

Self-Esteem and Job Satisfaction in Male and Female Teachers in Public and Private Schools

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The present research was conducted to find differences in self-esteem and job satisfaction in male and female teachers of public and private schools. The sample was composed of 30 male teachers ($n = 15$ from a public school, and $n = 15$ from a private school in Pakistan) and 30 female teachers ($n = 15$ from a public school, and $n = 15$ from a private school in Pakistan). Rosenberg's Self-Esteem Scale (Rosenberg, 1965) and Job Satisfaction Survey (Spector, 1994) were used for assessment. Results showed that self-esteem and job satisfaction were comparable in male and female teachers of public and private schools. Significant effect of type of school (Public and Private) on components of job satisfaction (pay, promotion, supervision and coworkers) and significant interactions were also found for operating conditions, nature of work and communication. No main effects and interaction were revealed for self-esteem. Implications along with suggestions for school teacher satisfaction and retention are discussed in the context of Pakistani school.

Keywords: self-esteem, job satisfaction, public school, private school, gender

The present research investigated the effect of gender and type of school (public and private) on self-esteem and job satisfaction of male and female school teachers. Teachers are rightly called nation builder for they play a cardinal role in the building up of the character of the future generations (Ahmed, 2012). Teachers infuse confidence, generate for national character and emblems, develop societal conduct and morals and establish standards of excellence in their academic fields (Mckenna, 2000).

Attracting and retaining high quality teachers is primary requirement for a strong, effective and high quality educational system in any country. To understand what creates high quality teachers factors like self-esteem and job satisfaction need to be studied. If self-esteem and job satisfaction are high in teachers they can produce quality education for students (Dessler, 2001). These factors hinge upon other factors, like; pay, promotions, supervision, benefits, contingent rewards, operating conditions, co-workers, the nature of the work, and communication, institutional conditions, family environment and personal characteristics like age, gender and religion (Cherabin, Praveena, Azimi, Qadimi, & Shalmani, 2012).

Inherent and environmental factors such as school type play an important role in self-esteem and job satisfaction in teachers. The present study focuses on evaluating gender and type of school (public and private) on the dependent measures above. There has been a recent interest in exploring factors influencing job satisfaction with a specific focus on gender differences (Potter, Gosling, & Trezesniewski, 2001). Clark (1997), Poza and Poza (2003) suggest that females have higher levels of job satisfaction than men. Men and women working in gender-balanced or homogenous group have different level of self-esteem and job satisfaction due to different gender based roles in society (Fields & Blum, 1997). Type of school (public and private) also plays a vital role on self-esteem and job satisfaction of schoolteachers. Public schools in developing countries like Pakistan, cannot meet the needs

of quality education for rapidly growing population with a 2.7% growth rate (Iqbal, 2012). Iqbal (2012) adds, the government alone cannot provide education to this rapidly expanding population, so private schools have to share this burden. To retain teachers government and private schools offer different career packages. Government schools for example, offer pensionable jobs, provide uniform rewards, little threat to job security, but accompany a slow rise in rank and pay. Private schools on the other hand, provide better salaries, more fringe benefits, contingent rewards, vertical rise in teaching rank, but have the threat of termination if performance is weak.

Self-esteem in teachers is a main determinant of job satisfaction. In Pakistan, working men and working women both face different kinds of problems. Women in Pakistan face harassment at work place, fulfilling of household chores, taking care of family and social gatherings, whereas men face financial issues. In Pakistan men are considered to be responsible for all financial burdens. Due to these personal issues faced by men and women, they experience lack of self-esteem and perform poor in schools (King, Murry, & Atkinson, 2002).

Tabassum, Ali, and Bibi (2007) investigated the difference between self-esteem of public and private teachers and results divulged that teachers of public school have high level of self-esteem as compared to private school teachers. Mubashir and Kausar (2005) conducted a research to explore which components of job satisfaction are important for employees of government owned and privatized banks. The results highlighted that government bank employees displayed more satisfaction on work nature assigned then privatized bank. Strong positive correlation was found among facets of job satisfaction.

