

Comparison of Professional Self Esteem Of Public and Private Teachers

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ABSTRACT

The importance of the professional self-esteem is undeniable and the professionals of almost all fields ought to nurture the sense of professional self-esteem in order to develop their professionalism. It definitely enables them to realize their potentials, appraise their personal worth and mould themselves consequently so that they may suitably bring their faculties in to practice and serve in their best. The teachers are considered to be the most ardent agents of a society due to their constructive role. It is, therefore, essential for the teachers to continuously analyze their professional abilities in order to gain perfection in their teaching skills. This is how they become committed, devoted and professionals above all. In fact the very perception of the professional self-esteem instills professionalism amongst the professionals. This study preferably aims to delineate a comparison of the professional self-esteem of public and private secondary school teachers. Aricak (1999) Professional Self-Esteem Scale was used for this research study. Population of this perusal was all secondary school teachers of public and private schools of Rawalpindi city; hence, the sample was taken randomly. The response rate was 100% as the researchers collected data personally. Independent Sample t-test was applied and a significant difference in the level of professional self-esteem of public and private, male and female teachers is found. The professional self-esteem of the public school teachers is higher than that of the private teachers. Keywords: Professional self-esteem, public and private, Secondary School Teachers.

Introduction

Professional self-esteem is a many-folded idea which specifies the personal qualities of a professional and their effectiveness in his / her particular working environment. It is, in fact, the nub of the professionalism which not only entails the mental, emotional and psychological traits of a person but also their efficacy and practicability in his / her professional life. As far as the teachers are concerned, it also becomes the matter of their fidelity to the sacred profession of teaching that they have got to persistently scrutinize their competencies so that to be fully equipped with the mastery of teaching. Moreover, this would surely affect their personal as well as their professional life because they are able to develop themselves like extroverts, introverts or ambiverts which means that they would concern with their environment, with themselves or with both of them respectively. In this way they can better peruse their abilities and skills; thus, they can adjust themselves with their professional and with their personal life too. Hence, they prove themselves to be the perfect examples of the professionalism. The underlined topic is an effort to draw a comparison between the public and private secondary school teachers in order to get to know the level of their professional self-esteem. Basically the researchers aim to bring about the educational reforms in their relevant society while keeping the intrinsic value of education in view.

Self-Esteem

Self-esteem is the appraisal of one's self by himself / herself. It is a particular way of valuing one's own being with all its intrinsic and extrinsic qualities. The psychologists use this word to describe the absolute evaluation of an individual's worthiness by himself / herself. The idea of self-esteem is conceived differently by different generalists, ethicists, rationalists and psychologists. The very conception was first perceived by James in 1890. Then Rosenberg (1965) rendered a sociological view of self-esteem. Almost same idea is to be observed in the studies of Higgins (1983) about the authenticity of an actual and ought self. Similarly, Coopersmith (1967) perceives the idea of self-esteem with the behavioral perspectives while Mruk (1994) embodies the same thought as phenomenological dimension. Then numerous efforts are being made to explore its depth in respect of its need for the development of human behaviour. The most quoted work amongst different psychologists is that of Maslow (1943) who enumerates as the basic human need that generates the idea of self-actualization. The Self-Esteem Workbook Schiraldi (2001) reveals that self-esteem is a realistic, appreciative opinion of oneself. Realistic means accurate and honest. Appreciative implies positive feelings and liking. In cahoots, the overall literature review of the self-esteem reveals that the very idea is given the utmost importance to the extent that the lack of self-esteem is considered to be the basic cause of every social problem. Thus, self-esteem is the first and last ingenious and resourceful stimulus that is responsible for the sustenance of an active and productive social life.

