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Influence of Self-esteem on Teachers' Job Effectiveness in Public Secondary Schools in Orlu Education Zone, Imo State, Nigeria

Dr. Israel Chijiuka Oparaji

Lecturer, Department of Educational Management,
Nnamdi Azikiwe University, Awka, Anambra State, Nigeria

Dr. Anthony Chudi Ugwu

Lecturer, Department of Educational Management,
Nnamdi Azikiwe University, Awka, Anambra State, Nigeria

Obineme Patience Obiageli

Lecturer, Department of Educational Management,
Nnamdi Azikiwe University, Awka, Anambra State, Nigeria

Emengini Boniface

Lecturer, Department of Educational Management,
Nnamdi Azikiwe University, Awka, Anambra State, Nigeria

Abstract

In this study, the researcher investigated the Influence of Self-esteem on Teachers' Job Effectiveness in Public Secondary Schools in Orlu Education Zone, Imo State. The research design adopted for the study was the descriptive research design. Two research questions and two null-hypotheses guided the study. The population of the study consisted of 15,248 teachers in the state public secondary schools and the proportionate random sampling technique was used to choose 4,326 as the sample size for the study. The instrument used for data collection from the respondents was the 'Influence of Self-esteem on Teachers' Job Effectiveness in Public Secondary schools in Imo State Questionnaire, (ISETJEPSSISQ)'. The instrument was validated by three experts, two from the Department of Educational Management and Policy and one from the Education Foundations. The instrument was divided into two. Section A was concerned with self-esteem and teachers' confidence in themselves for job performance while section B dealt with self-esteem and teachers' job effectiveness. The two sections of the instrument gave a correlational value of 0.86 which was considered high enough for the study. The reliability of the instrument was established through pilot-testing and analysis by Cronbach alpha. Pearson Product Moment Correlation Coefficient was used to answer the research questions and test the hypotheses at 0.05 level of significance. For the purpose of analysis, each item was weighted and scored as; Strongly Agreed (SA) = 4points, Agreed (A) = 3points, Disagreed (D) = 2points and Strongly Disagreed (SD) – 1point. In testing the null-hypotheses, if p-value ($p < 0.05$) was equal or greater than 0.05, the null-hypothesis was accepted but where it was otherwise, it was rejected. The finding of the study among others was that many teachers do not perform on their jobs because of low self-esteem. It was then recommended that principals of schools in Imo State, Nigeria should organize seminars to boost their teacher's self-esteem for effective job performance.

Keywords: Self-esteem, teachers' job effectiveness, public secondary schools

1. Introduction

The concept of self-esteem can be explained to mean the way a person looks at himself. It is a process of self-estimation in relation to others. Shiomura (2008) defined it as the feeling of self-appreciation. This is however dialectical as self-esteem is not always on the positive side. It is the outcome of self-assessment and the exercise is occasioned by the regular performance of an individual over a reasonably specified period.

Self-esteem is a strong emotional evaluation of oneself, positive or negative. It is what an individual believes he is based, on the rating of oneself. And this rating shows up as a response to the degree of public acceptability or otherwise (Johnson, 2017). It is confidence expressed in oneself. When an individual stretches it, it becomes self-engrossment or pride.

Self-esteem if on the contrary represents lack of confidence on oneself and a feeling of inferiority complex before others. So, it makes an individual to believe that others are better than him. Sometimes if it is extended in application, the individual feels like depending on others for guidance, leadership and help. This type of feeling according to Wang (2009) can result in failure and eventually self-defeat. It is the feeling of weakness and the belief that unless external support comes up, certain tasks or obligations are difficult to be achieved.

In highlighting the causes of self-esteem, Mariam (2020) indicated environmental factors as very crucial in determining the self-esteem of an individual. Environment in this context stands for family upbringing, the economic viability of one's family and the character of the individuals that surrounded the person's growth or development. Nationally, people who grew up from wealthy families have high self-esteem and the same goes to individuals surrounded by arrogant or proud prodigies. These are people who because of their innate superlative abilities pride themselves over others.

Educational attainment can create a feeling of self-esteem in a person. Raseya and Kawamura (2004) submitted that people who have attained high academic height have high self-esteem. Such people especially academics feel better than others and hardly subject themselves to the leadership of those less educated. Sometimes too, self-esteem can as in most cases spring open the psychology of the individual. Certain individuals mainly due to their ignorance of the world outside, esteem themselves higher than others. Johnson (2017) remarks that such character elements could be traceable to the individuals' families. Taking in another language, there are individuals that are naturally proud and esteem themselves higher or better than others even when there is nothing to suggest it.

