

Self-Esteem Level of Public and Private Sector School Teachers: A Case Study of GGHS of District Swabi

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This article may be cited as Badshah, I., & Abrisheema. (2022). Self-Esteem Level of Public and Private Sector School Teachers: A Case Study of GGHS of District Swabi. *ProScholar Insights*, 1(1), 13-20. <https://doi.org/10.62997/psi.2022a.70302>

Abstract: Self-esteem level of public and private sector school teachers: A case study of GGHS of district Swabi" was the title of the current research project. The study's goals were to ascertain public school teachers' levels of self-esteem. To investigate the level of self-esteem among teachers in private schools. The population of the study consisted of all the female secondary school teachers in the Khyber Pakhtunkhwa (Pakistan) district of Swabi. As a sample for the study, 100 female secondary school teachers from both public and private sector schools were chosen at random from the entire population. Data were gathered for the descriptive study using a self-created questionnaire. Data was gathered by means of in-person visits. After that, it was arranged, totalled, and examined. The examination of the gathered data was done using statistical tools, such as the percentage. Following a thorough survey of students in both public and private schools to gauge their degree of self-esteem, statistical analysis of the data revealed that those with higher self-esteem are more capable and competent and have access to more positive self-thoughts. To some extent, teachers in the public and private sectors of education have similar levels of self-esteem. But because of the stressful atmosphere and lack of service security in the private sector, teachers get a little bored.

Keywords: Self-esteem, Teachers, Public Sector, Private Sector, Tense Environment, Service Security

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Introduction

In essence, the self is a social structure that emerges from social experiences and interactions with other people. The self is a social construction that develops via socialization processes involving familial experiences (Harter, 2012). According to La Rossa and Reitzes (1993), self-esteem is an individual's assessment of oneself, and it influences children's conformity, moral behaviour, and educational orientations. Self-esteem has traditionally been used to describe one's overall assessment of oneself. According to Rosenberg (1965), self-esteem is the degree to which an individual feels "good" or "bad" about themselves (Sherina et al., 2008). Harter (2012) elucidated two aspects of self-esteem: an individual's self-perception and their perception of success. Its adaptability makes it both active and stable. The development of self-esteem is influenced by a wide range of variables, including academic standing, social acceptance, physical appearance, school, familial relationships, gender, age, and ethnicity (Connor et al., 2004). There is a correlation between academic success and self-esteem (Mann et al., 2004). As a result, it has been believed that having a high sense of self is essential for happiness, health, and prosperity. Children who have positive ties with their parents and have strong self-esteem are expected to be more successful and independent, according to Brook (2010). Sociological factors, including race, religion, gender, occupation, money, and education, are used to analyze self-esteem.

The Pakistani educational system is divided into two main sectors: the public sector and the private sector. In Pakistan, the private sector became a major supplier of education services in the 1990s and 2000s, both in absolute

terms and in comparison to the state sector. Private educational institutions were seen as a representation of superior instruction, severe discipline, diligence, teamwork, understanding, and a bright future. Although the structures of these two industries are similar, their financing is not. The state owns and finances schools, colleges, and universities in the public sector. Students enrolled in public schools are not required to pay tuition. For students who are enrolled in public educational institutions, education is essentially free. In contrast, individuals or private groups own and fund all educational institutions in the private sector. These educational establishments, which receive funding from official organizations and the private sector, are referred to as "private." Students pay a fair tuition price to cover the costs of their educational institutions (Awan & Zia, [2015](#)).

According to Awan and Saeed ([2014](#)), private schools are essential in ending illiteracy and raising student and teacher standards by offering superior learning environments.

Statement of the Problem

Every person wishes they had dedicated all of their knowledge, attitudes, and abilities towards the advancement of society since teaching is a prophetic profession. Teachers with self-assurance and command of their subject matter can work effectively. Public and private educational institutions may be found in Pakistan, where thousands of educators work in the honourable profession of teaching. "Self-esteem level of public and private sector school teachers: A case study of GGHS of district Swabi" was the study's intended focus.

Objectives

1. To explore the self-esteem level of public sector school teachers.
2. To discover the self-esteem level of private sector school teachers.

Research Questions

- What is the self-esteem level of public sector school teachers?
- What is the self-esteem level of private-sector school teachers?

Significance

The current study focuses on self-esteem, which is critical to teachers' social welfare. It is a person's upbeat attitude and demeanour. So, a teacher's personality needs to have it. It aids in assessing a teacher's attitude, both positive and negative. It facilitates the attainment of a career that is well-balanced. It aids in developing a student's well-rounded personality. It evaluates a teacher's positive and negative attitude and makes them aware of their abilities. It is essential to provide pupils with a high-quality education.

