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INTERACTION EFFECT OF SELF-CONCEPT, SELF-ESTEEM AND SELF-ACTUALIZATION ON JOB SATISFACTION OF PRIMARY SCHOOL TEACHERS



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ABSTRACT

Self-concept is a multi-dimensional construct that refers to an individual's perception of "self" in relation to any number of characteristics, such as academics (and on academics), gender roles and sexuality, racial identity, and many others. While closely related with self-concept clarity (which "refers to the extent to which self-knowledge is clearly and confidently defined, internally consistent, and temporally stable"), it presupposes but is distinguishable from self-awareness, which is simply an individual's awareness of their self. It is also more general than self-esteem, which is the purely evaluative element of the self-concept.

KEY WORDS : *Self-Concept, Self-Esteem, Self-Actualization, Primary School Teachers*

INTRODUCTION

Personality causes reflect the dynamics of an individual's self-perception and characteristic attitudes and behaviors. A variety of personality characteristics have been found to be associated with the career development of women. Self-concept is one of the most popular ideas in psychological literature. Unfortunately, self-concept is also an illusive and often poorly defined construct. Rogers (1951) defined the self-concept as "an organized configuration of perceptions of the self which are admissible to awareness. It is composed of such elements as the perceptions of one's characteristics and abilities : the percepts and concepts of the self in relation to others and to the environment ; the value qualities which are perceived as associated with experiences and object ; and the goals and ideals which are perceived as having positive or negative valence. Self-concept is operationally defined as a measure of the evaluation which the individual make and customarily maintains with regards to himself, it expresses an attitude of approval or disapproval, and indicates the extent to which the individual believes himself to be capable, significant, successfully and worthy (Cooper, Smith 1959). The awareness of self comes through the gradual process of adaptation to the environment (Piaget, 1969). Today, our self-concept, i.e., our knowledge, assumptions, and feelings about us, is central to most of the mental processes. According to Markus (1977), information concerning oneself is processed in terms of its relevance to one's self-schemata. Self-schemata are defined as cognitive

structures embodying networks of meaning associated with particular attributes that together coalesce to form the self-concept.

Self-esteem is generally considered the evaluative component of the self-concept, a broader representation of the self that includes cognitive and behavioural aspects as well as evaluative or affective ones (Blascovich and Tomaka, 1991). Self-esteem describes how people think and feel about themselves, how they regard themselves, and the degree of worth they attribute to themselves. Adolescence is a time of identity crystallization. It is a time when self-esteem, that is the evaluation which the individual makes and customarily maintains with regards to himself increases in prominence. There is no 'one' or single thing, or one single factor that goes to build a positive self-esteem.

Goldstein asserts that there is but one fundamental human motive, self-actualization, from which all other motives arise. Hunger, thirst, the reproductive drive, the desire for knowledge, power, prestige, and other primary and 'social' motives are all special manifestations of the basic tendency to realize the self. The fulfillment of needs is not the mere release of tension and elimination of deficiencies, but the more positive goal of joy in achievement and the pleasures of exercising one's capacities and abilities (Goldstein, 1939). In Maslow's own words : "A musician must make music, an artist must paint, a poet must write if he is ultimately to be at peace with himself. What a man can be he must be. This need we may call self-actualization (Maslow, 1954). Carl Rogers' self theory reveals his deep optimism about the possibility of human growth, in contrast to Freud's essential pessimism.

Job satisfaction is how content an individual is with his or her job. Scholars and human resource professionals generally make a distinction between affective job satisfaction and cognitive job satisfaction. Affective job satisfaction is the extent of pleasurable emotional feelings individuals have about their jobs overall, and is different to cognitive job satisfaction which is the extent of individuals' satisfaction with particular facets of their jobs, such as, pay, pension arrangements, working hours, and numerous other aspects of their jobs.