Beyond academic attainment, achievement in commerce, politics and even wealth accumulation can generate individual self-esteem. Such people according to Hosogi (2007) feel stronger than others in terms of wit, ability to achieve and in the propensity to negotiate gainful opportunities. This is derived from philosophical and ethical standpoint that self-esteem is the absolute value of one's personal cravings and achievement (Gayman, 2011).

A lot of methods or criteria have been adopted to evaluate or measure self-esteem. Rosenberg self-esteem scale, Coppersmith 58 evaluation criteria for children and 50 criteria for adults, implicit association test and many others. The outcome of all these self-esteem evaluation criteria is that self-esteem of an individual whether positive or otherwise is a function of the latent thought and belief of the individual.

Sometimes however, people develop high self-esteem just to fight intimidation from others. When this is the case, such people close the chances of reasoning with others and loathe all forms of alternative consideration of facts (Olamujan, 2013). This presupposes that the fear of being made or treated less, as may be, rights and obligations being denied of the person, can generate high self-esteem. The danger according to Akajindu (2016) is that this state of 'fake self-esteem' blocks knowledge and hinders the victim, the opportunity of growth.

Self-esteem in the words of Matsuzaki (2007) should be knowledge driven especially if it is positive oriented. It should be a function of increase in cognitive advancement that has resulted in high academic and material achievement. A feeling of superiority or high self-esteem without any reasonable achievement to show for it, Matsuzaki (2007) maintains is rather arrogance and a misrepresentation of oneself. This Johnson (2017) added is dangerous because it is socially counter-productive as it leads to a loss of virtue and modesty.

The role of self-esteem whether high or low in the life and job of a teacher cannot be underestimated. Masula and Yasuko (2007) are of the opinion that the effectiveness of a teacher is corollary to his self-rating. A teacher with high self-esteem exudes confidence in himself and his capacity to do his job well. Such a teacher displays mastery in the performance of his job. His personality or carriage is a source of mentorship to the students.

Self-esteem smoothenes the intuitiveness of a teacher. This means that it helps and sharpens the resource capacity of a teacher. Buyan (2010) stated that self-esteem links a teacher to sources of intelligence and the display of same within and outside the classroom. It is the recipe for a teachers' job effectiveness and in fact the metaphor for a teacher's ingenuity. It is the strength of a teacher's capability and the outlet of a teachers' good job in performance. Self-esteem is a teacher's belief in himself and in his ability to do well in his tasks or job. It makes one teacher better than another.

The low self-esteem of a teacher is his job travesty. It weakens a teacher's capability for effective job performance. It drains the intelligibility of a teacher and expresses his lack of confidence in himself (Cohen, Mansoor, Langut and Lober 2007). This lack of confidence leads to a teacher's poor quality job delivery and affects his relationship with his colleagues and with even the students especially those in public secondary schools.

Public secondary schools are schools administered or run by government. It could be federal or state government. It is however important to point out that a school could be of private origination but if it is taken over by the government, it is then a government school and have a public secondary school status (Odinaka, 2015). The government recruits and post teachers to such schools, pays the teachers and regulates the operations of the schools and teachers.

Teachers according to Ikhloa (2016) are men of pedagogy. They are people trained with skills of teaching and certified to transmit knowledge to students. They interface with students at the classroom level and their job is a point of interaction or relationship with students. In addition to teaching, they mentor and monitor students to ensure that lessons are understood.

1.1. Statement of the Problem

Self-esteem represents self-regard or self-confidence. To a teacher, it is the outcome of self-evaluation. The criteria for self-evaluation could vary from the wealth acquisition, social status, academic attainment and job performance especially at the classroom with students.

Teachers' job effectiveness can only be ascertained through students' performance in examinations. One thing that can help teachers prepare students effectively to pass their examinations is the quality and extent of self-esteem.

As stated earlier, the notion of self-esteem stands for how teachers see themselves. It explains whether a teacher behaves in themselves or not and where a teacher behaves, the extent he trusts himself to teach his students effectively.

It is said that there are no correlational centres within the schools, especially in public schools where teachers with low esteem can be worked on to build, stimulate or help them enhance their self-esteem. In addition to this, there are no sufficient empirical findings or literature that can help teachers engage in confidence building in order to grow their

self-esteem. This accounts for why this study investigated the influence of self-esteem on teachers' job effectiveness in public secondary schools in Imo State.