In the light of above theoretical framework and literature review we can conclude that job satisfaction and self-esteem are affected by different factors, including; nature of job, facilities at workplace, gender, age, salary etc. These factors affect an employee's involvement at their work place. According to the literature and theoretical framework positive attributes such as self-esteem play a vital role in determining job satisfaction of employees which ultimately lead towards organizational success.

Rationale and Aims of the Study

Teachers are the nation builders for Pakistani society. If teachers are dissatisfied with their jobs, than they are unable to produce excelling results. Increasing self-esteem is a way to increase job satisfaction of teachers. This research may help institutes and NGOs to develop plans to conduct motivational and other positive traits lecture to enhance self-esteem which will result into job satisfaction. To do that the investigators will study the effect of gender and type of school on self-esteem and job satisfaction in schoolteachers in a small sample of schools from Pakistan. This research was also an addition to the existing body of knowledge on employees and organizational outcomes.

Method

Participants & Sample

We used a purposive sampling strategy and extracted 30 males and 30 female teachers equally from public and private sector. They were further matched on age, family system and job seniority. We included teachers who were permanent employees, married and

came from either nuclear or joint family systems, had one to five years' experience and had at least bachelor's degree. Only teachers from middle section were included. Demographic characteristics are presented in Table 1.

Assessment Measures

Self-Esteem Scale (SES). The self-esteem scale by Rosenberg (1965) is a 10-item Scale (SES) to assess self-esteem. The scale is easy to administer with five positively and 5 negatively worded items. The scale gives a reliable and valid scoring on attitudes towards self which depicts self-esteem of an individual. The self-esteem scale has 5 items with reverse scoring with 4 point rating scale of 1 (strongly disagree) to 4 (strongly agree). This scale use all over the world to measure self-esteem and has good reliability index of .88 for present study.

Job Satisfaction Survey. The Job Satisfaction Survey (Spector, 1994) is a 36 item scale, and consists of nine facet scale as pay, promotion, supervision, fringe benefits, contingent rewards, operating procedures, coworkers, nature of work and communication, each facet is composed of four

Table 1
Demographic Characteristics of the Sample (N =60)

	Public Schools		Private Schools	
	Male	Female	Male	Female
	f(%)	f(%)	f(%)	f(%)
Age	M = 30.11	M = 30.11	M = 29.00	M = 29.91
Monthly Income (PKR)	M = 42000	M = 70000	M = 50000	M = 41000
Education				
Bachelors	6(40)	5(33)	8(53)	7(47)
Masters	9(60)	10(77)	7(47)	8(53)
Family system				
Nuclear	8(53)	9(60)	9(60)	7(47)
Joint	7(47)	6(40)	6(40)	8(53)
Year of Experience				
1	3(20)	3(20)	3(20)	5(33)
2	2(13)	2(13)	4(27)	3(20)
3	2(13)	4(27)	3(20)	4(27)
4	3(20)	2(13)	2(13)	1(7)
5	5(34)	4(27)	3(20)	2(13)
Working Hours				
4	3(20)	5(33)	2(13)	3(20)
5	4(27)	2(13)	3(20)	4(27)
6	2(13)	4(27)	5(34)	4(27)
7	2(13)	1(7)	3(20)	2(13)
8	4(27)	3(20)	2(13)	2(13)

items from which total scores are computed, and further half of the items are with reverse scoring. The scale records the responses according to six levels as respectively (1 = disagree very much, 2 = disagree moderately, 3 = disagree slightly, 4 = agree slightly, 5 = agree moderately, 6 = agree very much). The alpha reliability of the scale for the present study sample is .91 for total job satisfaction and for subscales it was; satisfaction with pay (.75), promotions (.73), supervision (.82), benefits (.73), contingent rewards (.76),

operating conditions (.62), co-workers (.60), the nature of the work (.78), and communications (.71).

