

Self-Esteem and Perceived Stress among Private and Government School Teachers in Jammu: A Comparative Study

ABSTRACT

Background: The level of mental health of a teacher has been found affected with numerous personal as well as professional demands. **Aim:** The purpose of this study was to find the relationship between self-esteem and perceived stress among government and private school teachers of Jammu. **Method:** Data from 120 teachers working in Jammu (60 private school teachers and 60 government school teachers) using purposive sampling were collected. The self-esteem was assessed using Rosenberg Self Esteem Scale and Perceived Stress Scale (PSS) was used to assess the perceived stress. The data was analyzed using statistical software SPSS (version 20.0). **Result and Conclusion:** The results also showed the private schools' teachers had comparatively higher self-esteem and lower stress than government schools' teachers. There was no significant difference in self-esteem and perceived stress of government and private schools' teachers. There was a strong positive significant relationship between self-esteem and perceived stress among the teachers. But there was no significant relationship between self-esteem and age, self-esteem and teaching experience, perceived stress and age, and perceived stress and teaching experience.

Keywords: Teachers, Stress, Mental Health, Self esteem

INTRODUCTION

Teaching is being considered as one of the noblest professions since ancient times. With the changing socio-economic scenario and increasing unemployment, the values of teachers' and their professional concern with the job have forcibly undergone a drastic change which adversely affects their mental health. Health of teachers, on social, physical and mental health domains adds to the efficiency not only to their professional growth and development but also to their personality. Moreover, they have also been considered as the constructors of the future of a country. Indian Education Commission,

1966 stated 'The destiny of the country is being shaped in its classrooms', and the success of a school depends largely measure,

Sumeet Kour¹ Nisar Ahmad Wani² Subodh Kumar³

¹Teacher, Rich Harvest School Jammu ²Associate Professor (Psychology) Government College For Women's, Anantnag, Jammu & Kashmir ³Research Scholar, Dept. of Psychology, Banaras Hindu University, Varanasi.

on the quality of its teachers. When the teachers are effective, students learn (Ewan, 2002). Stress is the psychological and physical state that results when the resources of the individual are not sufficient to cope with the demands and pressures of the situation. Thus, stress is more likely in some situations than others and in some individuals than others. Stress can undermine the achievement of goals, both for individuals and for organisations. Some factors that cause increased stress at workplace include 'workload (both excessive and insufficient work), lack of participation and control in the workplace, monotonous or unpleasant tasks, lack of recognition at work, inequity, poor interpersonal relationships, poor working conditions, poor leadership and communication and conflicting home and work demands (Maulik, 2018). It has been reported that work, money and family are the most common sources of stress, besides this there are other factors which may also cause stress such as: parenting,

Correspondence Address

Subodh Kumar, Research Scholar, Dept. of Psychology, Banaras Hindu University, Varanasi
Email: bhu.subodh@gmail.com

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pregnancy, change, care giving and social isolation (Bhattacharyya & Basu, 2018). Prospective teachers today are faced with everyday stressful events such as overexposure to the media (war, extreme weather, terrorism, illness and death), family related issues (divorce, single parent families, addictions, illness and death), and school (the ever-rising expectations, over scheduling, bullying, and peer pressure). As they are same age with other university students, they have the problems of adolescents such as their physical appearance, relationship problems and financial problems. We as a society need to begin to take a proactive approach to helping prospective teachers to deal with the everyday problems they are being faced with. Studies among college students suggest that higher stress level generally related to greater symptomatology, including anxiety, depression, lower levels of general well-being and low self-esteem.

Self-esteem is a psychological trait related to a person's image of self-value and self confidence in total aspects of human activity (Rosenberg, 1965). Self-esteem is the panacea of modern life. It can be considered as an important one to normal psychological development and seen as the key to financial success, health, and personal fulfillment, and it is regarded as the antidote to underachievement, crime, and drug abuse (Branden, 1994; Mecca, Smelser & Vasconcellos, 1989). Self-esteem is a significant aspect of this profession. During Covid-19 most teachers of Private school undergoes lot of stress due to technology base teaching. Many who used to teach under old method are facing huge challenges, though they have high self-esteem. Studies all over the world have associated self-esteem with human health and psychological well-being. This effect may be interpreted through the scope of resources increase and active coping against life's problems. *A favorable self-esteem* is considered a fundamental aspect of personal well-being, happiness and adjustment (Brown, 1993). Individuals with higher self-esteem are more satisfied with their lives, have fewer interpersonal problems, achieve at a higher and more consistent level, and are less susceptible to psychological problems (e.g., anxiety and depression) and physical illness (Brown, 1993) than those with lower self-esteem. *Low self-esteem* individuals often find themselves inadequate in dealing with uncertain situations. For a low self esteem person, failure may mean a global inadequacy in them. Their perception of failure is different. Low self -esteem also has an

important role in depression and stress.

