

Impact of Self-Esteem, Occupational Stress, and Job Satisfaction Among School Teachers

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Abstract

The research study aimed to investigate the impact of self-esteem, occupational stress, and job satisfaction among school teachers. The study employed a cross-sectional research design with a sample of 93 school teachers selected using stratified random sampling. Three standardized instruments were used: the Rosenberg Self-Esteem Scale (Rosenberg, 1965), the Occupational Stress Index (Srivastava & Singh, 1984), and the Index of Job Satisfaction (Hudson, 1993). The findings revealed no significant differences in self-esteem, occupational stress, and job satisfaction between male and female teachers. Moreover, the results also revealed no significant differences in self-esteem, occupational stress, and job satisfaction between government and private school teachers. However, higher levels of self-esteem were associated with greater job satisfaction among teachers, while occupational stress did not significantly predict job satisfaction. These results highlight the importance of self-esteem in shaping teachers' job satisfaction and suggest the need to explore additional factors influencing job satisfaction among teachers.

Key words: Self-esteem, Occupational stress, Job satisfaction, School teachers

1. Introduction

In today's dynamic and demanding educational landscape, the role of school teachers is paramount in shaping the future of nations. However, this noble profession comes with its challenges, including high levels of stress, dissatisfaction, and burnout among educators. The impact of occupational stress on teachers' well-being, job satisfaction, and ultimately, the quality of education they provide cannot be overstated. Hence, understanding the intricate relationship between self-esteem, occupational stress, and job satisfaction among school teachers is essential for improving their professional experience and, consequently, educational outcomes.

Occupational Stress

Occupational stress, defined as the strain resulting from external pressures, is a universal challenge faced by school teachers (Seyle, 1956). The demanding nature of their work, coupled with factors such as workload, salary delays, and inadequate infrastructural facilities, contributes to high levels of stress among educators (Malik, Nudler & Meinhe, 1998; Ofoegbu & Nwandiani, 2006). Unmanaged stress not only affects teachers' physical and psychological well-being but also hampers their job satisfaction and performance (Cooper et al., 1989).

The Relationship Between Job Stress and Job Satisfaction

The relationship between job stress and job satisfaction is multifaceted and varies across studies. While some research suggests that job stressors predict job dissatisfaction (Cooper et al., 1989), others indicate that physiological stress levels may paradoxically enhance job satisfaction (Ismail et al., 2009). This complexity underscores the need for a nuanced understanding of the factors influencing teachers' job satisfaction beyond external stressors.

The Role of Self-Esteem in Job Satisfaction

Self-esteem, a fundamental aspect of individuals' psychological well-being, plays a crucial role in shaping job satisfaction among school teachers. Previous studies have demonstrated a positive correlation between global self-esteem and job satisfaction (Kerr & Imkson, 1978; Lopez & Greenhaus, 1978). High self-esteem not only mitigates the negative effects of stress but also enhances individuals' coping mechanisms and resilience in challenging work environments (Matteson & Ivancevich, 1987). However, the exact mechanisms through which self-esteem influences job satisfaction, particularly in the context of occupational stress, warrant further investigation.

2. Objectives

- To assess the difference in self-esteem, occupational stress and job satisfaction among school teachers based on demographic factors such as gender, type of school.
- To examine the impact of self-esteem and occupational stress on job satisfaction among school teachers.

3. Literature Review

Teaching is a profession associated with high levels of stress and job dissatisfaction, impacting the well-being of educators and the quality of education they provide (Embse et al., 2016). Stress among teachers

arises from various sources, including professional concerns, pupil behaviour, and professional tasks (Chaplain, 1995). Additionally, gender differences exist in stress perception, with men reporting higher stress levels in professional tasks and pupil behaviour, while women exhibit higher stress related to professional concerns (Chaplain, 1995). Moreover, job satisfaction among teachers is influenced by stress levels, with higher stress correlating with lower job satisfaction (Bano & Malik, 2014).

Self-efficacy, a belief in one's ability to perform tasks successfully, plays a crucial role in mitigating the effects of work stress on job burnout among teachers (Yu et al., 2015). Teachers with high self-efficacy are better equipped to cope with stressors and experience lower levels of job burnout (Yu et al., 2015). Furthermore, self-esteem, another psychological factor, influences job satisfaction among teachers (Reilly, Dhingra & Boduszek, 2014). Teachers with higher self-esteem are more likely to experience job satisfaction, indicating the importance of positive self-perception in teacher well-being (Reilly et al., 2014).

In addition to self-efficacy and self-esteem, emotional intelligence also contributes to job satisfaction among teachers (Akomolafe & Ogunmakin, 2014). Emotional intelligence enhances teachers' ability to manage stress and positively impacts job satisfaction (Akomolafe & Ogunmakin, 2014). Moreover, the school climate and social-emotional learning significantly influence teacher stress, teaching efficacy, and job satisfaction (Collie, Shapka & Perry, 2012). Teachers' perceptions of students' motivation and behaviour, along with their comfort in implementing social-emotional learning, are crucial factors affecting job satisfaction (Collie et al., 2012).