Research Design

We used eleven 2(Gender) X 2 (Type of School) completely randomized designs in this study; types of schools included both public and private schools. Eleven dependent measures consisted of

self-esteem, job satisfaction, which in turn consisted of pay, promotion, supervision, fringe benefits, contingent rewards, operating conditions, coworkers, nature of work and communication. Therefore eleven separate (2 X 2) Analysis of Variances (ANOVA) were carried out along with post-hoc tests.

Procedure

Permission to use of assessment measures (SES and Job Satisfaction Survey) was sought from respective authors and permission from the heads/principals of schools were requested to arrange visits to schools and collect data from teachers. School coordinators identified all participants (teachers) who fulfilled the inclusion criteria. Separate rooms were allocated for data collection and before administering the questionnaires the researcher introduced the purpose of study and consent of the participants was taken. The researcher also instructed the participants on how to administer the questionnaires. It took approximately 20 minutes to complete these questionnaires and as they were taken back each participant was thanked for his or her participation. Out of a total of 75 participants we could only use 60 participants. Data on 15 participants was either incomplete or partially complete and thus was excluded.

Statistical analyses

Descriptive and inferential analyses were carried out. 2x2 analysis of variance was used to analyze data.

Results

Table 2 shows means and standard deviations (SD) of all dependent measures along with their internal consistencies (α range = .68-.82).

Table 2
Descriptive Statistics and Internal Consistencies of Scales (N = 60)

Scales	Public Schools		Private Schools		α
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	
Self Esteem	3.46	.31	3.42	.25	.82
Job Satisfaction					
Pay	1.71	.36	1.41	.25	.77
Promotion	1.62	.43	1.31	.23	.74
Supervision	4.72	.41	3.58	.89	.88
Fringe benefits	1.70	.44	1.36	.28	.75
Contingent reward	3.72	.61	3.78	.69	.78
Operating condition	3.68	.67	3.71	.69	.74
Coworkers	3.85	.62	3.98	.74	.68
Nature of work	4.26	.64	4.15	.87	.82
Communication	3.55	.58	3.41	.65	.75

Descriptive statistics showed good reliability index of all scales.

Result indicated that gender and type of school do not affect self-esteem or overall job satisfaction. However some components of

job satisfaction did express significant main effects and interactions, for example pay in private ($M = 1.71$, $SD = .36$) was significantly higher ($p < .05$) than public schools ($M = 1.41$, $SD = .25$); promotion believed to go significantly ($p < .05$) faster in private ($M = 1.62$, $SD = .43$) than public schools ($M = 1.31$, $SD = .23$); coworker who were perceived as significantly ($p < .05$) more helpful in private ($M = 3.89$, $SD = .62$) than public schools ($M = 3.98$, $SD = .74$); and supervision which was perceived as significantly ($p < .01$) better in private ($M = 4.72$, $SD = .41$) than public schools ($M = 3.58$, $SD = .89$). For operating conditions, nature of work and communication we found significant ($p < .05$) gender X type of school interactions. All other main effects and interactions for other components of job satisfaction were non-significant.

Table 3
Eleven two-way ANOVAs on Self-esteem and Job Satisfaction Measures (N = 60)

Source	<i>F</i>	<i>P</i>
Pay		
Gender	.23	.35
Type of School	3.44	.01*
Gender X Type of School	.09	.77
Promotion		
Gender	.15	.70
Type of School	5.74	.02*
Gender X Type of School	.09	.77
Supervision		
Gender	.00	.96
Type of School	11.73	.00**
Gender X Type of School	2.27	.14
Operating conditions		
Gender	2.59	.11
Type of School	.18	.68
Gender X Type of School	7.11	.01**
Coworkers		
Gender	1.13	.29
Type of School	4.16	.05*
Gender X Type of School	.65	.42
Nature of work		
Gender	2.39	.13
Type of School	.40	.53
Gender X Type of School	8.72	.01*
Communication		
Gender	.26	.61
Type of School	1.93	.17
Gender X Type of School	4.88	.03*

Note: Only significant findings are reported.