Professional Self- Esteem

Professional self-esteem is the core of this study which aims to instill the essence of professionalism amongst the public and private teachers. In fact the highlighted subject is the whole of a professional life because it enumerates the sense of professional worthiness that a professional requires for becoming an adept in his / her field of work. Tinsely (2002) elucidates that the professional self-esteem of an individual specifies his or her professional position and acceptance in that professional role in respect of his or her personal self-regard. It is also a fact that the teachers are given the utmost priority when compared with the other professionals because of the great importance of their profession. Teachers are in fact the artisans who make an appreciable personality of their students with the delicate skills of their mental schema. Besides, transferring knowledge to their students, teachers also influence their character; they study their class-habits and discuss their matters with their parents in order to scrutinize the personal interests of their students.

In this way they devise their future. They also co-operate with other teachers and share their knowledge and experience with them. Hence, they explore new learning opportunities for the students. Here, it is inferred that teachers are the schemers, planners and thinkers who draft a complete framework for the forthcoming life of their students. It is also the ideal of the teachers to continue with the process of lifelong learning and develop themselves professionally. This is how the teachers pave their way towards the high level of professional self-esteem. Quoting Jersild, Lipka (1999) says that self-comprehension is the most important pre-requisite for the teachers in order to get to know about the level of their professional skills and thus to be able to adopt a healthy attitudes of their self-acceptance. Keeping the above-mentioned role of teachers in view, it is suggested that the teaching profession is the profession which demands the sensibility and the sensitivity of the teachers about their personal worth as well as their professional competencies that in return depend upon the sagacity and prudence of the teachers because if a teacher is unable to evaluate his / her value as a person and as a professional then he / she can never exhibit a positive attitude towards himself / herself, towards his / her ambience and towards his / her life as a whole.

Consequently, they instill the negativeness amongst their students. In fact teachers should not be considered the producers of the degree-holders only. They are rather the creators of the ethicists, scientists, planners, thinkers, educationists and skilled individuals. In a nutshell, teachers are the very source of the human sources of a country. Along these lines, the researchers of this study have tried to draw a difference between level of the professional self-esteem of the public and private school teachers so that the teachers must treat the professional self-esteem with the utmost caution.

Methodology of the Study

This research is actually a comparative perusal that aims to compare the level of professional self-esteem of public and private secondary school teachers of Rawalpindi city, the Punjab, province of Pakistan. The population comprises of 62 public high

schools (36 female and 26 male high schools) and 61 private recognized high schools in Rawalpindi city. Only two hundred teachers for class nine and class ten were taken as a sample randomly due to the financial constraints and limited time. On the request of the researchers, the District Education Officer Rawalpindi provided the numerical details of male and female high schools for this study. The opinions of the 200 teachers were taken in person by the researchers. Thus, this research study carries a 100% response rate with the efforts of the researchers. Aricak (1999) Professional Self-Esteem Scale was used as a tool for collecting data for this study. The scale has 30 items in likert five point scales. Five point likert type weightage for positive items is as “I strongly agree” 5, “I agree” 4, “undecided” 3, “I disagree” 2, “I strongly disagree” 1, and for negative items the weightage is in reverse order. The scale was translated into Urdu language, the national language of Pakistan, to make it comprehensible for the respondents. The expertise of two Master-degree holders was sought to validate translation of the questionnaire for the respondents. Then the pilot testing on 50 respondents was used to check reliability of the scale. The .97 was the overall reliability of the translated version which makes the scale a highly reliable instrument. The software “Statistical Package for Social Science” (SPSS) was used to analyze the data. T –test was applied to compare the level of professional self- esteem of public and private secondary school teachers and the frequencies of demographic data were calculated.