Review of Literature

According to research by Judge et al. ([2010](#)), parental participation and the quality of the parent-adolescent connection had a major impact on the self-esteem of teenagers of both sexes. One hundred thirty-two students, ages 12 to 18, had a positive link between their perceived parental support and their degree of self-esteem. But compared to boys, girls felt more confident in themselves.

Through a cross-sectional study conducted in Malaysia, Sherina et al. ([2008](#)) discovered a strong relationship between smoking behaviours, religious practices, and socio-demographic factors of adolescents' self-esteem. The findings indicated the importance of smoking habits, age, sex, religion, and the number of siblings in an adolescent's development of self-esteem.

Yahaya and Ramli ([2009](#)) discovered a strong correlation between the academic achievement of students (370) in Johar Bahru, their self-concept, and their interpersonal communication skills. The notions that students' self-concept was greatly impacted by the availability of interpersonal communication were supported by empirical data. However,



there was no discernible relationship between students' self-concept and their family income, birth order, or academic standing.

Following a thorough analysis of the literature on the impact of private education on children's education in developing nations, Ashley et al. (2014) suggested that private educational institutions outperformed state-run public ones in terms of student results. There is logical evidence to suggest that, as compared to public educational institutions, private educational institutions have a beneficial impact on students' learning outcomes due to their superior teaching methods and welcoming environments.

In any nation, attracting and keeping excellent teachers is essential to having a robust, efficient, and high-calibre educational system. It is necessary to research elements like self-esteem and work happiness in order to comprehend what produces good-calibre teachers. Teachers can deliver high-quality instruction to students if they have high levels of self-esteem and job satisfaction (Dessler, 2001). The aforementioned factors are contingent upon various other factors, including but not limited to compensation, advancement opportunities, oversight, benefits, contingent rewards, workplace dynamics, colleagues, job type, communication style, institutional settings, familial environments, and individual attributes such as age, gender, and religion (Cherabin et al., 2012).

Self-esteem and job happiness among teachers are significantly influenced by both intrinsic and contextual factors, including the type of school. The current study focuses on assessing the impact of gender and school type (public vs. private) on the aforementioned dependent measures. Recently, there has been an emphasis on gender disparities when examining the factors that affect job satisfaction. According to Poza and Poza (2003), women are more satisfied with their jobs than men are. Because of the disparities in gender roles in society, men and women who work in gender-balanced or homogenous groups have varying levels of job satisfaction and self-esteem. The kind of school (public or private) has a significant impact on teachers' job happiness and sense of self-worth. With a 2.7% annual growth rate, public schools in emerging nations like Pakistan are unable to provide the high-quality education that the country's population demands.

According to Iqbal (2012), private schools must shoulder a portion of the burden of education since the government cannot keep up with the constantly growing population on its own. Government and private schools provide varying career packages in an effort to keep instructors. For instance, government schools give pensionable employment, consistent benefits, and minimal risk to job stability, but they also come with a gradual increase in status and income. Conversely, private schools offer higher pay, additional benefits, contingent prizes, and a vertical advancement in teaching rank, yet poor performance carries the risk of dismissal. Teacher job happiness is significantly influenced by their sense of self-worth. Men and women in the workforce in Pakistan encounter distinct challenges. While men in Pakistan deal with financial difficulties, women in Pakistan experience harassment at work while doing household chores, caring for family, and attending social events. Men are expected to shoulder all financial obligations in Pakistan. Men and women suffer from low self-esteem and perform poorly in school as a result of these personal concerns (King et al., 2002).

In their 2005 study, Mubashir and Kausar compared the self-esteem of teachers in public and private schools. Their findings showed that teachers in public schools have higher levels of self-esteem than those in private schools. Another survey was carried out to find out what aspects of job satisfaction matter most to workers at government-owned and privately held banks. The findings showed that workers at government banks were happier with their jobs than those at private banks. The many aspects of job satisfaction showed a strong positive association. We may conclude that a variety of characteristics, such as the nature of the job, workplace amenities, gender, age, wage, and so on, have an impact on job satisfaction and self-esteem based on the theoretical framework and literature study discussed above. These elements have an impact on how involved a worker is at work. The literature and theoretical framework indicate that positive traits like self-worth are critical in determining how satisfied people are with their jobs, which eventually contributes to the success of the firm.



Research Methodology

The primary goal of the study was to investigate the self-esteem of public and private school teachers in the Swabi district. To this end, a survey was carried out to gather respondents' perspectives. The study is of a descriptive character. The population under investigation consists of all female secondary school teachers working in the public and private sectors in the Swabi district. As a sample for the study, 100 female secondary school teachers from both public and private sector schools were chosen at random from the entire population. Teachers at government and private schools were asked to rate their level of self-esteem using the revised Rosenberg Self-Esteem Scale (RSES), which was created by Rosenberg in 1989. The Rosenberg self-esteem measure evaluates an individual's value as a person. There are just as many positively and negatively worded items in it, ranging from strongly agree to strongly disagree. The Rosenberg scale questionnaire was personally administered by the researcher to gather data. Before delivering the questionnaires, researchers provide teachers with instructions on how to fill them out. A percentage was employed as a statistical technique to analyse the data that was gathered.

