

Correlation of Self-Esteem, Job Satisfaction and Psychological Well-Being among Special Education Teachers

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Abstract

Teachers contribute in nation building, student's success and school development to a great extent. Self-esteem, job satisfaction and psychological well-being have assumed great importance in literature for better occupational performance. These are variables whose thorough understanding is awfully essential to enhance teachers' effectiveness. These important aspects failed to get attention of researchers for research in special education department in Pakistan. Therefore, the present study was conducted with aim to investigate the special education teacher's Self-esteem, job satisfaction and psychological well-being level. The ultimate goal was to investigate the correlation among Self-esteem, job satisfaction and psychological well-being of special education teachers. Teachers (N=300) working in different special education schools and centers of Faisalabad, Sargodha and D.G. Khan divisions constituted sample of the study. Three standardized instruments were used to measure the self-esteem, job satisfaction and psychological well-being among the teachers of special education, Data analysis was conducted through Statistical Package for Social Sciences (SPSS) Version 20. Descriptive analysis of respondents' score on self-esteem, job satisfaction and psychological well-being scales was calculated and Pearson r was applied to assess correlation. The results of study revealed that relationship between job satisfaction and psychological well-being is moderately positive and statistically significant on level of 0.01 (2-tailed), and relationship between self-esteem and job satisfaction and relationship between self-esteem and psychological well-being is insignificant. Educational implications are also discussed.

Key words: self-esteem, job satisfaction and psychological well-being

Introduction

Teacher is the source of enlightening candle of knowledge for the nations in every age. Knowledge could not be gained in the event that if it is not looked for and is gotten through the assistance of teacher. Consequently, educators need to assume a key role in nation building.

This high regard role of teachers makes teaching career exceedingly difficult and challenging (Salim, Nasir, Arip & Mustafa, 2012). Teachers are engaged in a large variety of tasks along with the basic face-to-face teaching, such as designing and development of curriculum, school preparation and planning, involvement of community, use of information technology, health and safety, resource organization, welfare of students, as well as playground and sports supervision. While demands on teachers have enlarged, little change is there in their sample of service, reward, reinforcement and career progression (Kelly, 2000). The circumstances have upheld teachers into a chaotic and turbulent routine which makes them to

encounter abnormal state of nervousness, experience occupational disappointment and extreme of anxiety, pressure, sadness and dissatisfaction from job in present period (Salim et.al., 2012).

Babita and Gurmit (2014) point out that, teachers who do not feel happy about their occupation might be less loyal and dedicated thus perform underneath their ability and capacities and that the teaching as occupation is confronting issues associated with teacher's job contentment and self-esteem. Those who are deficient in job satisfaction also perform poorly.

It is highly commended to boost up their level of self-esteem and their satisfaction in job and to work on their psychological well-being to gain better results. Particularly, teachers working in special education have to face very tough and difficult conditions as they work with special children. As special children have very uncommon necessities, special education teachers have to work with more energy and have to utilize more capabilities and cognitive resources to educate them.

To improve their effectiveness, it is extremely important to understand and work on their self esteem, job satisfaction, and psychological well-being. But these aspects are badly ignored in Pakistan in teaching profession specially and in special education department particularly. Currently, it is expected from teachers to enter the classroom only with content expertise and relied upon pedagogical skills only. Confident certain, affective and psychological features of teaching are still unnoticed. Therefore, this study is being conducted with the aim to measure the level of self-esteem, job satisfaction and psychological well-being among the teachers of special education and to explore the relationship among these constructs.

Literature Review

Self-Esteem

Self-esteem could also be described simply as a favorable or unfavorable judgment towards the self (Rosenberg, 1965). Self-esteem can assume a noteworthy role in one's inspiration and motivation about success all through his life. Low self-esteem may keep one away from succeeding in light of the fact that one does not trust himself to be fit for progress. High self-esteem may lead towards success as one finds the way for life with optimistic, self-assured approach and believe that one can achieve his goals. Self-Esteem mirrors a person's generally speaking abstract passionate assessment of his or her own value. It is a choice made by a person as an attitude towards the self. Self-esteem includes faith about oneself, (for instance, "I am knowledgeable", "I am not extremely valuable" or "I am not skilled") as well as enthusiastic states, such as despair, triumph, pride, and disgrace. Self-esteem is simply the assessment of oneself whether it is positive or negative about the self. Self-esteem is an immediate job of positive and negative experience of past, present, and future (Tashakkori, Thompson, Wade, & Valente, 1990). Researches indicated that negative feelings for example stress, uneasiness, anxiety, and maladjustment are more common in individuals with low self-esteem than in people with high self-esteem (Taylor & Brown, 1988). Persons with towering level of self-esteem are said to feel certain about their abilities and those with low self-esteem are said to have sense of being deficient, inferior and helpless as an effect these feelings create depressing conditions (Pearlin, Lieberman, Menaghan, & Mullan, 1981). Self-esteem may make individuals sure that happiness is their fundamental right. The development of positive self-esteem builds the capacity to approach other individuals with deference and kindheartedness, benevolence and goodwill, which foster good and rich social relationships and avoid negative ones (Blascovich & Tomaka, 1991).

