



RELATIONSHIP BETWEEN SELF-ESTEEM AND JOB SATISFACTION AMONG ACADEMIC STAFF IN GOVERNMENT AND PRIVATE COLLEGES

MR. JASHVANTBHAI P. DAMOR 1st, Pro. Dr. Hitesh. R Vadhiya 2nd

PH. D SCHOLAR 1st, ASSISTANT PROFESSOR 2nd

DEPARTMENT OF PSYCHOLOGY

SHRI GOVIND GURU UNIVERSITY

GODHRA, GUJARAT, INDIA

Abstract: Education is the most important organization of a nation; it plays a significant role in the development of any country. Colleges create and cultivate knowledge for the sake of building a modern world. The academic staff is the key resource within higher education institutions. A positive and healthy College structure results in increased academic staff's job satisfaction and better self-esteem. Private colleges teachers are more satisfied with their jobs in comparison to government colleges teachers. The main purpose of this research was to investigate the possible relationship between job satisfaction and self-esteem among academic staff in Government and private colleges. The research included a sample of 300 colleges teachers and their assistants (150 Male and 150 Female) employed at the colleges of Shri Govind Guru University. The age domain of the faculty members was 26 to 65 years, with a mean age of 40.21 (6.36). The Job Satisfaction Inventory (JSS) and the Rosenberg self-esteem scale (RSES), were used as measuring instruments. A result suggests that there was not significant difference between private and government colleges teachers. There was a positive relationship between self-esteem and job satisfaction among academic staff in Government colleges ($t=-80.41, p<.01$). Also we found that there was a positive relationship between self-esteem and job satisfaction among academic staff in private colleges ($t=-65.58, p<.01$). Finally, no significant difference was determined between self-esteem, job satisfaction and type of college. This study provides managers and educational institutions with useful recommendations on how to compensate, promote, retain, and uphold equity in colleges.

Key Word: *self-esteem, job satisfaction, government college, private college, academic staff.*

Introduction

In today's highly competitive, demanding, and expensive world, organizations, management, and staff are always under pressure to meet increasing goals. All of us desire happiness in our lives, careers, and educational pursuits.

One of the most basic needs of civilizations is education; it not only provides a sense of fulfillment and success to those who impart it, but it also establishes the groundwork for a new generation to discover its ideals and academic specialization for the future. As a result, society must give the profession of education particular consideration and care. Therefore, in order for other industries to hire new personnel, the academic staff is the group that must be happy in their current positions. In today's highly competitive, demanding, and expensive world, organizations, management, and staff are always under pressure to meet increasing goals. All of us desire happiness in our lives, careers, and educational pursuits. One of the most basic needs of civilizations is education; it not

only provides a sense of fulfillment and success to those who impart it, but it also establishes the groundwork for a new generation to discover its ideals and academic specialization for the future. Consequently, teaching is a vocation that requires particular consideration and care from society. Therefore, in order for other industries to hire new personnel, the academic staff is the group that must be happy in their current positions. In actuality, higher education serves as a breeding ground for the best professionals in a society (George, 1992).

Teachers are the professionals in charge of instruction in colleges. Throughout his or her career, the professor performs a series of specified acts in person as part of their work. This means that in addition to being concerned with meeting deadlines and objectives, he or she is also the content transmitter. Accordingly, educationists can maximize their potential as leaders, visionaries, and role models through job satisfaction in the form of a competitive compensation package and a positive, learning-oriented work environment (Miao & Kim, 2010). A significant portion of the quality of students' happiness is determined by the performance of academic staff members in their roles as teachers and researchers. This performance also affects students' learning and supports society's higher education institutions. Therefore, the contentment As a result, the motivation and contentment of the academic personnel become crucial.

In addition, a teacher with high self-esteem is the most qualified candidate for the position since they can carry out their duties with unwavering confidence and consistency. It's important to emphasize the importance of self-esteem to the professionals since it helps people realize their worth, evaluates their abilities, and controls them in relation to their surroundings.

The constant assessment of their professional talents in the context of a certified sense of self-worth encourages them to look for potential that is commensurate with the demands of their work as educators. The sector that faculty members work in, such as government or private colleges, has a significant impact on their job satisfaction and self-esteem (Wright & Cropanzano, 2000). Analyzing academic staff members' job happiness and sense of self-worth across public and private sectors is crucial industry.