Data Analysis

The collected data was arranged, tabulated, analyzed and interpreted by using percentages as a statistical tool. The data was collected and arranged as soon as it was received from the respondents. It was calculated, and its percentage was drawn.

Schools Teachers' Data

Table 1

I feel that I am a person of worth, at least on an equal plane with others

| | Public Sector | | Private Sector | |
|-----|---------------|------------|----------------|------------|
| | Frequency | Percentage | Frequency | Percentage |
| SDA | 10 | 10% | 30 | 30% |
| DA | 5 | 5% | 35 | 35% |
| SA | 40 | 40% | 25 | 25% |
| A | 45 | 45% | 10 | 10% |

Table 1 describes the responses of the participants. 85% of teachers in the public sector feel that they are a person of worth and work with others on an equal basis. The 35% of teachers at private schools feel worthy of their jobs and responsibilities.

Table 2

I feel that I have a number of good qualities

| | Public Sector | | Private Sector | |
|-----|---------------|------------|----------------|------------|
| | Frequency | Percentage | Frequency | Percentage |
| SDA | 20 | 20% | 15 | 15% |
| DA | 10 | 10% | 10 | 10% |
| SA | 40 | 40% | 35 | 35% |
| A | 30 | 30% | 30 | 30% |

Table 4.2 elaborates on the responses of the subjects. 70% of teachers in the public sector feel that they have several good qualities. 75% of teachers at private schools have a number of good qualities.



Table 3*All in all, I am inclined to feel that I am a failure*

| | Public Sector | | Private Sector | |
|-----|---------------|------------|----------------|------------|
| | Frequency | Percentage | Frequency | Percentage |
| SDA | 50 | 50% | 30 | 30% |
| DA | 45 | 45% | 30 | 30% |
| SA | 0 | 0% | 10 | 10% |
| A | 5 | 5% | 30 | 30% |

Table 3 depicts the responses of the respondents. 95% of teachers in the public sector disagree that they are inclined toward failure. 60% of teachers at private school teachers disagreed that they are inclined toward failure.

Table 4*I am able to do things as well as most other people*

| | Public Sector | | Private Sector | |
|-----|---------------|------------|----------------|------------|
| | Frequency | Percentage | Frequency | Percentage |
| SDA | 10 | 10% | 0 | 0% |
| DA | 10 | 10% | 0 | 0% |
| SA | 50 | 50% | 65 | 65% |
| A | 30 | 30% | 35 | 35% |

Table 4 depicts the responses of the respondents. 80% of teachers in the public sector agreed that they are able to do things as well as most other people. The 100% of teachers at private schools agreed that they are able to do things as well as most other people.

Table 5*I feel I do not have much to be proud of*

| | Public Sector | | Private Sector | |
|-----|---------------|------------|----------------|------------|
| | Frequency | Percentage | Frequency | Percentage |
| SDA | 40 | 40% | 10 | 10% |
| DA | 25 | 25% | 5 | 5% |
| SA | 15 | 15% | 35 | 35% |
| A | 20 | 20% | 50 | 50% |

Table 5 shows the responses of the respondents. 65% of teachers in the public sector disagreed that they do not feel proud. The 85% of teachers at private schools agreed that they have nothing to be proud of.

Table 6*I take a positive attitude toward myself*

| | Public Sector | | Private Sector | |
|-----|---------------|------------|----------------|------------|
| | Frequency | Percentage | Frequency | Percentage |
| SDA | 23 | 23% | 34 | 34% |
| DA | 17 | 17% | 16 | 16% |
| SA | 35 | 35% | 10 | 10% |
| A | 25 | 25% | 40 | 40% |

Table 4.6 describes the responses of the subjects. 60% of teachers in the public sector agreed that they have a positive attitude toward themselves. The 50% of teachers at private schools agreed their attitude is positive.



Table 7*On the whole, I am satisfied with myself*

| | Public Sector | | Private Sector | |
|-----|---------------|------------|----------------|------------|
| | Frequency | Percentage | Frequency | Percentage |
| SDA | 20 | 20% | 60 | 10% |
| DA | 20 | 20% | 20 | 10% |
| SA | 40 | 40% | 10 | 40% |
| A | 20 | 20% | 10 | 20% |

Table 7 elaborates on the responses of the participants. 60% of teachers in the public sector agreed that they are satisfied with their job. The 80% of teachers at private schools are not satisfied with their job.

