RELATIONSHIP BETWEEN JOB SATISFACTION AND SELF-ESTEEM OF PRIMARY SCHOOL TEACHERS

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ABSTRACT

The aim of this study is to determine the relationship between job satisfaction and self-esteem of primary school teachers as case study of primary school teachers in Borno State, Nigeria. In all, 100 primary school teachers (50 males and 50 females) were selected across the 27 local government areas through convenient random sampling process. Correlation analyses was used to determine the relationship between job satisfaction and self-esteem of primary school teachers. At the end of the study, the finding revealed a strong positive relationship between job satisfaction and self-esteem of primary school teachers. The study further showed that the satisfaction teachers derive from their job can significantly impact on their self-esteem.

Key Words: Job Satisfaction, Self-Esteem, Primary School Teachers

1. Introduction

Teachers are major stakeholders in the education industry. They play a significant role in the development of education. Without teachers, no school system can survive. They are indeed important in the progress of any educational program. It is therefore necessary to give them the highest degree of respect by authorities' particular and society at large. Consequently, this research intends examined the relationship between job satisfaction and self-esteem among primary school teachers in Borno State, Nigeria.

1.1 Job satisfaction

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 in return for payment. While satisfaction is a wide idea and differs with the type 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.According to Mullins [1], job satisfaction is a multi-dimensional concept why can be defined in different 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.

According to Bullock [2], 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 duties.

Vroom [3] identified that job satisfaction is the optimistic direction of an employee towards the work which he or she presently occupies. It denotes to the worker's overall attitude towards his or her job.

According to Hoppock [4], job satisfaction as the combination of mental, physical and environmental conditions that 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[5] defined job satisfaction as the extent to which a worker is satisfied with the rewards out of his job particularly in relation to his intrinsic motivation.

Kaliski [6], 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.[7], 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.

 Job satisfaction is a feeling that manifest due to the insinuation that it leads to material and psychological needs. It is also being seen as the major contributor to the efficiency and effectiveness of organizations. The idea behind the concept of job satisfaction is that when employee is satisfied, he becomes happy and happiness brings success in work.

Spector[8] , identified three vital characteristics of job satisfaction which include; every organization should be directed by human values treating its workers fairly, with 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 organizations. Chhabra [9]posited that there is no collaborative impact of sex and job satisfaction on work-related pressure of school tutors. While Gowri [10]explored that amount of approach towards education had a significant impact on job satisfaction in relation to factor visible facilities and self-esteem. Teaching as an emotional activity, and teachers experience emotional exhaustion, burnout and depersonalization. Concerns about teacher turnover and attrition are reported widely as a global complex stress, unhappiness and job dissatisfaction. Chitra and Mahalakshimi [11] 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 indicated 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. Kadriu, et al [12] 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 the connection between variables and self-esteem was negatively associated with self- image and consumption syndrome conducts.

Erole [13] 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 suggested that normative rise regarding mastery to a great extent brings about normative rise in self-esteem.

Ayodele[14] researched on the relationship between self-esteem and 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[15], 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 [16], gave the definition of self-esteem as "individual's judgment of his or her self-worth".

According to Tomaka and Blascovich [17], self-esteem includes "cognitive and behavioral aspects as well as evaluative and affective ones".

According to Rosenberg[18], 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.

Bolger and Patterson [19] viewed that self-esteem can bring about healthy living and ability to overcome challenges.

2. Objectives of Study

To study the relationship between job satisfaction and self-esteem of primary school teachers

3. Hypothesis

There is no significant relationship between job satisfaction and self-esteem of primary school teachers

4. Methodology

This is a descriptive study which intends to determine how job satisfaction (independent variables) of primary school teachers in Borno State can predict their self-esteem (dependent variable).

4.1 Sample

A total of 100 teachers were sampled out of the entire population of primary school teachers in Borno State. The sampled 100 teachers divided proportionately according to gender 50 males and 50 females to ensure that both sexes are represented across the 27 local government areas in the State.

4.2 Tools

The data was collected using the following tools:

4.2.1 Job Satisfaction: The scale was developed by Richard Bellingham as a tool to measure the job satisfaction level of employees. It 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.

4.2.2 Self-esteem: The scale was developed by Rosenberg to measure the self-esteem of individuals. The scale is a ten item Likert Scale with items answered on a four-point scale from strongly agree to strongly disagree.

5. Results

Based on the objectives of the research, correlation analysis has been applied on the scores of Job Satisfaction and Self-Esteem which are presented in the table below

Correlation between Job Satisfaction and Self- Esteem

		JS	SE
JS	Pearson Correlation	1	$.782^{**}$
	Sig. (2-tailed)		.000
	N	100	100
SE	Pearson Correlation	$.782^{**}$	1
	Sig. (2-tailed)	.000	
	N	100	100

The results from the   table above shows that

there exists a strong positive correlation between job satisfaction and self-esteem of primary school teachers with a correlation value of 0.782 at a significance level of 0.01. Consequently, hypothesis: "There is no relationship between self-esteem and job satisfaction of primary school teachers" is rejected. Therefore, from the result shown above, it can be justifiably concluded that both self-esteem and job satisfaction have great influence on each other contrary to the assumption made earlier as portrayed above.

6. Conclusion

The interpretation of the result from the analysis shows that there is significant correlation between job satisfaction and self-esteem. Meaning that, job satisfaction has strong positive relationship with self-esteem of the primary school teachers. The implication is that the more teachers are satisfied with their job, the more their self-esteem. It is against this background that authorities and other stake holders concerned should put more emphasis on teachers' welfare and also intensify efforts in creating a conducive work environment for teachers to operate smoothly so as to enhance their self-esteem thereby increasing their commitment to work and hence better results. Since this research was limited to primary school teachers, further researches need to be carried out among teachers in all levels of education in order to guarantee better performance in the education sector.

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