Self-Esteem

The definition of self-esteem is an overall assessment of one's own worth, either good or negative. People who are driven to have a strong sense of self-worth exhibit signs of a good self-perception, which can be cultivated via each person's daily experiences. It's an element of self-concept, which is the entirety of a person's feelings and ideas about themselves in relation to themselves as objects. Self-esteem is essential for both individuals and workers since it supports the professionalism of academics (Baron, 1994). The idea of self-esteem is crucial, if not crucial, in contemporary educational environments. The goal of having a high self-esteem is to address the challenges associated with schooling. Self-esteem has also been identified as a crucial self-realizing quality of committed and successful teachers as a personality attribute. The degree to which teachers have faith in their ability to handle the increased responsibilities of their job has a direct impact on their self-esteem. Your level of realistic self-esteem is indicated by your level of self-esteem. Teachers who have a high sense of self-worth are more upbeat, imaginative, productive, and goal-oriented. However, low-self-esteem teachers frequently experience dissatisfaction and have a low-desiring level with minimal accomplishment (Robins & Trzesniewski, 2005). They blame others instead of accepting responsibility for their actions. Thus, one's self-esteem has an impact on all aspects of their life, including their work life, either positively or badly.

As teachers, we must therefore be strong, resilient, and adaptable in everything we do, including managing our personal lives and carrying out our everyday teaching duties. Thus, educators will be better equipped to handle the cultural and personal diversity among their students, to help them grow in the appropriate direction, and to Both professional pedagogical mindset and interpersonal communication skills.

Job Satisfaction

One of the most crucial parts of an employee's work life is job happiness. Numerous studies on workers in diverse professions have been carried out, leading to an increase in knowledge regarding employee concerns and variables affecting workers' job happiness. Based on Aziri's (2011) results, "Job performance and job happiness are positively connected. A person's level of job satisfaction influences other aspects of their life in addition to their performance. As a matter of fact, less absenteeism, improved productivity, and fewer employee turnover are all linked to higher job satisfaction. Education is a profession that requires particular attention and

care from society, and it is one of the basic demands of societies. Thus, it is critical that educators are happy in their roles. For them, contentment at work takes the shape of a positive compensation plan, a good, learning-focused work atmosphere, and healthy work environment can help them reach their full potential as leaders, visionaries, and role models. Only when the faculty members are satisfied with their job, they can enhance the intellectual and academic potential of students. Their job satisfaction is based on a variety of factors like personal factors, social support system, and health environment, but also it depends of gender, academic rank and the type of university (Abraham, 1999). Some positive incentives are available in the public sector, such as grade pay and job stability. Teachers in the private sector are also rewarded with better pay, favorable working conditions, demanding assignments, etc. A examination of the literature revealed that there are a variety of factors that affect how satisfied professors are with their jobs at both government and private colleges. These determinants include things like compensation, advancement, supervision, type of work, and so on, but some personal aspects also play a big part (Borzaga & Tortia, 2000).

Self-Esteem And Job Satisfaction

Recent population growth, ongoing technological advancements, and modifications to the socioeconomic landscape have given rise to new vocational fields and given existing ones new definitions. In order to maximize productivity in certain fields, such as education, health, law, engineering, and religion, it is crucial that individuals carrying out their jobs have high levels of job satisfaction and psychological self-esteem. A rise in productivity attained from these essential jobs has a favorable impact on the wellbeing, harmony, and quality of society as well as each person's sense of self. According to Wang and Lee (2009), the idea of self-esteem is noteworthy in this regard for upholding the occupational life as more qualified and productive. Regarding education, if instructors and students believe that their work is commendable, they will not struggle with low self-esteem; on the other hand, if they believe that their work is not commendable, they may struggle with low self-esteem (Rothmann, 2000). Thus, if we as instructors possess strength, a good sense of self-worth, and the flexibility to adapt to changes in both our personal and professional life, then we are doing something right. Academics who have strong self-esteem report more job satisfaction and greater motivation to perform at the highest level when working with young people. Thus, the primary goal of our study was to present the potential connection between academic staff members' job happiness and self-esteem in government and private colleges.