In order for the teachers, those with high self-esteem may feel fit for affecting others' feelings and influencing opinions and behaviors of other people in an encouraging way. Teachers

may feel themselves able to influence the opinions or behaviors of others in a very positive way. They are Prepared to exhibit feelings and emotions in different situations, be content with responsibility in positive and confident manner, exhibiting a high level of tolerance to frustration. Focus on new things in a positive and very secure way in proper perspective. Express encouraging feelings about themselves. Possessing an internal management position (the belief that everything that comes to their way is the result of their personal behavior and actions).

Contrarily, teachers having low level of self-esteem may communicate self-derogatory statements consistently, show helplessness, are overly dependent and are not willing for perfectionism practice. They always show an excessive need for acceptance, are always thinking ideas to please authorities, feel difficulty in making decisions, show low tolerance to frustration, become simply defensive and have very little confidence in their judgment (Babita & Gurmit, 2014).

Job Satisfaction

Job satisfaction is characterized as one's own assessment and evaluation based on constructive and positive or negative feedback related to a job. According to a definition, it includes an individual's job and evaluation about his/her job. Within dissatisfaction about job, it was discovered to lead to job stress as a basis for negative attitudes towards job. Job satisfaction alludes to the level how much teacher's need for acknowledgment, fulfillment and appreciation are met (Evans, 1997). Stress has a negative effect on Job satisfaction (Borg, Riding & Falzon, 1991). Researches demonstrated that if the work environment is positive, it will contribute to job satisfaction of teacher (Tran & Le, 2015). Different studies highlight that teachers who are satisfied with their profession will chose to keep working in schools that offer a positive working environment. In other words, teacher's retention is associated with job satisfaction (Skaalvik & Skaalvik, 2011). If teachers working in the educational system are satisfied with their job, it will definitely increase effectiveness of an educational system. So it can rightly be said that development of educational system basically depends on the job satisfaction of teachers (Ghazzawi, 2008). On the other hand, if the teachers are dissatisfaction with their job, its ultimate result is absenteeism from schools, job change intentions and turnover (Ghazzawi & Smith, 2009), violent conduct with co-workers and pupils, before time exit from the profession of teaching and psychological departure from work (George & Jones 2008; Robbins & Judge, 2009). In order to boost teacher efficiency, output, effectiveness and job dedication, schools should satisfy teacher's desires and needs by building a positive work environment.

Previous studies show that job satisfaction is of paramount importance, because of its direct link with performance of work (Caprara, Barbaranelli, Steca & Malone, 2006), mental and physical condition (Fritzsche and Parrish, 2005), and decisions about selection of career (Caprara, Barbaranelli, Borgogni, & Steca, 2003; Skaalvik & Skaalvik, 2009). Teachers who are not satisfied with their work show less loyalty and dedication to their duty, put negative effect on student's inspiration through emotional infectivity (Hatfield, Cacioppo & Rapson, 1993), might not be able to meet the needs of pupils for independence and competency (Klusmann, Kunter, Trautwein, Lüdtke, & Baumert, 2008; Ryan & Deci, 2000). It is further observed that they can easily quit their profession (Ingersoll, 2001).

Satisfaction of teacher is vital for pupil's attainment and school performance therefore, it can rightly be said job satisfaction assumes good influence on performance at work. (Judge et al., 2001). Teachers are primarily responsible for developing literacy skills of students, providing them opportunities for private development, teaching about societies and developing them prepared for the labor market. Teacher's job satisfaction is decided by teaching capabilities their

effectiveness and stress while performing job tasks. Additionally, job satisfaction puts effect on teacher's rotation and withholding. The probability of leaving the occupation is increased when staff is less satisfied with their job (Crossman & Harris, 2006).

