

Relationship between Self-esteem and Job Satisfaction among Academic Staff in Public and Private Universities

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Abstract:

Background: Education is the most important organization of a nation; it plays a significant role in the development of any country. Universities 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 university structure results in increased academic staff's job satisfaction and better self-esteem.. Private Universities teachers are more satisfied with their jobs in comparison to Public University teachers.

Materials and Methods: 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.

Results: A result suggests that there was not significant difference between private and public university teachers. There was a positive relationship between self-esteem and job satisfaction among academic staff in public universities ($t=-80.41, p<.01$). Also we found that there wa a positive relationship between self-esteem and job satisfaction among academic staff in private universities ($t=-65.58, p<.01$). Finally, no significant difference was determined between self-esteem, job satisfaction and type of university.

Conclusion: This research offers practical suggestions to the educational institutions and human resource managers on how to pay, promote, retain and maintain equity in the universities.

Key Word: self-esteem, job satisfaction, public university, private university, academic staff, management.

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I. INTRODUCTION

Contemporary times are highly competitive, demanding and expensive and as a result, organisations, management and employees are under constant pressure to achieve higher targets. Everyone of us wants to be happy during our life, our education and our job.

Education is one of the fundamental needs of societies; it not only gives a feeling of accomplishment and fulfilment to the ones imparting, but also lays foundation for a new generation to find its right values and academic expertise for the future. Therefore, education is a profession that needs special attention and care by society. The academic staff, thus, are the people who need to be satisfied with their jobs for other sectors to receive future employees. Higher education, in fact, is the breeding ground for the professional of the highest caliber in a society (George, 1992).

The professional responsible for education at the universities is the teacher. The work he/she does consists of a set of specific actions that are performed by the professor in person during his/her professional life. Therefore, he/she is the transmitter of contents, concerned about fulfilling objectives, goals and time schedules. So, for educationist, job satisfaction in the form of a good remuneration package, healthy work environment that is positive and learning oriented can lead to maximization of their potential as leaders, visionaries and role models (Miao. & Kim, 2010).. The performance of academic staff as teachers and researchers determines much of the quality of the students' satisfaction and has an impact on students' learning and thus contributes to the higher education institutions of society. Thus, the satisfaction and motivation of the academic staff assume importance.

At the same time the self-esteem of a teacher most eligible for the job as he/she can achieve their taska with ultimate confidence and consistency. The self-esteem is a vital conception which must be stressed to the

professionals since it makes realization about value, assess their capability and regulate them with their environment. The same endless examination of their professional capabilities in the spirit of certified self-esteem as empower them to search those potentials which are matching to the strength of their role as a teacher

Another important element that affects job satisfaction and self-esteem of faculty members is the sector from which they belong i.e. public or private universities (Wright & Cropanzano, 2000). So it is important to analyze the self-esteem and job satisfaction among academic staff who work in public and private sector.

II. SELF-ESTEEM

Self-esteem is defined as a positive or negative orientation in one's own direction, an overall evaluation of one's own value. Persons motivated to have high self-esteem present indications of a positive self-consideration, which may be developed by means of the day to day experiences of each individual. It is a component of self-concept, defined as the totality of the individual's thoughts and feeling having reference to himself as an object. The self-esteem is vital for individuals and employees as it backs amongst the academicians the spirit of professionalism (Baron, 1994).

The conception of self-esteem plays a critical, but important role in modern educational settings. The high self-esteem is put toward as a solution for educational complications. As a trait of personality, the self-esteem has also been directed as a significant self-realizing characteristic of dedicated and effective teacher. The teachers' self-esteem is highly dependent on the extent to which they are confident about their own capabilities to manage the new demands on their professional role. The self-esteem denotes to the extent of realistic self-esteem that you have for yourself. The teachers with high self-esteem are more optimistic, creative, and productive, and goal oriented. On the other hand, teachers with low self-esteem often suffer from a feeling of discontentment and have a low desiring level with minimum achievement (Robins & Trzesniewski, 2005). They do not take responsibilities for their activities, but blame others. So the self-esteem negatively or positively affects their whole life and definitely their professional life too.