Review Literature

Ibraimi Zebide, (2020), Relationship between Self-esteem and Job Satisfaction among Academic Staff in Public and Private Universities, The main purpose of this research was to investigate the possible relationship between job motivation and self-esteem among academic staff in public and private universities. The research included a sample of 300 university teachers and their assistants (150 female and 150 male) employed at the University of Tetova and the University of Skopje. The age domain of the faculty members was 26 to 65 years, with a mean age of 40.21 (6.36). The Job Satisfaction Inventory (JSS) and the Rosenberg self-esteem scale (RSES), were used as measuring instruments. In summary, the study's findings show that teachers' job happiness is positively correlated with their self-esteem. These results imply that teachers can improve pupils' intellectual potential when they are happy in their roles. Furthermore, we might draw the conclusion that every organization's top goal is to establish settings where The promotion of a positive and stimulating work environment aims to improve employees' perceptions of themselves. Employees should be motivated more by pleasant stimulations at work than by harmful competition in any firm.

Mozumdar Ahmed, (2015), The Role of Self-esteem and Optimism in Job Satisfaction among Teachers of Private Universities in Bangladesh, According to the current study, research on personality traits is essential for comprehending the underlying patterns of teachers' unique problems in order to improve job satisfaction. contentment. In order to ascertain the association with numerous additional elements, more research in this field is still necessary. This study was hampered by a number of financial, logistical, and personnel constraints, including the fact that it was limited to Dhaka, that the sample size was too small, that the measurement scales were not available in Bengali, and so on. Thus, the study suggests that more research be done using a larger sample from various regions of Bangladesh, one that is more representative and has more methodological sophistication.

Dawi Dala Mangari, Mohammed Musa Gwoma, (2020), Relationship Between Job Satisfaction and Self- Esteem of Primary School Teachers, The analysis's interpretation of the data reveals a strong relationship between self-esteem and work satisfaction.

This indicates that there is a significant positive correlation between elementary school teachers' self-esteem and job happiness. It follows that instructors' self-esteem increases with their level of job satisfaction. In light of this, authorities and other relevant stakeholders should prioritize the welfare of teachers and step up efforts to create a work environment that is conducive to their smooth operation. This will boost teachers' self-esteem and increase their commitment to their jobs, which will lead to better outcomes. Additional research including teachers at all educational levels is necessary because this study was restricted to elementary school instructors.

Objectives of the study

1. To study the relationship of self-esteem and job satisfaction scores of academic staff of government and private colleges.
2. To study the correlation between self-esteem and level of job satisfaction among academic staff teachers of government and private colleges.

Hypothesis of the study

1. There is no significant differences between the scores of self-esteem and job satisfaction among academic staff in government and private colleges.
2. There is no significant correlation between self-esteem and job satisfaction level among government and private colleges teachers.

Methodology

The descriptive, non-experimental causal method of empirical psychology and educational research serves as the foundation for our investigation.

Variables of the study

1. Independent variables

- Government and Private colleges
- Males and Females

2. Dependent variables

- Self-Esteem
- Job Satisfaction

Research sample

The study included 300 full-time academic staff as its sample, which included assistant professors, associate professors, full professors, and assistants. Thus, 300 college teachers were sampled for the study. About 150 male and 150 female assistants who work at the colleges of Shri Govind Guru University, University of Godhra. Within the faculty's age range of 26 to 65, there was a mean age of 40.21 (6.36). Half 50%(N=50) of the participants were female, and the other half 50%(N=50) were male. Participants had an average of 8.6 years of teaching experience.

Instruments for Surveys

The Job Satisfaction Survey, or JSS, was developed by Paul Specter in 1985 and uses an applied scale for measuring job happiness. The purpose of the 36-item, nine-facet Job Satisfaction Survey is to gauge employees' opinions regarding various elements of their jobs. The nine aspects include: Salary, Marketing, Supervision, The nature of job, coworkers, benefits, operating procedures (mandatory rules and procedures), contingent rewards (rewards dependent on performance), and communication. The scale is a six-point liker type: strongly disagree, disagree somewhat, disagree moderately, agree somewhat, agree moderately, and strongly agree. Since most items have two writing directions, almost half of them need to be scored in reverse. The overall score has a range of 36 to 216; higher values correspond to higher levels of job satisfaction. The internal consistency Cronbach's alpha coefficient in this study was 0.86.

