaction of private school teachers.* Unpublished M.Ed Thesis. Amritsar: Guru Nanak Dev University

[13] Gowari. P.A., & Marriamal,K. (2011). Study of college teachers' attitudes towards teaching and job satisfaction. *Journal of Community Guidance and Research.* Vol: 28, 99-106

[14] Chitra, D. & Mahalakshimi, V. (2012). A study of Employees perception on Quality of work life and job satisfaction in manufacturing organization. An Empirical study.

[15] Kadriu, M. Kelpi and E. Kalyvan (2014*) Eating Disorder behaviors I Kosovo school based population: Potential risk factors.Procedia. Social and Behavoioral Sciences 114,pp382-387*

[16] Orth, U., Trzesniewski, et al (2010), *"Self-esteem development from young Adulthood to old age: A cohort-sequential Longitudinal study", Journal of personality And Social Psychology, 98, pp.645-658*

[17] Erol, R. Y. and Ulrich, O. (2011), *"Self-Esteem Development from Age 14 -30 Years: A Longitudinal Study", Journal of Personality and Social Psychology, vol. 101, No. 3, pp607-619.*

[18] Ayodele, O. J. (2011), *"Self-concept and Performance of Secondary School Students in Mathematics", Journal of Educational and Developmental Psychology, vol.1 No.1, pp176-183.*

[19] Sharma, R (2010). Study of adjustment of adolescents in relation to their self-esteem. M.Ed Dissertation, Amritsar: Guru Nanak Dev University.

[20] Rosenberg, M. (1965) Rosenberg Self Esteem Scale. (http:en.wikipedia .org/wiki/Rosenberg self-esteem scale.

[21] Blascovich, J., & Tomaka, J. (1991). *Measures of self-esteem. Measure of personality and psychological attitudes, 115-160*