Therefore, if as teachers we have positive self-esteem, we strength and we are flexible in taking change over what we do including running our own lives and in our daily teaching process. So teachers will be better to deal with cultural and personal differences of students, to develop their students in the right way, to enhance interpersonal communication skills and professional pedagogic attitude.

III. JOB SATISFACTION

Job satisfaction is an important aspects of employees' work life. Different researches have been conducted on employees involved in various occupations, resulting in raised awareness about issues concerning employees and factors that influence employees' job satisfaction. According to the findings of Aziri (2011), "job satisfaction and job performance are positively correlated". Job's satisfaction does not only improve performance of the workers, it also affects other areas of a person's life. In fact, higher job satisfaction is associated with an increased productivity, lower absenteeism and lower employee turnover. Education is one of the fundamental needs of societies and a profession that needs special attention and care by society. So it is very important educationists to be satisfied with their jobs. For them, job satisfaction in the form of a good remuneration package, healthy work environment that is positive and learning oriented can lead to maximization of their 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). The public sector has some encouraging incentives like grade salaries and job security. Private sector teachers have other optimistic rewards, which include a higher salaries, good work conditions, challenging work tasks, etc. The review of literature showed there are different elements, which contribute to job satisfaction of the employees among teachers of public and private universities. Among these factors are pay, promotion, supervision, nature of work and so on, but at the same time the role of some personal factors is very important (Borzaga & Tortia, 2000).

IV. SELF-ESTEEM AND JOB SATISFACTION

Rapid increase at population in recent years, constant improvements in technology, and changes in socio-economic life have caused new occupational areas, and attributed new meanings to the current occupations, as well. Job satisfaction level and psychological self-esteem levels of the employees carrying on their duties especially in occupation to educational, health, law, engineering, and religious issues are essential in terms of the productivity possible to be obtained from these occupations. Increased at the productivity to be obtained from these fundamental occupations reflects positively to the quality, peace and welfare of the society, and have affect upon the self-esteem of the individual, as well. In this sense, the concept of self-esteem is remarkable for maintaining the occupational life as more productive and qualified (Wang & Lee, 2009).

In application to teaching and learning, if teachers and students see what they do deserves praise, then they have no self-esteem problems, but if they see that they do is not worthy of praise or recognition, then they might have a low-esteem problem (Rothmann, 2000).. Therefore, if as teachers we have positive self-esteem, we have strength and we are flexible in taking change over what we do including running our own lives and our jobs. Academics with high levels of self-esteem are more satisfied with their job and they are more motivated to be best in their work with young persons. According this, the main aim of our paper was to introduce the possible relationship between self-esteem and job satisfaction among academic staff in public and private universities .

V. MATERIALS AND METHODS

Our study is based on a descriptive and non experimental causal method of empirical psychological and pedagogical research.

Research sample

The sample for this study comprised 300 full-time academic staff including assistants, assistant professors, associate professors and full professors. So 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). Among the participants, 50% (N=50) were female and 50% (N=50) were male. The mean number of years teaching experience of participants was 8.6 years.

Survey Instruments

Job satisfaction for measuring is applied scale for job satisfaction assessment (Job Satisfaction Survey- JSS) by Paul Specter (Specter, 1985). The Job Satisfaction Survey is a 36 item, nine facet scales to assess employees' attitudes about the job and aspects of the job. The nine facets are: Pay, Promotion, Supervision, Benefits, Contingent Rewards (performance based rewards), Operating Procedures (required rules and procedures), Nature of Work, Co-workers and Communication. It is a six-point liker type scale (disagree very much, disagree moderately, disagree slightly, agree slightly, agree moderately, agree very much). Items are written in both directions, so about half must be reverse scored. The total score ranges from 36 to 216, with high scores indicating greater level of job satisfaction. In this study Cronbach's alpha coefficient for internal consistence was 0.86.