Pereira et al. (2021) assessed the prevalence of, and the association between burnout, organizational self-efficacy and self-esteem, and to assess the predictive influence of burnout and organizational self-efficacy on self-esteem among Brazilian teachers during the COVID-19 pandemic. The prevalence of burnout symptoms was 3.2%, the prevalence of low occupational self-efficacy was 21.5%, and the prevalence of low self-esteem was 2.7%. Significant correlations were found between all variables under study. Hierarchical linear regression analysis showed that overall levels of burnout explained 40% of the variance of self-esteem, while together with organizational self efficacy, it explained 55%.

OBJECTIVES

The objectives of this study are: 1. To study the self-esteem among private and government school teachers in Jammu. 2. To study the perceived stress among private and government school teachers in Jammu. 3. To study the relationship between self-esteem and stress among private and government school teachers in Jammu. 4. To study the effect of age and teaching experience on self-esteem and stress of private and government school teachers in Jammu.

METHODS:

Sample Size

120 teachers (60 from private schools, 60 from government schools) were chosen (both i.e., male and female) as the sample from Bari Brahmana region of Jammu for the present study using purposive sampling.

Research Design

Correlational research design was used for the present study.

Tools

- **Self-esteem scale:** The Rosenberg Self-Esteem Scale (SES; Rosenberg, 1989) is a 10item self-report measure that uses a 4-point scale ranging from strongly agree to strongly disagree. A 10-item scales that measures global self-worth by measuring both positive and negative feelings about the self. The scale is believed to be unidimensional.

All items are answered using a 4-point Likert scale format representing the maximum score possible. High scores indicate high self-esteem, whereas low scores indicate low self-esteem. Cronbach's alpha for various samples range between .77-.88 and test-retest correlations between .82-.88 (Rosenberg, 1989)

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- **Stress inventory:** The Perceived Stress Scale (PSS) is one of the most widely disseminated methods of assessing psychological stress has been the Perceived Stress Scale (PSS; Cohen et al., 1983). This self-report scale generates a global stress score that is based on general questions rather than focusing on specific experiences. is the most widely used psychological instrument for measuring the perception of stress. It is a measure of the degree to which situations in one's life are appraised as stressful. Items were designed to tap how unpredictable, uncontrollable, and overloaded respondents find their lives. The scale also includes a number of direct queries about current levels of experienced stress. PSS scores are obtained by reversing responses (e.g., 0 = 4, 1 = 3, 2 = 2, 3 = 1 & 4 = 0) to the four positively stated items (items 4, 5, 7, & 8) and then summing across all scale items. A short 4 item scale can be made from questions 2, 4, 5 and 10 of the PSS 10-item scale.

Data Analysis

In this study, Mean, S.D, T-test and Pearson correlation were used for data analysis. Data analysis was done using Microsoft excel and SPSS software.

RESULTS

For this study, teachers of Jammu who are teaching in either private or public schools were contacted through email, WhatsApp, and personal calls for data collection. Google forms were sent to around 200 teachers and were requested to fill the forms. Data of 120 teachers of Jammu were filtered as per the inclusion criteria and analyzed using various statistical tools and techniques as per the requirement of the study. Continuous variables were presented in the form of mean (\pm sd) and categorical variables were presented as number (%). To find the association between continuous variables, the pearson's correlation coefficient was used and to compare the means of two independent groups, t-test was used. A p value less than 0.05 was considered statistically significant.

Table1:

Demographic characteristics of the participants

Variables		Frequency (N)	Percentage (%)
Gender	Female	85	70.8
	Male	35	29.2
Type of Teachers	Govt School Teachers	60	50.0
	Private School Teachers	60	50.0
Qualification	B.Ed.	59	49.2
	Graduate	5	4.2
	Ph.D.	4	3.3
	Post Graduate	52	43.3
Type of Family	Joint Family	69	57.5
	Nuclear Family	51	42.5

Table 1 presents the results of demographic characteristics of the participants: gender, type of teachers, qualification and family type.

Gender: 70.8% (n=85) participants i.e., teachers of this study were females, and 29.2% (n=35) teachers were males.

Type of teachers: 50% (n=60) teachers were teaching in government schools and 50% (n=60) were teaching in private schools.

Age: The mean age of the participants was 38.68 (SD=9.59, minimum=23, maximum=59) years (Table 2).