Table 8*I wish I could have more respect for myself*

| | Public Sector | | Private Sector | |
|-----|---------------|------------|----------------|------------|
| | Frequency | Percentage | Frequency | Percentage |
| SDA | 5 | 5% | 0 | 0% |
| DA | 7 | 7% | 0 | 0% |
| SA | 28 | 28% | 100 | 100% |
| A | 60 | 60% | 0 | 0% |

Table 8 elaborates on the responses of the participants. 88% of teachers in the public sector agreed that they could have more respect as teachers. 100% of teachers at private schools agreed that they could have more respect as an educator.

Table 9*I certainly feel useless at times*

| | Public Sector | | Private Sector | |
|-----|---------------|------------|----------------|------------|
| | Frequency | Percentage | Frequency | Percentage |
| SDA | 33 | 33% | 10 | 10% |
| DA | 40 | 40% | 15 | 15% |
| SA | 10 | 10% | 25 | 25% |
| A | 20 | 20% | 50 | 50% |

Table 9 describes the responses of the participants. 73% of teachers in the public sector disagreed that they feel useless at times. 75% of teachers at private schools agreed that they feel useless at times.

Table 10*At times, I think I am not good at all*

| | Public Sector | | Private Sector | |
|-----|---------------|------------|----------------|------------|
| | Frequency | Percentage | Frequency | Percentage |
| SDA | 30 | 30% | 5 | 5% |
| DA | 50 | 50% | 5 | 5% |
| SA | 10 | 10% | 40 | 40% |
| A | 10 | 10% | 50 | 50% |

Table 10 describes the responses of the participants. 80% of teachers in the public sector disagreed that they were not good at all. 90% of teachers at private schools agreed that they are not good at all.



Findings

1. 85% of teachers in the public sector feel that they are a person of worth and work with others on an equal basis. The 35% of teachers at private schools feel worthy of their jobs and responsibilities.
2. 70% of teachers in the public sector feel that they have several good qualities. 75% of teachers at private schools have a number of good qualities.
3. 95% of teachers in the public sector disagree that they are inclined toward failure. 60% of teachers at private schools disagreed that they are inclined toward failure.
4. 80% of teachers in the public sector agreed that they are able to do things as well as most other people. The 100% of teachers at private schools agreed that they are able to do things as well as most other people.
5. 65% of teachers in the public sector disagreed that they do not feel proud. The 85% of teachers at private schools agreed that they have nothing to be proud of.
6. 60% of teachers in the public sector agreed that they have a positive attitude toward themselves. The 50% of teachers at private schools agreed their attitude is positive.
7. 60% of teachers in the public sector agreed that they are satisfied with their job. 80% of teachers at private schools are not satisfied with their job.
8. 88% of teachers in the public sector agreed that they could have more respect as teachers. 100% of teachers at private schools agreed that they could have more respect as an educator.
9. 73% of teachers in the public sector disagreed that they feel useless at times. 75% of teachers at private schools agreed that they feel useless at times.
10. 80% of teachers in the public sector disagreed that they were not good at all. 90% of teachers at private schools agreed that they are not good at all.

Conclusion

The majority of teachers in the public sector feel that they are the person of worth and work with others on an equal basis. Most private and government teachers have several good qualities. The majority of teachers in the public sector disagree that they are inclined toward failure. A moderate number of teachers at private schools disagreed that they are inclined toward failure. Many teachers in the public sector agree that they are able to do things as well as most other people. All teachers at private schools agreed that they are able to do things as well as most other people. The majority of teachers in the public sector disagreed that they did not feel proud. Most teachers at private schools agreed that they have nothing to be proud of. A moderate number of teachers in the public sector agreed that they have a positive attitude toward themselves. Half of the teachers at private schools agreed their attitude is positive. More than half of the teachers in the public sector agreed that they are satisfied with their job. Most teachers at private schools are not satisfied with their job. The majority of teachers in the public sector agreed that they could have more respect as teachers. All teachers at private schools agreed that they could have more respect as educators. Most teachers in the public sector disagree that they feel useless at times. Many teachers at private schools agreed that they feel useless at times. The majority of teachers in the public sector disagreed that they were not good at all. Most of the teachers at private schools agreed that they are not good at all.

Recommendations

- Treat educators with the utmost respect and honour their vocation.
- Rewarding teachers for their exceptional academic performance is a good idea.
- If your teacher is around significant individuals in his life, such as heads of departments or other colleagues, speak well of him.
- Never ask a teacher why they aren't like someone else by making comparisons.
- Reassure your instructor that she is special and unique in her own way when others draw such similarities."
- Create a cheerful mood.
- Teachers need motivation because it fosters awareness among them.
- Teachers may learn how to build healthy connections by participating in social media groups. Students will feel more at ease when their teachers encourage them to engage, even if they are wrong.



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