The Rosenberg self-esteem scale (RSES), developed by the sociologist Morris Rosenberg (1965) is a self-esteem measure widely used in social-science research. It uses a scale of 0–40 where a score less than 15 may indicate a problematic low self esteem. The RSES is designed similar to the social-survey questionnaires. It is a ten-item Likert-type scale with items answered on a four-point scale—from strongly agree to strongly disagree. Five of the items have positively worded statements and five have negatively worded ones. The scale measures global self-worth by measuring both positive and negative feelings about the self. The original sample for which the scale was developed consisted of 5,024 high-school juniors and seniors from 10 randomly selected schools in New York State. The Rosenberg self-esteem scale is considered a reliable and valid quantitative tool for self-esteem assessment. In this study Cronbach's alpha coefficient for internal consistence was from 0.74 to 0.78.

Data procedure and data analysis

Data collection tool was administered by the researchers during the summer semester of the academic year 2018-2019. The questionnaire sets were distributed to the participants and collected in their offices on a self-reported basis. All participants were asked to indicate their age, gender and length of work experience. They were also requested to read the directives stated on the questionnaire carefully before endorsing their response. All the responses were completely anonymous.

For hypothesis testing statistical package SPSS 20.0 for Windows package program was applied. Descriptive statistics were used to analyze the data. Paired T-test was done to find the p value and statistical differences among groups. In this study, the significance levels were accepted as .01 or .05.

VI. RESULTS

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

Table1. The distribution of the sample by gender

Gender	Public university	Private university
Male	67 (44.67%)	82 (54.67%)
Female	83 (55.33%)	68 (45.33%)
Total	150 (100%)	150 (100.00%)

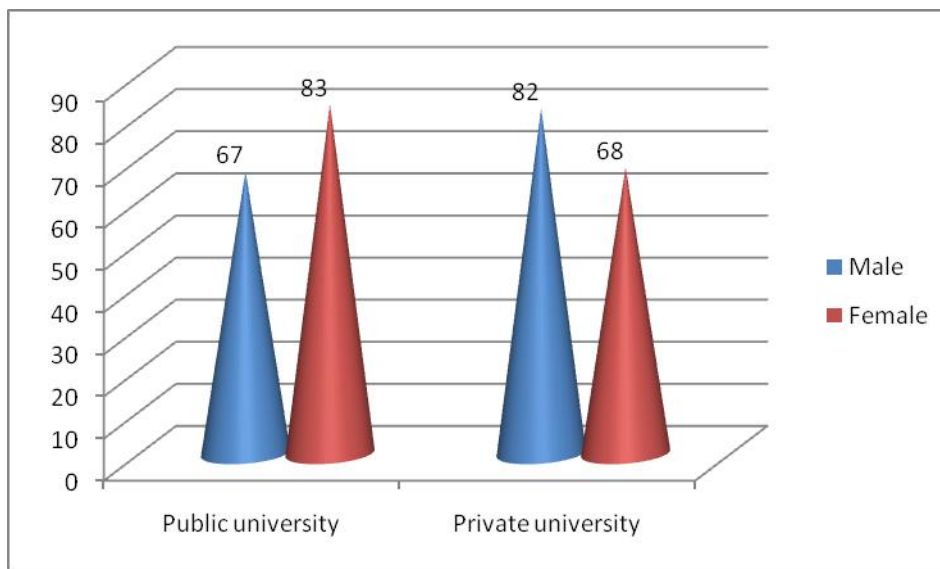


Figure1. The distribution of the sample by gender

The results indicated that there were no significant differences between the scores of self-esteems and job satisfaction among academic staff in public and private university.(Table 2). In our study we observed that the mean rate of self-esteem for academic staff from public university 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 public university was 21.953 (SD=5.051) and for job satisfaction was 137.173(SD=17.575).

The mean score for selfextraversion 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).

Table 2. Descriptive statistics between self-esteem and job satisfaction among sample

	Public University		Private University	
	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	3503.000	19804.000	3293.000	20576.000
Count	150.000	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 public university teachers ($t=-80.41, p<.01$). Also there was positive correlation between self-esteem and job satisfaction among private university teachers ($t=65.55, p<.01$) (Table 3). With Chi square test we found that there was no differences between public and private university teachers on the variable of self-esteem and job satisfaction ($X^2=1341.235, p>.01$).