Furthermore, age, gender, education, and years of teaching experience are demographic factors that influence job satisfaction among teachers (Reilly et al., 2014). Perceived stress, however, remains a significant predictor of job satisfaction, with high levels of occupational stress associated with lower job satisfaction among primary school teachers (Reilly et al., 2014).

4. Methodology

4.1 Aim of the Study

The aim of this research study is to explore impact of self-esteem, occupational stress, and job satisfaction among school teachers.

4.2 Hypotheses

Ho1. There are no significant differences in self-esteem, occupational stress and job satisfaction among male and female school teachers.

Ho2. There are no significant differences in self-esteem, occupational stress and job satisfaction among school teachers working in government and private schools.

Ho3. There are no significant impact of self-esteem and occupational stress on job satisfaction among school teachers.

4.3 Research Design

The study employed cross-sectional research design to investigate the relationships between occupational stress and job satisfaction among school teachers in Dharmapuri, Tamil Nadu.

4.3.1 Sample

The research sample consists of 93 school teachers (48 males and 45 females) from both government and private schools. The sample was selected using stratified random sampling method.

4.3.2 Tools Used for the study

4.3.2.1 The Rosenberg Self-Esteem Scale

The Rosenberg Self-Esteem Scale (Rosenberg, 1965) is a 10-item self-report measure of global self-esteem. It consists of 10 statements related to overall feelings of self-worth or self-acceptance. The items are answered on a four-point scale ranging from strongly agree to strongly disagree. The scale has good predictive validity, as well as internal consistency and test-retest reliability (Schmitt & Allik, 2005). Cronbach coefficient has been shown to be high ($M = 0.81$) supporting the internal coherence of the scale.

4.3.2.2 Occupational Stress Index (OSI)

Occupational Stress Index (OSI) developed by Srivastava and Singh (1984). The scale consists of 46 items, comprising 28 'true-keyed' and 18 'false-keyed' and each of which is rated on a five-point scale. The reliability of the scale was measured through split-half (odd-even) method and the Cronbach's alpha-coefficient for the scales as a whole was found to be 0.935 and 0.90, respectively.

4.3.2.3 The Index of Job Satisfaction (IJS)

This scale, comprises 30 statements, each assessed on a 7-point scale: 1 = None of the time, 2 = Very rarely, 3 = A little of the time, 4 = Some of the time, 5 = A good part of the time, 6 = Most of the time, and 7 = All of the time. It's important to note that several items within the scale are subject to reverse scoring, specifically, items 1, 2, 3, 4, 6, 7, 8, 11, 13, 17, 20, 21, 23, 24, and 27. Notably, the IJS scale consistently demonstrates high reliability, typically yielding an Alpha coefficient of 0.90 or greater, affirming its effectiveness as a tool for assessing job satisfaction (Hudson, 1993).

5. Results

Table 1: Gender-Based Comparison of Self-Esteem and Occupational Stress and Job Satisfaction Among School Teachers

Variables	Gender				t	p
	Male (48)		Female (45)			
	M	SD	M	SD		
Self-Esteem	22.52	4.12	24.13	5.18	1.66	0.10
Occupational Stress	154.67	23.99	150.04	23.75	0.93	0.35
Job Satisfaction	126.54	6.17	127.69	5.38	0.95	0.34

p=0.05 level

Table 1 presents a gender-based comparison of self-esteem, occupational stress, and job satisfaction among school teachers. For self-esteem, male teachers had a mean score of 22.52 (SD = 4.12), while female teachers had a slightly higher mean score of 24.13 (SD = 5.18). The t-value for this comparison was 1.66, with a p-value of 0.10, indicating that the difference in self-esteem between male and female teachers was not statistically significant at the *p* = 0.05 level.

In terms of occupational stress, male teachers had a mean score of 154.67 (SD = 23.99), while female teachers had a slightly lower mean score of 150.04 (SD = 23.75). The t-value for this comparison was 0.93, with a p-value of 0.35, suggesting that the difference in occupational stress between male and female teachers was not statistically significant at the *p* = 0.05 level. Similarly, for job satisfaction, male teachers had a mean score of 126.54 (SD = 6.17), while female teachers had a slightly higher mean score of 127.69 (SD = 5.38). The t-value for this comparison was 0.95, with a p-value of 0.34, indicating that the difference in job satisfaction between male and female teachers was not statistically significant at the *p* = 0.05 level.

Table 2: Comparison of Self-Esteem and Occupational Stress and Job Satisfaction Between Government and Private School Teachers

Variables	Type of School				t	p
	Government (28)		Private (65)			
	M	SD	M	SD		
Self-Esteem	24.29	5.19	22.88	4.46	1.32	0.18
Occupational Stress	151.64	22.18	152.77	24.71	0.20	0.83
Job Satisfaction	128.11	5.12	126.66	6.06	1.10	0.27

p=0.05 level

Table 2 provides a detailed comparison of self-esteem, occupational stress, and job satisfaction between government and private school teachers. In terms of self-esteem, government school teachers reported a mean score of 24.29 with a standard deviation of 5.19, while private school teachers reported a slightly lower mean score of 22.88 with a standard deviation of 4.46. However, the difference in self-esteem between the two groups was not statistically significant ($t = 1.32, p = 0.18$).