One popular self-esteem tool in social science research is the Rosenberg self-esteem scale (RSES), which was created by sociologist Morris Rosenberg in 1965. A score of less than 15 on the 0–40 scale may be indicative of a serious case of poor self-esteem. The social-survey questions and the RSES have a similar design. It is a 10-item Likert-type scale where each item has four possible

answers, ranging from strongly disagree to strongly agree. There are five things with statements written positively and five with statements written adversely. The scale gauges one's overall sense of worth by assessing both positive and negative self-perceptions. 5,024 juniors and seniors from 10 randomly chosen New York State high schools made up the first sample for which the measure was created. One effective and dependable quantitative technique for assessing one's own self-esteem is the Rosenberg self-esteem scale. The internal consistency Cronbach's alpha coefficient in this study ranged from 0.74 to 0.78.

Data processing and analysis

The researchers used a data gathering method in the summer semester of the 2023–2024 college year. The participant sets for the questionnaires were given out, and they were gathered in their offices using self-reported methods. Each participant was asked to provide their age, gender, and number of years of employment. They were also asked to thoroughly read the instructions on the questionnaire before approving their response. Every response was given in perfect anonymity.

The statistical software tool SPSS 20.0 for Windows was used to test hypotheses. To assess the data, descriptive statistics were applied. To determine the p value and statistical differences between groups, a paired T-test was used. The study's recognized significance thresholds were .05 or .01.

From Table 1 and Figure 1 we could see that 150 were male and 150 were female subjects from the both government and private colleges.

Ho1. There is no significant differences between the scores of self-esteem and job satisfaction among academic staff in government and private colleges.

Table1. The distribution of the sample by gender

Gender	Government colleges	Private colleges
Males	67 (44.67%)	82 (54.67%)
Females	83 (55.33%)	68 (45.33%)
Total	150 (100%)	150 (100%)

