

A Consideration of Relationship between Self-esteem and Teacher's Job Satisfaction

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Abstract: With regard to the effect of insights and personality traits in the organic behavior, the research considers relation between job satisfaction and self-esteem which has an important role in job behavior and mental health of individuals. Research is a descriptive and correlative study in which the samples have been classified in a cluster form and selected accidentally. The research sample included 230 teachers from elementary, guidance and high school levels. Data was collected by Demographic questionnaire, self-esteem and job satisfaction tests. They were analyzed by spss, descriptive tests, T test, Regression and K2 correlation. The research came to the conclusion that by construction and reinforcement of organic self-esteem and job satisfaction, we can persuade Education employees to struggle and more qualified alternatives.

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1. Introduction:

Nowadays, role and importance of teachers in training and raising talents and abilities of infants are evident. Many psychologists believe that well-educated teachers play an important role in learning notions and developing mental abilities of infants. Evidently, process of infant raising by teachers will be performed in the best possible way if they have enough mental health as well as high self-esteem and job satisfaction (Baron et al. 2000). They expressed that organizations increasingly understand that the employees who keep balance in their life style, they have more job satisfaction; consequently, they are more useful and regular. Employee satisfaction is one of the long-term goals of each organization. (Saatchi,1994) recognizes job satisfaction as a degree of happiness and joy which is earned by employee through his need satisfaction by his job. (Shafiabadi,1903) believes that job satisfaction is a kind of individual's sense towards his/her job. In other words, it is total positive effects of individuals towards their job. For example, by job satisfaction we mean, individual has a job as well as a positive sense to it . According to(Kalbery and Merser,1977), Right and (Kerapanzanu, 1977), (Wige et al, 1980), the job satisfaction has been defined as a positive exciting site that constructs a pleasant results for employees in their job . In the case of views about job satisfaction, we can claim that one of the oldest views is Mazola's (1954) that consists of 5 stages of hierarchical needs.

Hierarchically, the needs include existence, security, social need, self respect and the need of achievement self-actualization. If the lower needs are achieved, the higher needs will be achieved consequently.

Also, the two agent view of job satisfaction explains that what factors (internal or external) are resulted in satisfaction of occupiers. According to the Higience motivation of Herzberg, the factors which cause job satisfaction are internal and independent from the factors producing non-satisfaction. Verum (1964) supposes that individual and situational variables are combined in order to construct worker's satisfaction . The research dominantly emphasizes the internal and external job satisfaction; therefore, it applies job content of Smit containing maximum internal and external characteristics of job satisfaction.

As interesting point for consolors, although individuals assume job satisfaction variously, personality styles are in close relation to job satisfaction. Because consolors, with regard to the different conditions, can wait for more clients who problem of adaptation with their job; therefore, consulting of job satisfaction is one of the area for more consideration and attention. Brockend (1988) expressed that self-esteem, in view of Pop, has different dimensions including: social, family and general self-esteem. With regard to the mentioned concepts, it is observed that self-esteem consists of four dimensions while there is another kind of self-

esteem which is called work or organization self-esteem. Therefore, greatest internal dimension which is different among employees of an organization is organizational self-esteem as an effective prediction in behavior, cognition and emotion. Level of self-esteem of evaluating individual has had an important role in determining role of tester who performs process of input. Organizational self-esteem is a new concept by Piers et al. (1989). They recognize the organizational self-esteem as a degree of employee's self-concept as important, meaningful, effective and valuable persons in an organization in which they have been employed. In other words, they recognize self-esteem as a factor related to organization. The organizational self-esteem grows in the situations in which organization provides message, opportunity or structural argumentations in confrontation to legibility and value of employees. Increasing organizational self-esteem has significant and positive relations with assessment of motivation of organizational citizen's behavior, job and profession satisfaction, organizational commitment and job production (Phillips, Genera M, 2000).

Thus, fail of psychic balance, low self-esteem and job satisfaction of teacher's effect process of training and education of infants negatively. Therefore, some information's about this personality and job aspects of teachers should be provided in order to modify their weaknesses points by regular operations. That is why the research depicts psychological condition (self-esteem) and job satisfaction as well as their relation.

2. Method:

The research is a descriptive-correlative study in which the samples (230 persons) have been classified in three levels: elementary, guidance and high school in cluster and selected accidentally. To collect data, the researcher has used questionnaires of demographics self-esteem of Isenberg and job satisfaction of Herzberg. The questionnaire of self-esteem by Isenberg contains 10 sentences or phrases about which the testee should show his/her real sense by choice of an item (absolutely agree, agree, disagree and absolutely disagree). For scoring and grading the advantage, the research has assumed one to four. Total advantages of testee show self-esteem. Those whose grade was under 25, had a low self-esteem, and above 25 had a high self-esteem. Questionnaire of job satisfaction by Herzberg contains 36 phrase of personal satisfaction and 36 phrase of job non-satisfaction. In both cases, there are motivation and hygienic factors. Generally, the questionnaire consists of two parts in which the seven item scale of Gilbert has been used to measure them. The degree 1 shows minimum and 7 shows the maximum agreement. Validity of the first

questionnaire was 93/7% and the second one was 92%. The data was analyzed by spss software and use of descriptive test, T test, Rigerson's and Kay's correlation.