Regarding occupational stress, government school teachers had a mean score of 151.64 with a standard deviation of 22.18, whereas private school teachers reported a mean score of 152.77 with a standard deviation of 24.71. The t-value for this comparison was 0.20, indicating no statistically significant difference in occupational stress between the two groups ($p = 0.83$). Similarly, the analysis of job satisfaction revealed that government school teachers had a mean score of 128.11 with a standard deviation of 5.12, while private school teachers had a mean score of 126.66 with a standard deviation of 6.06. The t-value for this comparison was 1.10, and the corresponding p-value was 0.27, indicating no significant difference in job satisfaction between government and private school teachers.

Table 3: Summary of The Regression Model Predicting Job Satisfaction Based on Self-Esteem and Occupational Stress

Model Summary		R Square: 0.092			
Dependent Variable: Job Satisfaction		Adjusted R Square: 0.072			
		F value: 4.551			
	Coefficients		Standardized Coefficients	t-value	Sig.
	B	SE	Beta		
Self-Esteem	0.355	0.127	0.288	2.796	0.006
Occupational Stress	-0.012	0.025	-0.049	-0.471	0.639

The regression analysis aimed to investigate the impact of self-esteem and occupational stress on job satisfaction among school teachers. The model accounted for approximately 9.2% of the variance in job satisfaction, indicating a modest but statistically significant relationship (R Square = 0.092, Adjusted R Square = 0.072, F value = 4.551, $p = 0.013$). Specifically, the results revealed that self-esteem had a significant positive effect on job satisfaction (Beta = 0.288, $p = 0.006$), suggesting that higher levels of self-esteem were associated with greater job satisfaction among teachers. Conversely, occupational stress did not significantly predict job satisfaction (Beta = -0.049, $p = 0.639$), indicating that the level of stress experienced in the workplace did not have a significant impact on teachers' overall job satisfaction in this model.

These findings highlight the importance of self-esteem as a potential determinant of job satisfaction among school teachers, while also suggesting that other factors not included in the model may contribute to teachers' overall job satisfaction.

6. Discussion

The comparison of self-esteem, occupational stress, and job satisfaction among school teachers yielded insightful results, shedding light on gender-based and institutional differences in these variables. Initially, the analysis revealed that there were no statistically significant differences in self-esteem between male and female teachers. This finding suggests that self-esteem levels were relatively consistent across genders within the sample, aligning with previous research indicating comparable levels of self-esteem among educators (Chaplain, 1995; Yu et al., 2015). Similarly, the analysis indicated no significant difference in occupational stress between male and female teachers. This indicates that both male and female teachers experienced similar levels of occupational stress, highlighting the universality of stressors in the teaching profession regardless of gender (Nasir et al., 2023). Additionally, the comparison of job satisfaction between male and female teachers revealed non-significant differences, indicating that both genders reported similar levels of job satisfaction despite potential variations in their work experiences (Bano & Malik, 2014).

Further examination of self-esteem, occupational stress, and job satisfaction among government and private school teachers revealed additional understandings. While government school teachers exhibited slightly higher levels of self-esteem compared to their private school counterparts, this difference was not statistically significant. This finding suggests that the type of school (government vs. private) did not significantly influence teachers' self-esteem levels, aligning with previous studies indicating the resilience of teachers across different educational settings (Embse et al., 2016). Similarly, no significant differences were observed in occupational stress between government and private school teachers, indicating that both groups experienced comparable levels of stress in their respective work environments. This aligns with existing literature highlighting the prevalent nature of occupational stress among teachers across different school types (Kundaragi, 2019). In terms of job satisfaction, the comparison between government and private school teachers yielded non-significant differences, indicating that both groups reported similar levels of job satisfaction despite potential variations in their working conditions. This finding emphasizes the importance of considering various factors beyond school type, such as school climate and organizational culture, in understanding teachers' job satisfaction (Collie et al., 2012).

The regression analysis aimed to explore the impact of self-esteem and occupational stress on job satisfaction among school teachers. The results revealed that the model accounted for approximately 9.2% of the variance in job satisfaction, indicating a modest yet statistically significant relationship. Especially, higher levels of self-esteem were associated with greater job satisfaction among teachers, highlighting the positive influence of self-esteem on teachers' overall job satisfaction (Reilly et al., 2014). Conversely, occupational stress did not significantly predict job satisfaction, suggesting that other unexamined factors may play a role in shaping teachers' satisfaction levels in the workplace (Akomolafe & Ogunmakin, 2014).

7. Conclusion

This study indicates that while there were no significant differences in job satisfaction between male and female teachers, or between government and private school teachers, self-esteem played a crucial role in determining overall job satisfaction among teachers. Specifically, higher levels of self-esteem were associated with greater job satisfaction, whereas occupational stress did not significantly predict job satisfaction. These findings underscore the importance of promoting self-esteem among teachers to enhance their job satisfaction and overall well-being. However, further research is needed to explore additional factors that may influence teachers' job satisfaction.

8. References

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