1.2. Purpose of the Study

The study ascertained the relationship between self-esteem and teachers' job effectiveness specifically, the study investigated;

- How self-esteem affects teachers' confidence in their ability to perform their job in public secondary schools in Okigwe Education Zone, Imo state.
- How self-esteem influences teachers' job effectiveness in public secondary schools in Okigwe Education Zone, Imo state.

1.3. Research Questions

The following research questions were adopted to guide the study;

- To what extent does self-esteem affect teachers' confidence in their ability to perform their job in public secondary schools in Okigwe Education Zone, Imo state?
- To what extent does self-esteem influence teachers' job effectiveness in public secondary schools in Okigwe Education Zone, Imo state?

1.4. Hypotheses

The following hypotheses were formulated to aid the study;

- There is no significant relationship between self-esteem and teachers' confidence in their ability to perform their job in public secondary schools in Okigwe Education Zone, Imo state.
- There is no significant relationship between self-esteem and teachers' job effectiveness in public secondary schools in Okigwe Education Zone, Imo state.

2. Method

In this study, the researcher investigated the influence of self-esteem on teachers' job effectiveness in public secondary schools in Okigwe Education Zone, Imo state. The design adopted in the study was the descriptive research design. Two research questions and two hypotheses guided the study. The population of study consisted of 15,248 teachers in the state. The sample size of 3,812 teachers was drawn using simple random sampling technique which made up of 25% of the total population.

The instrument that was used to collect responses from the respondent was an 11-item questionnaire titled, 'Influence of Self-esteem on Teachers' Job Effectiveness in Public Secondary Schools in Imo State Questionnaire, ISETJEPSSISQ'. The instrument was divided into clusters. Cluster A was concerned with self-esteem and teachers' confidence on themselves while cluster B dealt with self-esteem and teachers' job effectiveness. The instrument was structured on a four-point rating scale of; Strongly Agreed (SA) = 4 points, Agreed (A) = 3 points, Disagreed (D) = 2 points, Strongly Disagreed (SD) = 1 point. The instrument was validated by three experts; two from the Department of Educational Management and Policy and one from the Department of Education Foundations, all from the Faculty of Education, NnamdiAzikiwe University, Awka.

The reliability of the study was obtained through pilot-testing and analysis using Cronbach alpha. Mean and standard deviation was used to analyze data related to the two research questions and to ascertain the spread of the respondents' responses to the mean. Pearson Product Moment Correlation Coefficient was used to test the two null hypotheses at 0.05 level of significance. The null hypothesis was accepted where the p-value is equal to or greater than the significant value while the null hypothesis was rejected where p-value is less than the significant value. The analysis was carried out using Statistical Package for Social Sciences (SPSS) version 23.0.

3. Results

3.1. Research Question 1

How does self-esteem enhance teachers' confidence on themselves for job performance in public secondary schools in Okigwe Education Zone, Imo state?

S/N	Item on Self-esteem and Teachers' Confidence for Job Performance	\bar{X}	SD	Remark
1.	Self-esteem gives teachers confidence to actively participate in cocurricular activities.	3.06	.61	Agree
2	Teachers' believe in themselves enable them to mark students' tests and give them prompt feedback	3.62	.87	Strongly Agree
3	It is the confidence in oneself to perform task or job as expected.	3.04	.72	Agree
4	Makes teachers believe in their ability to overcome instructional challenges.	3.09	.69	Agree
5	Self-esteem is the confidence in a teacher's capacity to supervise all school activities	3.72	.59	Strongly Agree
6	Self-esteem is the confidence in a teacher's capacity to attend to class lessons regularly	3.56	.89	Strongly Agree
	Grand Mean	3.35		Agree

Table 1: Respondents' Mean and Standard Deviation on How Self-Esteem Enhance Teachers' Confidence for Job Performance

Data in table 1 shows that out of 6 items listed on how self-esteem enhance teachers' confidence for job performance, teachers strongly agree to items 2, 5 and 6 with mean scores ranged between 3.56 and 3.72 while teachers agree on the remaining three items (items 1, 3 and 4) with mean scores ranged between 3.04 and 3.09. The grand mean score of 3.35 shows that on the whole, teachers in public secondary schools in Imo State agree that self-esteem enhance their confidence for job performance. The standard deviation ranges between 0.61 and 0.89 indicating that the respondents are not wide apart in the mean ratings.

3.2. Research Question 2

How does self-esteem help teachers' job effectiveness in public secondary schools in Okigwe Education Zone, Imo state?