Psychological Well Being

Teaching is one of the most important professions in the societies. The well-being of society tomorrow is directly affected by the well being of teachers today. If the well-being of every teachers is not enhanced, educational standards and young people's educational experiences will be affected in reaching economic, trade and industry and community consequences for the state. Psychological well-being (PWB) is described as "the overall effectiveness of an individual's psychological functioning" which is associated with main aspects of an individual's life, work, relatives, society, etc. There are three characteristic that configure the psychological well-being (PWB). First one is a phenomenological event, implying that individuals are glad when they emotionally trust themselves to be so. Secondly, well-being implies on emotional conditions. In particular psychologically healthy individuals are more inclined to experiencing positive emotions and they take risks and are at less risk to experience negative emotions. Third, well-being alludes to one's over all life (Cropanzano, 2000). In the work place, psychological well being plays an imperative role in shaping occupational satisfaction and has gained the attention of a pile of researches in recent years (Baptiste, 2008). Teachers are renowned in shaping students and delivering knowledge. Teachers are known to train students and provide information to them. It has been found that teachers' work pressure and dissatisfaction are in a frightening state due to the high level of work pressure (Van Emmerik, 2002). Mukundan, et al., (2015) have revealed the fact that teaching as profession generates fatigue and they are finally agreed that mostly teachers have to bear and suffer from high level of stress. As world is changing rapidly so renewal in modern educational system combined with work stress puts great impact on their psychological well-being state, which has strong association with individual's status of mental health. Studies indicated that people who are mentally or psychologically healthy and strong will have the ability to manage time and nervous tension competently and effectively and will also show positive approach towards work (Winefield, 2002).

Correlation among self-esteem, job satisfaction and psychological well-being

There is a great pile of research which deals with general education teachers' self-esteem, job satisfaction and psychological well-being but as individual constructs. Correlational studies are very few and among them majority is concerned with job satisfaction and well-being.

Muniandy (2017) investigated relationship between English teachers' Job Satisfaction and their Psychological Well-Being and found no significant relationship between the constructs under study. Majority of the research studies concluded that relationship between the constructs is positive (Benevene, Ittan & Cortini, 2018; Isgor & Haspolat, 2016; Rothner, Corn, & Coetzer, 2005; Salim et al., 2012; Satuf, Monteiro, Pereira, Esgalhado, Marina & Loureiro, 2018; Wright & Bonett, 2007) whereas only a few studies found a negative relationship (Muniandy, 2017; Wadhawan, 2016).

An important study (Mocheche, Bosire & Raburu, 2017) on influence of self-esteem on job satisfaction of secondary school teachers was conducted in Kenya. Relationship between self-esteem and job satisfaction was analyzed. The sample of study comprised of 903 secondary school teachers in Kisumu central sub county. The study adopted ex post facto research design and a mixed method approach. The results of study showed that there was a weak but positive correlation between self-esteem and level of job satisfaction.

A research study was conducted to seek the role of optimism and self-esteem in job satisfaction. Sample of the study comprised private university teachers in Bangladesh (Ahmed, 2015). She concluded that self-esteem is positively associated with job satisfaction.

Reilly, Dhingra and Boduszek cited in their research that teachers' self-esteem, self-efficacy beliefs, and job stress determine their job satisfaction to a small extent.

For relationship between self-esteem and job satisfaction, some researchers found a positive relationship (Mocheche et al., 2017; Paradise & Kernis, 2002) when (Fitzmaurice, 2012) found negative relationship.

There is scarcity of research on special education teachers' self-esteem, job satisfaction and psychological well-being particularly in Pakistan. Therefore, this study is conducted to investigate special education teachers' level of self-esteem, job satisfaction and psychological well-being and to explore correlation among these psychological constructs.

Methodology

The study is intended to investigate the relationship among self-esteem, job satisfaction, and psychological well-being among the teachers of special education. Hence, the most suitable design for the study is correlational research.

Population and Sample

Population for the study consists of all the special education teachers working in different centers and schools of special education Punjab, Pakistan. Convenient sampling technique was used for selection of the sample. A total of 300 teachers from three divisions (Sargodha, D.G. Khan and Faisalabad) of Punjab participated in the study. Teachers with minimum one year of experience were part of study. Among them, 35% were male and 65% were female. Majority of the teachers were married (72%), belonged to urban background (70%) and were Master's degree holders (80%). Their age ranged from 25 years to 56 years. Half of them were working on contract and the others on regular basis.

Research Instruments

Following three questionnaires were used for data collection in addition to demographic sheet:

Self-esteem scale

Rosenberg self-esteem scale was used to assess special school teachers' self-esteem. Rosenberg developed it in 1965. It is a brief uni-dimensional 10-item self-report measure. The items are responded on a four point scale which ranges from 1= strongly disagree to 4= strongly agree. Reverse scoring was done for five negatively worded items: 3, 5, 8, 9, and 10. It is widely used scale with reasonable reliability.