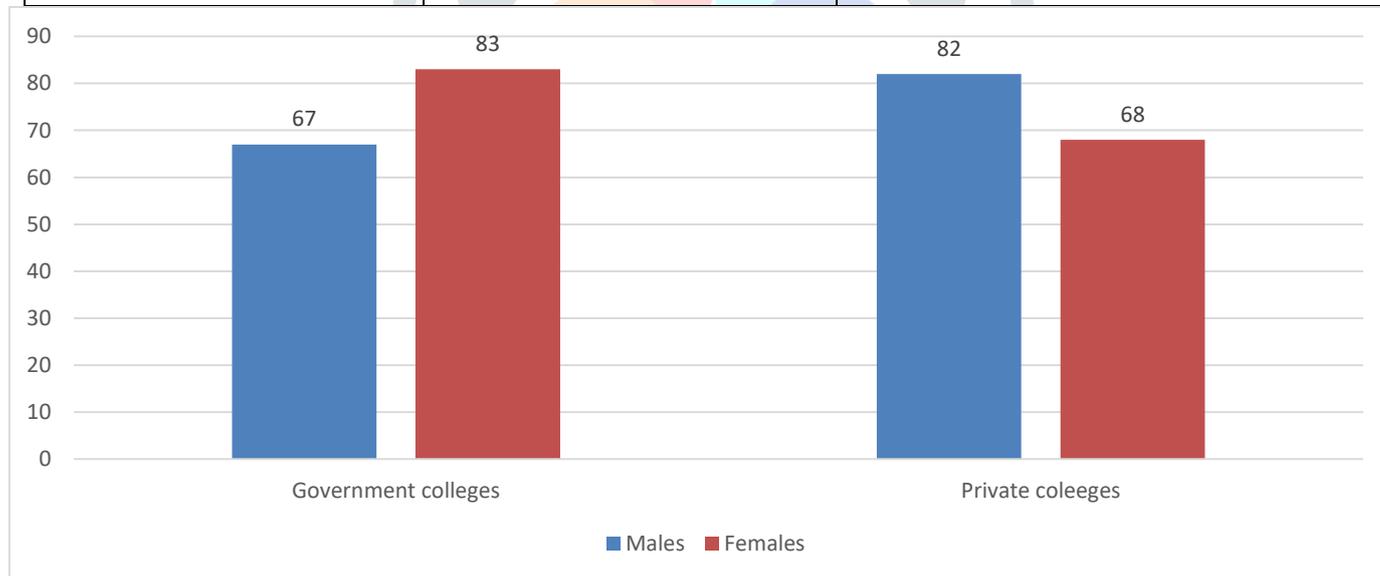


Figure1. The distribution of the sample by gender

The results indicated that there were no significant differences between the scores of self-esteems and job satisfaction among academic staff in government and private colleges. (Table 2). In our study we observed that the mean rate of self-esteem for academic staff from government colleges was 23.353 (SD=4.029), while the mean rate of job satisfaction was 132.027 (SD=14.389). On the other side the mean score for academic staff from government colleges was 21.953 (SD=5.051) and for job satisfaction was 137.173(SD=17.575). Hence, Ho1 is accepted.

The mean score for self-extraversion is 24.60(SD=3.438), agreeableness is 29.980(SD=3.798), conscientious is 29.053 (SD=5.1888), neuroticism is 23.207(SD=4.128, openness to experience is 32.027(SD=4.820) and job satisfaction is 134.600 (SD=16.240).

Ho2. There is no significant correlation between self-esteem and job satisfaction level among government and private colleges teachers.

Table2. Descriptive statistics between self-esteem and job satisfaction among sample.

	Government colleges		Private colleges	
	Self-Esteem	Job Satisfaction	Self-Esteem	Job Satisfaction
Mean	23.353	132.027	21.953	137.173
Standard Error	0.329	1.175	0.412	1.435
Median	24.000	128.000	24.000	130.000
Mode	25.000	130.000	25.000	123.000
Standard Deviation	4.029	14.389	5.051	17.575
Variance	16.230	207.046	25.508	308.869
Kurtosis	2.010	4.599	-0.639	0.121
Skewness	-0.649	2.168	-0.629	1.122
Range	28.000	75.000	21.000	71.000
Minimum	10.000	112.000	10.000	115.000
Maximum	38.000	187.000	31.000	186.000
Sum	3505.000	19804.000	3293.000	20576
Count	150.00	150.000	150.000	150.000

The results of the Paired T-test indicate that there was a significant positive correlation between self-esteem and job satisfaction level among government colleges teachers ($t=-80.41$, $p<.01$). Also there was positive correlation between self-esteem and job satisfaction among private colleges teachers ($t=65.55$, $p<.01$) (Table 3)..With Chi square test we found that there was no differences between government and private colleges teachers on the variable of self-esteem and job satisfaction ($X^2=1341.235$, $p>.01$). Ho2 is accepted.

Table3. The correlation between self-esteem and job satisfaction levels

	Paired Difference					T	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				lower	Upper			
Self-esteem and Job Satisfaction (Government colleges)	108.67	16.55	1.35	-111.34	-106.00	-80.41	149.00	0.00

Self-esteem and Job Satisfaction (Private colleges)	115.22	21.53	1.76	118.69	-111.75	-65.55	149.00	0.00
--	--------	-------	------	--------	---------	--------	--------	------

Discussion

Self-esteem refers to how well or poorly a person thinks of themselves, and it is a crucial factor in the development of an adult identity. Furthermore, it is regarded as the evaluative part of self-concept, which consists of emotive, behavioral, and cognitive components. Lopez (1992).

According to the results of the current study, academic staff at private and government colleges has a high degree of self-esteem. Within the colleges setting, instructors have a wide range of duties that might be mentioned, including organizing assignments, giving advice, serving the community, and helping out. Additionally consultations, membership in commissions, lectures, a committee dedicated to the discovery of new information and its transmission, and so forth. Changes in their self-esteem may be linked to all of these factors (Mc Loed & Oeens, 1982).. However, the data shows that instructors at both types of universities are happy with who they are and the work they do with students.

However, the study's findings indicate that there was no statistically significant difference in teachers' job satisfaction between government and private colleges. Additionally, research indicates that instructors at both government and private colleges occasionally express satisfaction with the work they do with their students (Iliea & Judge, 2003; Cranny, Stone & Smith, 1992). The assumption that employees are driven by identical factors, such as salaru packages, a satisfying work environment, promotions, and so on, is supported by the possibility that employees decided to work for both government and private sector firms based on the same expectations and promises.