Teaching experience: The teacher participants of this study had a mean teaching experience of 11.28 (SD=6.97) years (Table 2). Few teachers had teaching experience of only 6 months and few had experience of 29 years of teaching experience.

Qualification: Most of the teachers (49.2%, n=59) were B.Ed., 43.3% (n=52) teachers were post-graduates, 4.2% (n=5) were graduates and 3.3% (n=4) teachers were Ph.D. holders.

Type of family: 57.5% (n=69) teachers were living in joint families and 42.5% (n=51) were living in nuclear families.

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Perceived Stress

Table-2: Mean score of age, teaching experience, self-esteem and perceived stress (N=120)

	Age	Teaching Experience	Self-Esteem	Perceived Stress
Mean	38.68	11.288	20.53	18.00
Std. Deviation	9.592	6.9783	3.018	4.311
Minimum	23	.5	10	8
Maximum	59	29.0	27	29

Self-esteem

The participants had scored 20.53 (SD=3.01) with minimum score of 10 and maximum of 27 on Self-esteem scale (Table 2). This indicates average self-esteem among the teachers of Jammu.

Table 3 presents the descriptive analysis of self-esteem among government and private school teachers of Jammu.

The government schools' teachers (n=60) had a mean score of 20.28 (SD=2.57) whereas private schools' teachers (n=60) had mean score of 20.77 (SD=3.40). This shows that the private schools' teachers had comparatively better self-esteem than government schools' teachers of Jammu.

t-test showed that there was no significant difference in self-esteem of government and private schools' teachers of Jammu ($t=-0.876, p=0.383$).

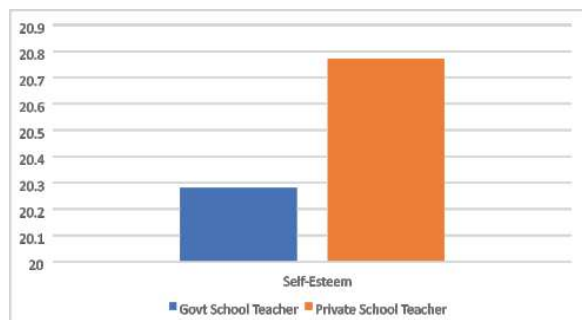


Table-3: Descriptive analysis of self-esteem and perceived stress based on type of teachers

	Type of Teachers	N	Mean	Std. Deviation	df	t	p
Self-Esteem	Govt School Teachers	60	20.28	2.578	118	-0.876	0.383
	Private School Teachers	60	20.77	3.407			
Perceived Stress	Govt School Teachers	60	18.62	4.247	118	1.577	0.118
	Private School Teachers	60	17.38	4.322			

The participants had scored 18.00 (SD=4.31) with minimum score of 08 and maximum of 29 on perceived stress scale (Table 2). This indicates moderate level of stress of the teachers of Jammu.

Table 3 presents the descriptive analysis of perceived stress of government and private school teachers of Jammu.

The government schools' teachers (n=60) had a mean score of 18.62 (SD=4.24) whereas private schools' teachers (n=60) had mean score of 17.38 (SD=4.32). This shows that the government schools' teachers of Jammu were more stressed as compared to the private schools' teachers of Jammu.

t-test showed that there was no significant difference in perceived stress of government and private schools' teachers of Jammu ($t= 1.577, p=0.118$).

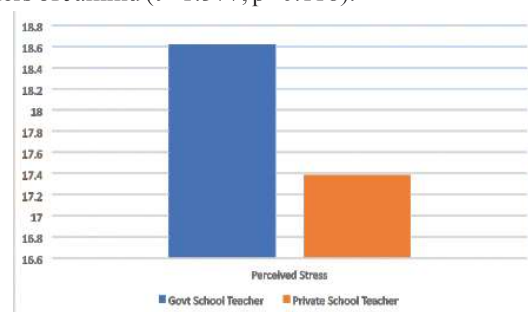


Table-4: Pearson's correlation coefficient table

	Age	Teaching Experience	SelfEsteem	Perceived Stress
Age	1	-	-	-
Teaching Experience	.835*	1	-	-
SelfEsteem	-.031	.024	1	-
Perceived Stress	.135	.099	.288*	1

**. Correlation is significant at the 0.01 level (2d).

Table 4 presents the pearson's correlation coefficient value for age, teaching experience, self-esteem and perceived stress of the teachers.

Self-esteem and Perceived stress: There were a strong positive significant relationship between self-esteem and perceived stress among the teachers ($r=0.288, p<0.01$). This signifies that self-esteem and perceived stress among teachers are directly proportional means higher self-esteem of teachers may increase stress level among them. There was no significant relationship between self-esteem and age ($r= -0.031, p>0.05$), self-esteem and teaching experience ($r= 0.024, p>0.05$), perceived stress and age ($r= 0.135, p>0.05$), and perceived stress and teaching experience ($r= 0.099, p>0.05$).