Job satisfaction survey

Job satisfaction survey (Spector, 1985) was used in study to assess the job satisfaction of special education teachers. This is a 36 item scale and consists of nine facet scales as pay, promotion, supervision, nature of work, communication, fringe benefits, coworkers, operating conditions and contingent reward. Each facet is composed of four items, from which total score is computed. Among them, half of the items are with reverse scoring as 2, 4, 6, 8, 10, 12, 14, 16, 18, 19, 21, 23, 24, 26, 29, 31, 32, 34 and 36. The JSS is measured with a 6-point Likert scale (from 1= disagree very much to 6= agree very much).

Psychological well-being scale

The third variable of the study is psychological well-being, which is analyzed by using Ryff's (1989) Psychological Well Being Scale (PWBS). The PWBS consists of 42 items to gauge the degree of psychological well-being of the special education teachers. PWBS consists of six distinct dimensions; autonomy, environmental mastery, personal growth, positive

relationship with others, purpose in life and self-acceptance with seven (7) items in each dimension from which total scores is computed. Half of items are reserve scored as they are negatively worded: 3, 5, 10, 13, 14, 15, 16, 17, 18, 19, 23, 26, 27, 30, 31, 32, 34, 36, 39 and 41. The PWBS is measured with a 6-point Likert scale (from 1= strongly disagree to 6= strongly agree).

Table 1

Descriptive Analysis of Self Esteem Scale

	<i>N</i>	<i>Minimum</i>	<i>Maximum</i>	<i>M</i>	<i>SD</i>
Self Esteem	300	1.70	3.20	2.5583	.21161

Table 1 depicts the level of special education teachers' self-esteem. They possess an average level of self-esteem ($M=1.255$, $SD= 0.21$).

Table 2

Descriptive Analysis of Job Satisfaction

	<i>N</i>	<i>Minimum</i>	<i>Maximum</i>	<i>M</i>	<i>SD</i>
Nature of work	300	2.00	6.00	4.56	.88
Supervision	300	1.25	6.00	4.46	.95
Coworkers	300	2.00	6.00	4.15	.79
Pay	300	1.50	6.00	4.06	.82
Communication	300	1.25	6.00	4.02	.88
Contingent Rewards	300	1.50	5.75	3.77	.60
Fringe Benefits	300	1.00	5.75	3.58	.87
Operating Condition	300	1.25	5.25	3.26	.74
Promotion	300	1.00	6.00	3.21	1.15
Job Satisfaction	300	2.56	5.14	3.90	.44

Descriptive analysis was done to calculate the mean score of job satisfaction survey sub factors (pay, promotion, supervision, fringe benefits, contingent rewards, operating conditions, coworkers, nature of work and communication). Table 2 shows that job satisfaction survey sub scale *nature of work* has the highest mean score of 4.56 and job satisfaction survey sub scale *promotion* has lowest mean score 3.21. Total mean score of job satisfaction survey 3.90 which is slightly higher than scale mean. It can be interpreted from table 2 that special education teachers are moderately satisfied with their jobs.

Table 3

Descriptive Analysis of Psychological Well-Being

	<i>N</i>	<i>Minimum</i>	<i>Maximum</i>	<i>M</i>	<i>SD</i>
Self-Acceptance	300	2.86	6.00	4.38	.69
Purpose in Life	300	2.57	6.00	4.30	.69
Personal growth	300	2.14	6.00	4.27	.66
Relationship with Others	300	2.71	6.00	4.27	.67
Autonomy	300	2.86	6.00	4.06	.66
Environmental Mastery	300	2.14	6.00	3.99	.65
psychological well being	300	3.14	5.88	4.21	.54

Descriptive analysis was done to calculate the mean score of psychological well-being scale sub scales (environmental mastery, personal growth, relationship with others, and purpose

in life, self-acceptance, autonomy and psychological well-being). Table 3 shows that psychological well-being scale sub scale *self-acceptance* has the highest mean score ($M=4.38$, $SD=0.69$) and psychological well-being scale sub scale *environmental mastery* has lowest mean score ($M=3.99$, $SD= 0.65$). Total mean score of psychological well-being scale is ($M=4.21$, $SD= 0.54$) which is somewhat higher than scale mean. So, it is evident that special education teachers possess moderate level of psychological well-being.