Discussion

The present study investigated the effects of gender and type of school (public and private) on self-esteem and job satisfaction of teachers and showed that self-esteem and overall job satisfaction were not affected by gender or type of school. Some components of job satisfaction (pay, promotion, supervision and coworkers) did produce main effects for type of school and gender X type of school (operating conditions, nature of work and communication). Other main effects and interaction for all other components were not significant.

Akhtar, Hashmi, and Naqvi (2010) found that there is significant difference in a teacher's job satisfaction in public and private sector schools. This study is also conducted in Pakistan and consistent with the results of our study for school differences. As the main reason for the equal satisfaction can be pay, structure services and present state of the country.

Self-esteem and job satisfaction is evidently important for factors such as; promotion, salary and wages, supervision, working with cooperation, while no significant relation was found between the dimensions of job satisfaction such as; marriage, sex, record of service, no. of family members (Alavi & Askaripur, 2003). With respect to our study on self-esteem and job satisfaction findings are different as (Ghazali, Shah, Zaidi & Tahir, 2007) no significant correlation was found for the general population and a weak positive correlation was present for obtained sample.

In Lopez study (1982), it was investigated that how self-esteem was related to different factors of job and job performance. The study found that there was no significant correlation between three self-esteem measures and performance on different satisfaction scales. Our findings are supported by this study as the self-esteem and job satisfaction relationship might be affected due to performance and job scales. However further research is required to understand the exact relationship of job satisfaction.

Erez and Judge (1994) described self-deception as an important psychological variable that influences job satisfaction and partially explicates the dispositional source of job satisfaction. Further, results of the study suggested that the relationship between subjective wellbeing and job satisfaction is reciprocal in nature. In concordance to our study, self-esteem can be seen as being positively related, however further research and investigation is required to verify the relationship of job satisfaction with predictor variables as self-esteem, nature of work, service structures and personal wellbeing.

Studies show immense relationship between job satisfaction and gender. Freisen (2003), Mwange and McCaslin (1994), and Varca *et al.* (1983) found that self-esteem is higher in males than female. Conversely, Hodson (2009) and Kelly (1989) and Main (1993) found that job satisfaction is high in females as compared to males. Considering job experience as important factor Wong (1986) and Bertz and Judge (2004) found that with the passage of time job satisfaction increases. Many other factors such as authenticity at workplace, organizational climate, organizational citizenship behaviors and team innovativeness and fringe benefits were also significantly related with the job satisfaction of employees.

Simmons (1970) investigated the factors which enhances job satisfaction in teachers both in the content and context point of view. According to Simon progress in teaching, environmental conditions of workplace, relationships with colleagues, school policies, benefits and salary are the main factors of job satisfaction. Findings of the present research showed that intrinsic motivation, relationship with colleagues, environmental conditions and salary were the main predictors of job satisfaction.

Both sectors, whether public or private are important regardless of their policies. Liaison and interaction between both sectors is required to make the educational system more structured. It is very important to employ well educated and well experienced teachers to bring the educational system up to the mark. Schools are the basic platforms for the growth and development of children and teachers are the most vital ingredient in this mix. In conclusion, we can say that high self-esteem and job related factors are very important to increase job satisfaction in teachers.

Limitations

The sample size was very small as most of the employees were not ready to take part in research due to busy schedules.

Suggestions

On the basis of the findings the following recommendations are made:

1. As teachers are important figure of the study so job satisfaction of teachers is very important to maintain standard of education so Government should make policies to reward and reinforce good teachers in order to increase their job satisfaction and self-esteem.
2. Professional induction and training courses should be arranged regularly in order to enhance motivation and skills of the teacher which ultimately lead them towards job satisfaction.

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Received March 17, 2013
 Revision Received April 7, 2014