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DISCUSSION

This research was carried out to study the self-esteem and stress levels of government and private school teachers of Jammu. The results revealed that majority of the participants were female teachers (70.8%, $n=85$) and the mean teaching experience of the teachers was 11.28 ($SD=6.97$) years where few teachers had teaching experience of only 6 months and few had experience of 29 years of teaching experience which shows the perseverance of the teachers towards teaching. Teachers of Jammu were well-educated i.e., most of the teachers (49.2%, $n=59$) were B.Ed., 43.3% ($n=52$) teachers were post-graduates, 4.2% ($n=5$) were graduates and 3.3% ($n=4$) teachers were Ph.D. holders. It was also seen that 57.5% ($n=69$) teachers were living in joint families and 42.5% ($n=51$) were living in nuclear families by which we can infer those teachers of Jammu give preference to the joint families.

Self-esteem: The overall score of the participants was 20.53 ($SD=3.01$) that means the teachers of Jammu had average self-esteem. Few teachers had also scored a score of 10 and 27 on Self-esteem scale. The descriptive analysis of self-esteem among government and private school teachers of Jammu showed that the government schools' teachers had a mean score of 20.28 ($SD=2.57$) whereas private schools' teachers had mean score of 20.77 ($SD=3.40$). This showed that the private schools' teachers had comparatively better self-esteem than government schools' teachers of Jammu. There was no significant difference in self-esteem of government and private schools' teachers of Jammu ($p>0.05$).

Perceived Stress: The teachers of Jammu had a mean score 18.00 ($SD=4.31$) with minimum score of 08 and maximum of 29 on perceived stress scale which indicates moderate level of stress among the teachers of Jammu. The descriptive analysis of perceived stress of government and private school teachers of Jammu revealed that the government schools' teachers had a mean score of 18.62 ($SD=4.24$) whereas private schools' teachers had mean score of 17.38 ($SD=4.32$). This showed that the government schools' teachers of Jammu were more stressed as compared to the private schools' teachers of Jammu. But t-test showed that there was no significant difference in perceived stress of government and private schools' teachers of Jammu ($p>0.05$).

Relationship between Self-esteem and Perceived stress:

There were a strong positive significant relationship between self-esteem and perceived stress among the teachers ($r=0.288$, $p<0.01$). This signifies that self-esteem and perceived stress among teachers are directly proportional means higher self-esteem of teachers may increase stress level among them. This finding does not support finding of Aung (2018) who found that the self-esteem of the prospective teachers was negatively correlated with their stress. But there was no significant relationship between self-esteem and age ($r= -0.031$, $p>0.05$), self-esteem and teaching experience ($r= 0.024$, $p>0.05$), perceived stress and age ($r= 0.135$, $p>0.05$), and perceived stress and teaching experience ($r= 0.099$, $p>0.05$).

CONCLUSION

The results of this study showed that the participants had average self-esteem and the private schools' teachers had comparatively better self-esteem than government schools' teachers. Results of perceived stress scale showed moderate level of stress among the teachers and the government schools' teachers of Jammu were more stressed as compared to the private schools' teachers of Jammu. There was no significant difference in self-esteem and perceived stress of government and private schools' teachers. There was a strong positive significant relationship between self-esteem and perceived stress among the teachers. But there was no significant relationship between self-esteem and age, self-esteem and teaching experience, perceived stress and age, and perceived stress and teaching experience.

IMPLICATIONS

Findings from this study will be helpful for policy making and subsequent research studies that can be conducted on the similar variables.

Implications of this research are as follows:

- This study will help put focus of mental health experts on the mental health issues faced by private school teachers.
- This study will help in convincing school administrations to design special training programmes that can help teachers optimize their perceived stress and improve self-esteem.
- This study will help evolve training module for the private school teachers and help enhance the performance as well as bring a positive personality trait leading to better mental well-being and quality of life.

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LIMITATIONS

Like any other research work, this study also has some delimitations and limitations. They are as follows:

- The results of this study cannot be generalized as the sample size for the study covered only 120 teachers.
- The study was confined to the teachers working in Jammu region only.
- Majority of the participants were females.

SUGGESTIONS

Since it was not possible and practical to touch each and every aspect of a problem, it is important to put forward some suggestions for further studies:

- Similar studies can be conducted by taking a larger sample which can include private and government school teachers from other regions also.
- Similar studies can be conducted by using different psychological tools.

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