Review

Studies on Self-Concept

Maikhuri and Pande (1997) studied the self-concept of adolescents in relation to their academic achievement. Findings of the study : (i) Academic achievement and self-concept were not significantly related. (ii) Significant relationship was observed with academic achievement of adolescents having high and low self-concept. (iii) No significant difference was found between academic achievement of adolescents belonging to high and low self-concept. Prem Sunder (2010) conducted a study on self-concept of B.Ed. students. The purpose of the study is to find the self-concept of B.Ed. students (male and female). Self-concept Questionnaire developed by Ahluwalia was used. The sample was 100 from two colleges of education. Mean, SD, t-test were used for analysis. The findings revealed that there is significant difference between male and female students in self-concept.

Studies on Self-Esteem

Pandey, (1993) studied the locus of control and self-esteem. The present study aims to investigate the impact of locus of control (LOC) on self-esteem of college going male and female subjects. The objective of the study was to find out the relationship between two variables LOC and self-esteem. The major finding of the study were, it was found that internally controlled group possessed high self-esteem than externals. Knowles, et al., (2011) reviewed the literature on affective and cognitive processes, including the role of self-esteem. According to these authors, lack of support for the defence model of GDs could be due to focusing on self-esteem as a non-relational concept.

Studies on Self-Actualization

Fetzer, Susan Jane (2003) in the article Professionalism of Associate Degree Nurses: The Role of Self-Actualization, discussed that Usable data from 304 of 1,495 associate degree nursing graduates showed that self-actualization was positively and significantly related to professional attitudes, values, and behaviors. Length and intensity of work experience were only slightly related. The need to re-evaluate the induction model of professional socialization was suggested. Kaur (2008) conducted a study in which data was collected on 1360 secondary school teachers (680 males, 680 females) from different rural, urban, government and private secondary schools. She examined that relationship of Emotional Intelligence with Self-Actualization. It was found that there is a positive and significant correlation between Emotional Intelligence and Self-Actualization of secondary school teachers.

Studies on Job Satisfaction

Priya (2004) conducted a study on job satisfaction of women teachers of schools and colleges. The purpose of the study was to study the level of job satisfaction of women teachers of schools and colleges in general and individually. Four hundred women teachers served as sample. Job satisfaction questionnaire was used for data collection. For analysis Mean, SD and Critical ratio were used. Major findings were the women teachers of high school, higher secondary and college showed high job satisfaction and there was no significant difference between the job satisfaction among women teachers in schools and colleges. Salim and Mustafa (2012) conducted a study to ascertain the role of emotional intelligence on job satisfaction and the effect of gender on the relationship between emotional intelligence and job satisfaction. The results of the study showed a significant positive relationship between emotional intelligence and job satisfaction and no effect of gender was observed on the relationship between the two variables. Thus, the purpose of the present study was to examine the effect of self-concept, self-esteem and self-actualization on job satisfaction of primary school teachers.

Objectives

The study was designed with the following objectives in view :

- i. To investigate the effect of self-concept on the job satisfaction of primary school teachers.
- ii. To investigate the effect of self-esteem on the job satisfaction of primary school teachers.
- iii. To investigate the effect of self-actualization on the job satisfaction of primary school teachers.
- iv. To investigate the interaction effect of self-concept X self-esteem on the job satisfaction of primary school teachers.
- v. To investigate the interaction effect of self-concept X self-actualization on the job satisfaction of primary school teachers.
- vi. To investigate the interaction effect of self-esteem X self-actualization on the job satisfaction of primary school teachers.
- vii. To investigate the interaction effect of self-concept X self-esteem X self-actualization on the job satisfaction of primary school teachers.

Research Design : The study was a descriptive analysis with an interaction effects of selected independent variables on criterion.

Tools Used : The tools used were : (i) Self-concept Scale constructed by investigator; (ii) Self-esteem Inventory (SEI) constructed by Prasad and Thakur (1977) was adopted. (iii) Self-actualization constructed by K.N. Sharma was adopted ; (iv) Job Satisfaction Scale constructed by Saxena.

Sample : Six hundred (600) government and private primary school teachers of Bellary district were considered as the sample. The schools and teachers were selected using random sampling technique.