Results

Table No 1: Demographic variables

Variables		Public Schools		Private schools	
		Frequency	percentage	frequency	percentage
Gender	Male	50	50%	50	50%
	Female	50	50%	50	50%
	Total	100	100%	100	100%
Employment Status	Contract	3	3.0%	100	100.0%
	Permanent	97	97.0%	0	0%
	Total	100	100%	100	100%
Experience	0-10 years	19	19.0%	100	100.0%
	11-20 years	40	40.0%	0	0%
	21-30years	33	33.0%	0	0%
	31- and above	8	8.0%	0	0%
	Total	100	100%	100	100%
Academic Qualification	BA/BSc	31	31.0%	96	96.0%
	MA/MSc	69	69.0%	4	4.0%
	Total	100	100.0%	100	100.0%
Professional Qualification	B.Ed/BS.Ed.	55	55.0%	4	4.0%
	M.Ed/MS.Ed.	45	45.0%	0	0%
	No professional Qualification	0	0%	96	96.0%
	Total	100	100.0%	100	100.0%

Table 1 shows that all the private teachers are appointed on contract basis while the public teachers are found as permanent except 3% only. Here, the security of job is found to be one of the factors affecting the level of the professional self-esteem of the private teachers. Moreover, the difference in the qualification and professional experience is also observed to be a cause for the low professional self-esteem.

Table No 2: Professional Self Esteem of public and private school teachers

Variables	N	Mean	SD	t-value	df	Sig.
Public school	100	123.97	16.801	9.905	198	.000
Private school	100	101.26	15.601			

Table-2 shows that $t(198) = 9.905$, $p = .000$ is highly significant. The professional self esteem level of public teachers with mean value ($M = 123.97$, $SD = 16.801$) and private teachers with mean ($M = 101.26$, $SD = 15.601$). The mean value of public teachers is greater than private teachers which show that the professional self esteem level of public teachers is greater than private teachers. Statistically a significant difference in the level of professional self-esteem of public and private teachers at secondary level is due to the overall different infrastructure with all possible facilities in public and private schools.

Table No 3: Professional Self Esteem of public and private male secondary school teachers

Variables	N	Mean	SD	t-value	df	Sig.
Public male teachers	50	124.42	18.239	8.237	98	.000
Private male teachers	50	97.40	14.331			

Table-3 shows that $t(98) = 8.237$, $p = .000$ is highly significant. The professional self esteem level of public male teachers with mean value ($M = 124.42$, $SD = 18.239$) and private male teachers with mean ($M = 97.40$, $SD = 14.331$). The mean value of public male teachers is greater than private male teachers which show that the professional self esteem level of public teachers is greater than private teachers. Statistically a significant difference in the level of professional self-esteem of public and private male teachers at secondary level is due to the surety of their jobs in public schools.

Table No 4: Professional Self Esteem of public and private female secondary school teachers

Variables	N	Mean	SD	t-value	df	Sig.
Public female teachers	50	123.52	15.402	5.859	98	.000
Private female teachers	50	105.12	15.998			

Table-4 shows that $t(98) = 5.859$, $p = .000$ is highly significant. The professional self esteem level of public female teachers with mean value ($M = 123.52$, $SD = 15.402$) and private female teachers with mean ($M = 105.12$, $SD = 15.998$). The mean value of public female teachers is greater than private female teachers which show that the professional self esteem level of public teachers is greater than private teachers. Statistically a significant difference in the level of professional self-esteem of public and private female teachers at secondary level is due to the safety of their future in public schools as compared with the private schools.

Discussion/Conclusion

This research study basically spotlights a difference in the level of the professional self-esteem of secondary school teachers while comparing the private and the public school teachers. It is just an effort to induce the importance of the professional self-esteem amongst the teachers as they are the most responsible agents as a nation-builder. Thus, they have got to be very sensitive about their professional prestige. The study also reveals that the underlined topic is hardly given any importance by the earlier researchers particularly in Pakistan. It is, therefore, a unique subject with regard to the teaching profession as it would help the teachers to enhance their competencies and to maximize the learning opportunities for the students. Hence, the results of this research are appealing regarding the professional development of teachers. Another positive aspect of this research is that its findings emphasize the value of teaching facilities complementary to a smooth teaching and learning process.

This study may be taken as a recommendation for the improvement of teaching behavior. The researchers of this study recommend an advance in the facilities provided to the private teachers so that they may exert themselves with all their smugness of mind and professional satisfaction. It would surely uplift their professional self-esteem with all its feasible applications in professionalism.

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