S/N	Items on self-esteem and teachers' job effectiveness	\bar{X}	SD	Remarks
7	Self-esteem is corollary to teachers' job effectiveness.	3.32	.81	Agree
8	It makes teachers to handle their jobs with dexterity.	2.94	.74	Agree
9	It makes teachers to exercise mastery over the intricacies of their jobs.	3.84	.61	Strongly Agree
10	It makes teachers thorough in their jobs.	3.26	.76	Agree
11	Self-esteem makes for teachers' job effectiveness.	3.51	.88	Strongly Agree
	Grand Mean	3.37		Agree

Table 2: Respondents' Mean and Standard Deviation on How Self-Esteem Helps Teachers' Job Effectiveness

Data in table 2 shows that out of 5 items listed on how self-esteem helps teachers' job effectiveness, teachers strongly agree to items 9 and 11 with mean scores ranged between 3.51 and 3.784 while teachers agree on the remaining three items (items 7, 8 and 10) with mean scores ranged between 2.94 and 3.26. The grand mean score of 3.37 shows that on the whole, teachers in public secondary schools in Imo State agree that self-esteem helps them to become effective in their job. The standard deviation ranges between 0.61 and 0.88 indicating that the respondents are not wide apart in the mean ratings.

3.3. Null Hypothesis 1

There is no significant relationship between self-esteem and teachers' job performance in public secondary schools in Okigwe Education Zone, Imo state.

N	cal. r	df	P-value	Remarks
3,803	.79	3,801	.00	S

Table 3: Significant of Pearson R. on the Relationship between Self-Esteem and Teachers' Job Performance
S = Significant

Table 3 indicates that at .05 level of significance and 3,801 df, the calculated r-.79 with P-value of .00 which is less than significance level. Therefore, the null hypothesis is rejected. This mean that, there is a significant relationship between self-esteem and teachers' job performance in public secondary schools in Imo state

3.4. Null Hypothesis 2

There is no significant relationship between self-esteem and teachers' job effectiveness in public secondary schools in Okigwe Education Zone, Imo state.

N	cal. r	df	P-value	Remark
3,803	.84	3,801	.01	S

Table 4: Significant of Pearson R. on the Relationship between Self-Esteem and Teachers' Job Effectiveness

Table 4 reveals that at .05 level of significance and 3,801 df, the calculated r-.84 with P-value which is less than .05. Therefore, the null hypothesis is rejected. This mean that the relationship existing between self-esteem and teachers' job effectiveness in public secondary schools in Imo state is significant.

4. Discussion

The findings in Table 1 indicated that there is a strong positive relationship between the dependent and the independent variables. The responses from the respondents showed that there is a correlation between teachers' self-esteem and teachers' self-confidence. This finding is supported by Ikhola (2016) that the way a teacher carries himself is a measure of how he esteems himself. Buyanet *al* (2010) also agreed with these findings with their submission that teachers' self-esteem makes for their self-confidence in the performance of their duties which results in their good job delivery.

The findings in Table 2 showed that there is a significant relationship between teachers' self-esteem and teachers' job effectiveness. This means that there is a strong positive connection between teachers' self-esteem and their job effectiveness. All the response from the respondents are in support of this finding that self-esteem gives them the belief in their capacity to be thorough and to exercise mastery and dexterity on their job. This according to Johnson (2017) results in teachers' job effectiveness.

Akalinola (2016) and Olanjuam (2013) in their works, respectively supported the findings of this study. Each of them agreed that teachers' self-esteem helps to instill in the teacher the ability to surmount job challenges. This presupposes that teachers' self-esteem makes them trust in themselves as having the capacity to do their job well. This as Ikhola (2016) pointed is the beginning of teachers' effective job delivery.

Table 3 and Table 4 are in agreement with the findings of this study that teachers' self-esteem is a determinant of teachers' job effectiveness.

5. Conclusion

In view of the findings of this study, the researcher concluded that the need for self-esteem in teachers cannot be over-emphasized. This suggests that self-esteem is a major pre-requisite for teachers' job performance. This is because, it makes teachers confident as they go about their job and this inadvertently results in their job effectiveness.

6. Recommendation

Based on the findings of the study, it is recommended that;

- Teachers should engage in study tips that can help develop self-esteem.
- The various school authorities should organize confidence building programs that help teachers believe in themselves which is needed for their effective job delivery.
- The Ministry of education should also help with seminars and work-shops for teachers that will help develop the self-esteem required to build the confidence needed for their effective job performance.

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