Statistical Technique : 3-way Analysis of Variance (ANOVA) technique was used. It is an indication regarding the main effects and interaction effects of selected independent variables on dependent variable.

Results

Table – 1 : Interaction Effect of Self-concept, Self-esteem and Self-actualization on Job Satisfaction Scores

Sources of Variance	df	SS	MSS	F-value	P-value	Significance
Main Effects						
Self-concept (A)	1	135.6091	135.6091	6.892	3.87	Yes
Self-esteem (B)	1	128.7590	128.7590	4.461	3.87	Yes
Self-actualization (C)	1	210.1004	210.1004	10.678	3.87	Yes
Two – way Interactions						
SC X SE (A X B)	1	171.1566	171.1566	4.631	2.14	Yes
SC X SA (A X C)	1	174.0246	174.0246	3.762	2.14	Yes
SE X SA (B X C)	1	245.3493	245.3493	12.470	2.14	Yes
Three – way Interactions						
SC X SE X SA (A X B X C)	1	121.3085	121.3085	5.083	2.14	Yes

Interpretation

Significance of the obtained FA, FB, FC, FAB, FBC, and FABC ratios were determined by referring to Table–F (Garrett, 1966, p. 466). The corresponding table F value for these factors is 3.87 with df 1 and 209 at 0.05 level and 2.14 with df 6 and 209 at 0.05 level.

1. The obtained F-value in respect of the Factor-A is 6.892 and the corresponding tabled F-value is 3.87. Since the obtained F-value is greater than the tabled F-value at 0.05 level, the difference is significant. Therefore, the hypothesis is accepted.
2. The obtained F-value in respect of the Factor-B is 4.461 and the corresponding tabled F-value is 3.87. Since the obtained F-value is greater than the tabled F-value at 0.05 level, the difference is significant. Therefore, the hypothesis is accepted.
3. The obtained F-value in respect of the Factor-C is 10.678 and the corresponding tabled F-value is 3.87. Since the obtained F-value is greater than the tabled F-value at 0.05 level, the difference is significant. Therefore, the hypothesis is accepted.
4. The obtained F-value in respect of interaction between the Factor-A and B is 4.631 and the corresponding tabled F-value is 2.14. Since the obtained F-value is greater than the tabled F-value at 0.05 level, the difference is significant. Therefore, the hypothesis is accepted.
5. The obtained F-value in respect of interaction between the Factor-A and C is 3.762 and the corresponding tabled F-value is 2.14. Since the obtained F-value is greater than the tabled F-value at 0.05 level, the difference is significant. Therefore, the hypothesis is accepted.
6. The obtained F-value in respect of interaction between the Factor-B and C is 12.470 and the

corresponding tabled F-value is 2.14. Since the obtained F-value is greater than the tabled F-value at 0.05 level, the difference is significant. Therefore, the hypothesis is accepted.

7. The obtained F-value in respect of interaction between the Factor-A X B X C is 5.083 and the corresponding tabled F-value is 2.14. Since the obtained F-value is greater than the tabled F-value at 0.05 level, the difference is not significant. Therefore, the hypothesis is accepted.

CONCLUSION

It is concluded that self-concept, self-esteem, and self-actualization of primary school teachers have direct and interaction effects on their job satisfaction.

Implications

A satisfied happy primary school teacher is very likely to exert himself, work with enthusiasm, and deliver the goods more efficiently, and thereby make his pupils efficient, satisfied, enthusiastic and happy. Likewise a dissatisfied primary school teacher is likely to make his pupils also dissatisfied in several aspects. Hence, the welfare of primary school teacher should be of supreme concern to the educational administrators, the government and the society. Though, the government has been doing moderately good work to enhance the prestige of the primary school teachers by increasing the salaries, much remains yet to be done.

Majority of the primary school teachers were dissatisfied with their profession in general. It is well known that a dissatisfied primary school teachers cannot perform their duty of teaching effectively. Hence the government and management of the private schools should take up all possible steps to reduce the dissatisfaction vertically and control horizontally.

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