

JOB SATISFACTION OF PRIMARY SCHOOL TEACHERS IN RELATION TO THEIR SELF ESTEEM

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Abstract

The present study was aimed to find the Job Satisfaction of primary school teachers in relation to their self esteem. A study was conducted on 150 teachers (75 males and 75 females) selected randomly from government and private schools of Jalandhar district. Descriptive survey method was used to collect the data. The tools used for data collection were Job satisfaction scale by Dr Amar Singh & Dr T .R. Sharma and Self Esteem Scale by Morris Rosenberg. After the analysis of the data it was found that female teachers with high self esteem are more satisfied than female teachers with low self esteem. It is clear from the findings of the study that male primary school teachers with high self esteem have more job satisfaction than male teachers with

low self esteem. The results of the study showed that there is significant positive relationship between Self esteem and Job satisfaction.

Keywords: *Job – satisfaction, Self- esteem, Primary school teacher.*

INTRODUCTION

Self Esteem is combination of both evaluation of personal competence as well as evaluation of basic worth as a human being. Job satisfaction is important for success in work and in life. It is an established fact that teacher's quality, personality, value patterns and character helps the pupil to become good human beings. In addition to personality, personal qualities like qualification, interest and factors like job satisfaction, job environment, job stress and values are very important characteristics of the teacher which affect his teaching and effectiveness.

Job is an occupational activity performed by an individual in return for a reward. Satisfaction is a broad concept and varies with type of relationships established aged as well as gender. It measures the extent to which an individual is satisfied with his life in relation to the environment in which he lives. Job satisfaction is an individual attribute and it is the outcome of the fulfillment of the individual needs, which vary greatly from person to person. This satisfaction or dissatisfaction with one's job depends upon the positive or negative evaluation of one's own success or failure in the realization of personal goals and the perceived contribution of the job to it.

Bullock (1952) defined job satisfaction as an attitude which results from a balancing and summation of many specific likes and dislikes experienced by an employer in the performance of job. Morse (1953) said that job satisfaction is a function of (i) Job content (ii) Identification with the organization (iii) Local management (iv) Immediate supervision (v) Co-workers (vi) Working conditions. Vroom (1964) said that job satisfaction is the positive orientation of an individual towards the work role which he is presently occupying. It refers to an employee's general attitude towards his job. Mehta and Bedi (2006) said that job satisfaction is not a unitary concept but a composite of many factors or dimensions. Job satisfaction is defined in terms of need fulfillment, attitude and discrepancy scores. Job satisfaction his/her response and feeling towards different factors of his work role.

Chhabra (2010) found that there is no interaction effect of gender and job satisfaction on occupational stress of private school teachers. Gowri (2011) found that level of attitude towards teaching had a significant effect on the job satisfaction with regard to the factors physical facility and self-esteem.

Bansal (2012) who said that teacher's having post graduate qualifications possessed significantly higher job satisfaction than their counter parts.

SELF ESTEEM

Self esteem is a term used in psychology to reflect a person's overall evaluation or appraisal of his or her own worth. Self-esteem encompasses beliefs (for example "I am competent" or "I am incompetent") and emotions such as triumph, despair, pride and self-esteem can apply specifically to a particular dimension (for example, "I am a good writer, and feel proud of that in particular") or have global extent (for example "I believe I am a good person and feel proud of myself in general). Psychologists usually regard self-esteem as an enduring personality characteristics ("trait, self-esteem), though normal, short-term variations ("trait, self-esteem"), also exist.

In the mid 1960s Morris Rosenberg and social-learning theorists defined self-esteem in terms of a stable sense of personal worth or worthiness. As a social psychological construct, self-esteem is attractive because researchers have conceptualized it as an influential predictor of relevant outcomes, such as academic achievement (marsh 1990) or exercise behaviour (Hagger 1998).

Nathaniel Branden in 1969 defined self-esteem as "the experience of being competent to cope with the basic challenges of life and being worthy of happiness." According to Branden, self-esteem is the sum of self-confidence (a feeling of personal capacity) and self-respect (a feeling of personal worth). It exists as consequences of the implicit judgement that every person has of their ability to face life's challenges, to understand and solve problems, and their right to achieve happiness, and be given respect.

According to Cross, Kidd & Carr (1990), parental relationship plays a very important role in determining the self-esteem of children. Fuhrman (1990) holds that "A positive self-concept

can only be developed in an environment that promotes both acceptance and realistic self-appraisal.”

Savin et al (1983) concluded that while adolescent’s self-esteem can fluctuate from approximately eighth grade. Studies have found that self-esteem appears relatively stable. Individuals with high self-esteem in childhood are likely to be adolescents with high self-esteem. Many studies have demonstrated that during middle and late adolescents and into early adulthood, self-esteem stabilizes even increases.

Dhal (2007) concluded that the adolescents studying in a public school reported high level of self-esteem, moderate loneliness and a secure attachment style. Students with low self-esteem and feelings of loneliness may benefit from psychological intervention.