Table 4

Correlation among Self Esteem, Job Satisfaction and Psychological Well Being Scale

	1	2
1 Self Esteem		
2 Job Satisfaction	-.06	
3 Psychological Well Being	.01	.41(**)

Note. ** Correlation is significant at the 0.01 level (2-tailed).

Pearson correlation coefficient was applied to find out the relationship among self-esteem, job satisfaction and psychological well-being scale. Table 4 shows that relationship between self-esteem and job satisfaction and relationship between self-esteem and psychological well-being is insignificant on level of 0.01(2-tailed). Table 4 further shows that relationship between job satisfaction and psychological well-being is moderately positive and statistically significant on level of 0.01 (2-tailed).

Discussion

This study was conducted to measure the level of self-esteem, job satisfaction and psychological well-being among the teachers of special education and to explore the relationship among these constructs.

It is determined in the current study that most teachers have moderate level of job satisfaction as Aziz (2014) had pointed out. Many other researchers also agreed with him (George, Louw & Badenhorst, 2008; Muniandy, 2017; Saad, Samah & Juhdi, 2008; Strydom, Nortje, Beukes & Van der, 2012). Parasuraman, Uli and Abdalla (2009) argued that in the government schools, teachers are displeased with their occupation. High workload in addition to low supervision may be held responsible for it (Gillespie, Walsh, Winefield, Dua, & Stough, 2001; Van Emmerik, 2002). Mukundan et al., (2015) have declared that teaching work demands create burnout among teachers and they ultimately go through extraordinary stress. These findings have significant educational implications. If this issue is not addressed immediately, the teachers may get more mental distress and physical illness (Kinman, 2001). Their personal growth may also be affected by this dissatisfaction (Haidt & Rodin, 1999).

It is found in the current study that teachers have moderate level of psychological well-being which is in accordance with the findings of previous study conducted in Malaysia on English teachers (Muniandy, 2017).

Special education teachers have also got moderate level of self-esteem. The findings are in line with those of Ogochi (2014) who accomplished a study in Kenya on general education teachers.

On the whole, this study indicates a normal level of special school teachers' self-esteem, job satisfaction and PWB. Their level of psychological well-being is comparatively higher ($M= 4.06$) than that of the job satisfaction ($M= 3.90$) and the self-esteem ($M= 2.55$). The results of present research are similar to previous research (Muniandy, 2017; Wright & Bonett, 2007). In his research, he found an average mean score for teachers' psychological wellbeing and their job

satisfaction but their level of psychological well-being was slightly higher than that of the job satisfaction.

Furthermore, it is declared in this study that relationship between self-esteem and job satisfaction and relationship between self-esteem and psychological well-being is insignificant. The findings are in contrast of previous research studies (Mocheche et al., 2017) and (Paradise & Kernis, 2002) which declared a positive correlation between teachers' self-esteem and their level of job satisfaction. Awan and Sitwat, (2014) Proved self-esteem as predictor of personal well-being. Contrarily, Fitzmaurice (2012) studied the role of optimism and self-esteem in job satisfaction and indicated a negative relationship.

This study shows that relationship between job satisfaction and psychological well-being is moderately positive and statistically significant. The findings are supported by earlier research (Isgor & Haspolat, 2016; Rothne et al., 2005). It is evident that psychological well-being plays a critical role in augmenting teachers' job satisfaction. Salim et al., (2012) affirmed that job satisfaction augments organizational citizenship behavior, commitment with organization and employee well-being. Satuf et al., (2018) explored a positive effect of job satisfaction for happiness, health, self-esteem and personal well-being. Wadhawan (2016) argues that contented workers exhibited greater level of job satisfaction and job performance. Benevene et al., (2018) explored mediating role of Job satisfaction for self-esteem, health and happiness among teachers. Wright and Bonett (2007) substantiated that job satisfaction was most negatively and intensely associated with turnover when psychological well-being was low. But a few studies previously conducted do not support the findings (Muniandy, 2017).

Recommendations

Teachers are very important to maintain standard of education so Government should make policies to reward and give reinforcement to good teachers in order to increase their job satisfaction and psychological well-being. Professional induction and training courses should be arranged on regular basis in order to increase passion and skills of the teachers which finally direct them towards job satisfaction. In service teachers training programs should focus on teacher's psychological well-being alongside their professional skills improvement. Promotion policy should be reviewed and there must be some fast promotion channel to reward teachers and enhance their job satisfaction. Further studies should be conducted with background variables that could affect job satisfaction and psychological well-being among the teachers of special education, for example, disability of the students whom they are teaching to as HIC, PHC, MCC, VIC.

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