Conclusion

In summary, the study's findings show that teachers' job satisfaction is positively correlated with their self-esteem. These results imply that teachers can improve pupils' intellectual potential when they are happy in their roles. Furthermore, we might draw the conclusion that every organization's top goal is to establish settings where The promotion of a positive and stimulating work environment aims to improve employees' perceptions of themselves. Employees should be motivated more by pleasant stimulations at work than by harmful competition in any firm.

Reference

1. Ibraimi Zebide, (2020), Relationship between Self-esteem and Job Satisfaction among Academic Staff in Public and Private Universities, IOSR Journal of Humanities And Social Science (IOSR-JHSS) Volume 25, Issue 9, Series 5 (September. 2020) 47-52e-ISSN: 2279-0837, p-ISSN: 2279-0845. www.iosrjournals.org
2. Dawi Dala Mangari, Mohammed Musa Gwoma, (2020), Relationship Between Job Satisfaction and Self- Esteem of Primary School Teachers, First virtul international conference on latest Advancement &Future trends in engineering scince, humanities & management, Dolphin (PG) college of science & agriculture, Chunni Kalan, Panjab, India, ISBN:978-93-90103-06-5.
3. Abraham, R. (1999). The relationship between differential inequality, job satisfaction, intention to turn over and self-esteem. *The Journal of Psychology*, 133(2), 205-211.
4. Aziri, B. (2011). Job Satisfaction: A literature review. *Journal of Management Research and Practice*,3(4), 77-86.

5. Baron, P.H. (1994). Self-esteem, immigration and evaluation of unknown others. *Journal of Personality and Social Psychology*, 1:36-45.
6. Borzaga, C. & Tortia, E. (2000). Worker motivations, job satisfaction and nonprofit social services. *Research in Higher Education*, 25(1), 225-248.
7. Cranny, C.J., Smith, R. C. & Stone, E. F. (1992). *Job satisfaction: How people feel about their jobs and how it affects their performance*. New York: Lexington Books.
8. George, J. M. (1992). The role of personality in organizational life: Issues and evidence. *Journal of Management*, 18, 185-213.
9. Goulet, L.R. & Frank, M.L. (2002). Organizational commitment across three sectors: public, non-profit and private. *Public Personnel Management*, 31, 201-210.
10. Ilies, R. & Judge, T. (2003). On the heritability of job satisfaction: The mediating role of personality. *Journal of Applied Psychology*, 88, 750-759.
11. Lopez, E. M. (1982). A test of the self-consistency theory of job performance satisfaction relationship. *Academy of Management Journal*, 335-348.
12. McLoed, J.D. & Oeens T.J. (2004). Psychological well-being in the early life course: Variations by socioeconomic status, gender and race/ethnicity. *Social Psychology Quarterly*, 67:257-278.
13. Miao, R. & Kim, H. (2010). Job Satisfaction and Employees' Work Performance: An Chinese Empirical Study. *Journal of Service Science and Management*, 3(2), 415-429.
14. Robins, W.R. & Trzesniewski, H.K. (2005). Self-esteem development across the lifespan. *American Psychology Society*, 4:123-134.
15. Rothmann, S. (2000). Sense of coherence, locus of control, self-efficacy and job satisfaction *Social Behavior and Personality*, 27, 99-108.
16. Rosenberg, M. (1965). *Society and the adolescent self-image*. Princeton, NJ: Princeton University Press.
17. Spector, P. E. (1997). *Job Satisfaction: Application, Assessment, Causes and Consequences*. Thousand Oaks, California, USA: Sage Publications.
18. Volkwein, M.F. & Parmley, K. (2004). Comparing administrative satisfaction in public and private universities. *Research in Higher Education*, 41, 95-116.
19. Wang, G. and Lee, P.D. (2009). Psychological environment and job satisfaction: an analysis of interactive effects. *Journal of Global Strategic Management*, 34(3), 271-296.
20. Wrighr, T. A. & Cropanzano, R. (2000). Psychological well-being and job satisfaction as predictors of job performance. *Journal of Occupational Health Psychology*, 5, 84-94.