3. Finding:

The research came to the result that the majority of 124 persons (53/7%) were women and majority of 228 persons (98/7%) were married and majority of 87 persons (37/7%) had two children, majority of 134 persons (58%) had B.A and minority of 17 person (7/4%) had diploma, majority of 64 person's (27/7%) field of study were elementary teaching and majority of 214 person's (92/6%) employment were رسمی and majority of 112 person's (48/5%) level of teaching were elementary and majority of 26 person's (11/2%) were teaching elementary grade one.

Percentage	Frequency	Self-esteem
Low	34	14/8
High	196	85/2
	230	100

Findings of the table (1) show that 34 persons (14/8%) have low and 169 persons (85/2%) have high self-esteem.

There was not a significant difference between the mean of self-esteem in men and women. Also, there was not any difference between mean in the individuals with physical and mental disease and healthy individuals. Moreover, there was not any difference between those who had experienced a crisis including conflict with their family, friends or workmates and those without any problem in the last six month. Number for those who used a particular drug, it was $27/9 \pm 5/7$ and for those who did not use any drug, it was $25/6 \pm 3/6$. The difference between the two groups was: $p=0/01$.

Majority of 183 persons (79/2%) studied before class, majority of 83 persons (35/9%), their job gave them a physical and economic satisfaction. Majority of 148 persons (64/1%), their incomes were average and majority of 156 persons (67/5%), their incomes were not satisfactory. Majority of 186 persons (80/5%) had a private house and majority of 179 persons (77/5%) had not any physical disease background. Majority of 219 persons (94/8%) did not express any particular mental disease. Majority of 166 persons (71/9%) had not experienced any crisis. Majority of 202 persons (87/4%) did not put forward and challenge with family, friends and workmates within the last six month. Majority of 181 persons (78/4%) had not used any particular drugs.

Satisfaction	N	Mean	Std. Derivation	Std Error Mean
Yes	230	167/4391	33/12479	2/18418
No	230	116/5739	32/54156	2/14573

Finding a table 2 shows that the mean of personal satisfaction was $167/4 \pm 33/10$, of job satisfaction was $116/6 \pm 32/5$: $p < 0/01$

Among the individuals under study, score of personal satisfaction for 194 persons (84/3%) was more than the score of job dissatisfaction and 36 persons (15/7%) had a high job dissatisfaction score in comparison to personal satisfaction.

The mean of job satisfaction was not meaningful between the individuals with diploma, B.A, M.A. level of education. The mean of job satisfaction was not meaningful between women and men. Also, the mean of job satisfaction was not different between the group with physical disease background and individual health. The mean of job satisfaction between the groups with mental disease was different. Moreover, the mean of job satisfaction was the same in the both groups who used and did not used drug. Among the individuals under study, about 115 persons (50%) expressed their job satisfaction. There was a significant relationship between job satisfaction and gender: $p < 0/01$, 115 persons (50%) men and 79 persons (40/7%) women had a high job satisfaction 193 persons (83/9%) who were married, expressed a high job satisfaction: $p = 0/01$.

There was not a significant relationship between level, and field of education, number of children and job satisfaction.

There was not a significant relationship between self-esteem and job satisfaction: $p < 0/01$.

		Dissatisfaction	satisfaction	Self-esteem
Dissatisfaction	Pearson Correlation Sig (2 - +ailed N	1 230	-249 (**) 0/000 230	- 282 (**) 0/000 230
satisfaction	Pearson Correlation Sig (2 -- ailed N	- 249 (**) 0/000 230	1 230	281 (**) 0/000 230
Self-esteem	Pearson Correlation Sig (2 -- ailed N	- 282 (**) 0/000 230	281 (**) 0/000 230	1 230

Table 3 shows that there was a direct relationship between score of personal satisfaction and self-esteem: $p < 0/01$ but it was vice versa in the case of job satisfaction and self-esteem: $p < 0/01$.

Discussion and Result

Analysis of finding and results show that majority of individuals have a high self-esteem. The result matches those of job satisfaction, self-esteem and mental health in the pre-elementary center by same analysis, Darani, Kamal(2001). Also, the finding showed 50% individuals had a job satisfaction and men more than women and married individuals more than unmarried individuals had a high job satisfaction. This result matches those of Abbas Kashani (1999) in the job satisfaction and spoiling in teachers of mental disable infants. This research showed that there was a meaningful difference between marriage and job satisfaction, that is, married teachers have more job satisfaction than unmarried teachers, Keshani Abbas (1988). There was a significant relation between self-esteem and job satisfaction. There was a direct relation between

the score of personal satisfaction and self-esteem but it is vice versa in the case of job satisfaction and self-esteem relation. One of the main parts of each society is its education system and human force is the most important element of each education system. Commitment of efficiency and job satisfaction are the main concern of human science scientists because of their role in development and progress during the recent years. It is believed that individuals will be optimistic toward their life and job if they are feel satisfaction toward their life and job; consequently, they will achieve their goals if they try. Therefore, construction and reinforcement of organizational self-esteem and job satisfaction can urge education employees to try toward better resolutions and higher qualities. Also, the key role of creative, happy and energetic employees is evident in development the organization; thus, providing, training and keeping effective forces is conditioned to simultaneous attention to the physical and mental, emotional and feeling dimension of employees. Through construction of social relation in the work

environment with high organizational self-esteem, we can pave the goals of the organization and meet a high level of commitment and duty in the organization. Sandogyan, Fatemeh, (2000).

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