Sharma (2010) found that the relationship between self-esteem and home adjustment of adolescent is also significant and positive. Sharma (2011) found that there is significant co-relation was found between self-esteem and job satisfaction.

Objectives of the Study

The present investigation is designed to attain the following objectives:

- To explore the level of job satisfaction and self esteem of primary school teachers
- To study job satisfaction of primary school teachers in relation to their gender.
- To study job satisfaction of primary school teachers in relation to their self-esteem.
- To study the relationship of job satisfaction and self-esteem of primary school teachers.

Methodology of the Study

Descriptive survey method is used for the presence study. A sample of 150 primary school teachers of Jalandhar is selected. Out of 150 primary school teachers 75 female teachers and 75 male teachers is selected. The tools used for study are as follows:

1. Job satisfaction scale by Dr Amar Singh & Dr T .R. Sharma.
2. Self Esteem Scale by Morris Rosenberg.

Analysis and Interpretation of Data

TABLE 1: Level of job satisfaction of primary school teachers.

Scores obtained	Remarks	Marks	percentage
74-Above	Extremely Satisfied	39	26%
63-73	Very Satisfied	53	35.33%
56-62	Moderately Satisfied	43	28.66%
48-55	Not Satisfied	11	7.33%
47-Below	Extremely Satisfied	2	1.33%

A perusal of above table shows the levels of job satisfaction of primary school teachers. The Statistical data reveals that 26% of primary school teachers were found extremely satisfied with the job, 35.33% were found very satisfied with the job 28.66% of the primary teachers were found moderately satisfied with the job. It was further observed that 7.33% of the primary teachers were found dissatisfied with the job and 1.33% of primary teachers were found extremely dissatisfied with the job.

TABLE 2: Level of self esteem of primary school teachers.

Scores obtained	Remarks	Marks	percentage
0-14	Low	37	24.66%
15-25	Average	109	72.66%

26-30	High	2	1.33%
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A perusal of above table shows the levels of self esteem of primary teachers. The Statistical data reveals that 24.66% of primary school teachers were found to have low self esteem with the job, 72.66% were found to have average self esteem 1.33% of the primary school teachers were found to have high self esteem.

TABLE-3: Difference between job satisfaction score of males and females of primary school teachers.

Dependent Variable	Gender	N	Mean	S.D.	S.E _d	df	t-ratio
Job satisfaction	Male	75	67.55	8.340	1.325	148	0.221
	Female	75	67.84	7.879			

***Not significant at 0.05 level**

The table shows the mean value of male and female teachers is 67.55 and 67.84 respectively and S.D is 8.340 and 7.879 respectively. The t value is 0.221 which is not significant at 0.05 level of significance. There is no significant difference in job satisfaction of male and female primary school teachers.

TABLE-4: Job satisfaction of male teachers with low self esteem and high self esteem

Job satisfaction	Self esteem	N	Mean	S.D.	S.E _D	df	t-ratio
	High	25	76.56	4.124	1.072	48	17.233

Male	Low	25	58.08	3.427			
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***Significant at 0.05 level**

The table shows the mean value of male primary school teachers with high and low self esteem on job satisfaction are 76.56 and 58.08 respectively and S.D is 4.124 and 3.427 respectively. The t value on this dimension comes out to be 17.233 which are significant at both levels. This shows that male primary school teachers with high and low self esteem differ in their job satisfaction. The males with high self esteem have higher job satisfaction as compared to male teachers with low self esteem.

TABLE-5: Job satisfaction of female teachers with high and low self esteem

Job satisfaction	Self esteem	N	Mean	S.D.	S.Ed	df	t-ratio
Female	High	25	76.56	5.880	1.361	48	13.430
	low	25	58.08	3.427			

***Significant at 0.05 level**

The table shows the mean value of female primary school teachers with high and low self esteem on job satisfaction are 76.56 and 58.08 respectively and S.D is 5.880 and 3.427 respectively. The t value on this dimension comes out to be 13.430 which is significant difference at both levels. This shows that female primary school teachers with high and low self esteem differ in their job satisfaction. The females with high self esteem have higher job satisfaction as compared to male teachers with low self esteem.

TABLE-6: Correlation between Job satisfaction and Self esteem of school Teachers

Number of Teachers	Variables	Coefficient of Correlation	Interpretation
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150	Job satisfaction	Self esteem	0.580	High
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****Correlation is significant at the 0.01 level**

Table 4 shows the Correlation between the job satisfaction and self esteem which is found to be 0.580, which is positive and moderate correlation. Hence job satisfaction has significant correlation with self esteem of primary school teachers. It can also be said that the self esteem shows high influence on job satisfaction of the primary school teachers.

CONCLUSION

The study reveals that the female teachers with high self esteem are more satisfied than female teachers with low self esteem .It is clear from the findings of the study that male primary school teachers with high self esteem have more job satisfaction than male teachers with low self esteem. The results of the study showed that there is significant correlation between Self esteem and Job satisfaction. So, proper attention should be given towards the development of self esteem because it will lead to the job satisfaction and ultimately to the success.

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