Table 3. The correlation between self-esteem and job satisfaction levels

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Self-esteem Job satisfaction (Public University)	108.67	16.55	1.35	-111.34	-106.00	-80.41	149.00	0.00
Self-esteem Job satisfaction (Private University)	115.22	21.53	1.76	-118.69	-111.75	-65.55	149.00	0.00

From Figure 2 we should see the level of self-esteem and job satisfaction among academic staff who work in public and private university.

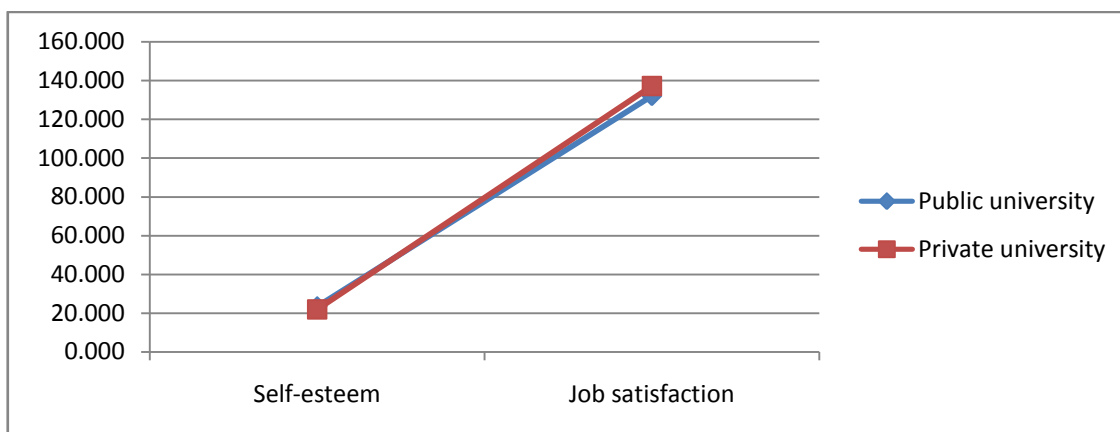


Figure 2. The level of self-esteem and job satisfaction among academic staff in public and private university

VII. DISCUSSION

Self-esteem concerns the positive or negative evaluation the individual makes of himself/herself, which plays a fundamental role in the construction of adult identity. Moreover, it is considered the evaluative component of self-concept, which includes cognitive and behavioral, as well as evaluative and affective aspects (Lopez, 1992).

In the present study we found that academic staff from public and private university have high level of self-esteem. In the context of the university, the teachers' day to day is full with a series of responsibilities that may be listed, such as: planning tasks, providing guidance, providing services to the community, assistance and consultations, commitment to the discovery of new knowledge and its dissemination, participation in commissions, lectures, among others. All these factors may be associated with alterations in their self-esteem (Mcloed & Oeens, 1982). But from the results we would see that teachers from both kind of university are satisfied with themselves and their job with students.

At the same time the result of the study shows that there was no a signification difference in job satisfaction between public and private university teachers. Literature also suggests that sometimes teachers from public and private university are satisfied with their work with their students (Iliea & Judge, 2003; Cranny, Smith & Stone, 1992). Maybe employees chose to work for public and private sector organizations based on the same expectations and promises, and thus they support the idea that employees are motivated by similar aspects, such as salaru packages, satisfactory, working environment, promotions and so more.

VIII. CONCLUSION

To conclude, findings of the study illustrate that self-esteem improves job satisfaction of the teachers. These findings suggest that when teachers are satisfied with their job, they can enhance the academic potential of the students. Also we can conclude that the priority of every organization is to create environments where positively and enriching environment is promoted in order to enhance the self-esteem of people working there. More of positive stimulations rather than negative competition should be the reason for employees to be working for any organization.

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