



Self-Esteem of High School Teachers in Relation to their Gender and Job Burnout

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Abstract : A teacher's self-esteem not only influences their personal development, but also plays a crucial role in their teaching efficiency and relationships with students. In the changing educational environment, work exhaustion has become a major factor affecting teachers' mental and emotional health. Therefore, the objective of the current research was to study the self - esteem of high school teachers, including their gender and its relationship to job burnout. This study used a descriptive survey method. A sample of 550 government high school teachers was selected using incidental sampling. Two standardized instruments were used to collect data. Self -Esteem Scale developed by Dhar and Dhar and the Job Burnout Scale developed by Gupta and Rani. Descriptive statistics and Analysis of Variance (ANOVA) were used to analyze the data. The finding revealed that there was no significant difference in self - esteem among high school teachers with respect to their gender. High school teachers with different level of job burnout differed significantly from each other with regard to their self-esteem. Gender and job burnout taken together had no significant interactional effect on self-esteem of high school teachers.

Keywords: Self-Esteem, Gender, Job burnout.

1. INTRODUCTION

High school teachers hold a crucial position in the education system. They not only impart subject knowledge to students but also play an active role in shaping their personality, values, attitudes, and future. To effectively fulfill this crucial role, it is crucial for teachers to have a strong level of self-esteem. Self-esteem reflects a person's perception of them, their belief in their abilities, and their evaluation of their existence. Teachers' self-esteem directly influences their behavior, work attitude, decision-making, and professional commitment. Teachers with high self-esteem teach with confidence in the classroom, understand students' problems, and are more motivated to adopt innovative teaching methods. Such teachers are able to face stressful situations with a positive attitude. Conversely, teachers with low self-esteem may experience job dissatisfaction, mental stress, work pressure, and lack of self-confidence, which impact their teaching performance and student achievement. Currently, high school teachers face numerous challenges, including curriculum changes, administrative responsibilities, evaluation systems, diverse student needs, and societal

expectations. In these circumstances, teachers' self-esteem emerges as an important psychological factor that enables them to address these challenges. Therefore, studying high school teachers' self-esteem not only helps us understand their work efficiency and satisfaction, but can also prove useful in improving educational quality. **Perumal (2020)** found that most prospective teachers had high self-esteem. Gender, subject background, and learners' generation had no effect on self-esteem. Only year of study had a statistically significant effect on self-esteem. Further, **Mukker and Dhaka (2023)** found that there was no significant difference in self-esteem of secondary school students with respect to their gender. There was no significant difference in self-esteem of secondary school students with respect to their location. Further, the study also revealed that there was no significant difference in self-esteem of secondary school students with respect to their arts and science stream. **Fouzia and Asghar (2024)** revealed that there was no significant difference in the level of professional self-esteem of Arts and Science teachers and rural and urban teachers, whereas a significant difference is found in the professional self-esteem level of male and female. Female secondary school teachers have high professional self-esteem than male teachers. **Chatterjee and Kumar (2024)** revealed that the female teachers had significantly higher level of job burnout score as compared to their counterparts ($t = 7.58, P < .01$). Whereas male teachers had significantly higher level of job involvement scores as compared to female teacher. Furthermore, **Rana and Kumar (2025)** revealed that there was significant difference in burnout of male and female teachers. Burnout of female teachers was more than those of males.

It has been observed on the basis of the thorough review of the literature that very few studies are on self – esteem of high school teachers with respect to job burnout. Hence, it was decided to see the impact to gender and job burnout on self – esteem of high school teachers.

2. OBJECTIVES OF THE STUDY

1. To study the difference in self - esteem among high school teachers with respect to their gender.
2. To study the difference in self - esteem among high school teachers with respect to their level of job burnout.
3. To study the interaction between gender and level of job burnout with respect to self-esteem of high school teachers.

3. HYPOTHESES OF THE STUDY

1. There will be no significance difference in self - esteem among high school teachers with respect to their gender.
2. There will be no significance difference in self - esteem among high school teachers with respect to their level of job burnout.
3. There will be no significance interaction between gender and level of job burnout with respect to self - esteem of high school teachers.

4. METHOD AND PROCEDURE

In the present investigation, survey technique under descriptive method of research was used to achieve the objectives of the study.

4.1 Sampling

A representative sample of 550 high school teachers were selected from schools of Mandi , Bilaspur, Hamirpur, kullu of Himachal Pradesh by employing incidental sampling technique.

4.2 Research Tools Used

In the present study, following research tools were used:

1. Self -Esteem Scale by Dr. Santosh Dhar and Dr. Upinder Dhar (2015)
2. Teachers' Burnout Scale by Dr. Madhu Gupta and Ms. Surekha Rani (2017)

5. STATISTICAL ANALYSIS OF DATA

For analysis and interpretation of data, descriptive statistics and Analysis of Variance (ANOVA) were used, details of which is given below:

In order to study the main and interactional effects of gender and level of job burnout on self - esteem of high school teachers, Analysis of Variance (2x3 factor design) having two types of gender i.e. Male And Female and three levels of job burnout i.e., High, Average And Low was applied on the mean scores of self - esteem of high school teachers. The means and standard deviations of self - esteem scores with respect to gender and level of job burnout are given in Table 1

TABLE 1
Means and Standard Deviations of Self - Esteem Scores with Regard to
Gender and Job burnout

Sr. No	Gender(A)	Job Burnout(B)	Mean Self - esteem Scores			
			High	Average	Low	Total
1	Male	Mean	91.12	101.09	107.27	100.45
		S.D	14.255	11.745	6.503	12.305
		N	34	219	26	279
2	Female	Mean	96.31	100.60	105.70	100.44
		S.D	11.349	9.907	7.584	10.179
		N	42	202	27	271
3	Total	Mean	93.99	100.86	106.47	100.45
		S.D	12.906	10.892	7.051	11.297
		N	76	421	53	550

Next, 'F' values were calculated based on the average self - esteem scores of male and female high school teachers with high, average, and low level of job burnout. The result are presented in table 2

Table 2

Summary of the Result of Analysis of Variance for Self - Esteem of High School Teachers with Respect to Gender and Job Burnout

Sr. No.	Source of Variation	Sum of Squares	df	Mean Squares (Variance)	F – Ratio
I.	Gender(A)	71.053	1	71.053	.601 ^{NS}
II.	Job Burnout (B)	5406.065	2	2703.032	22.855**
III.	Interaction (AxB)	559.823	2	279.911	2.367 ^{NS}
IV.	Error Variance	64337.944	544	118.268	
V.	Total	5619378.000	550		

NS- Non Significance

**Significance at 0.01 Level of Significance

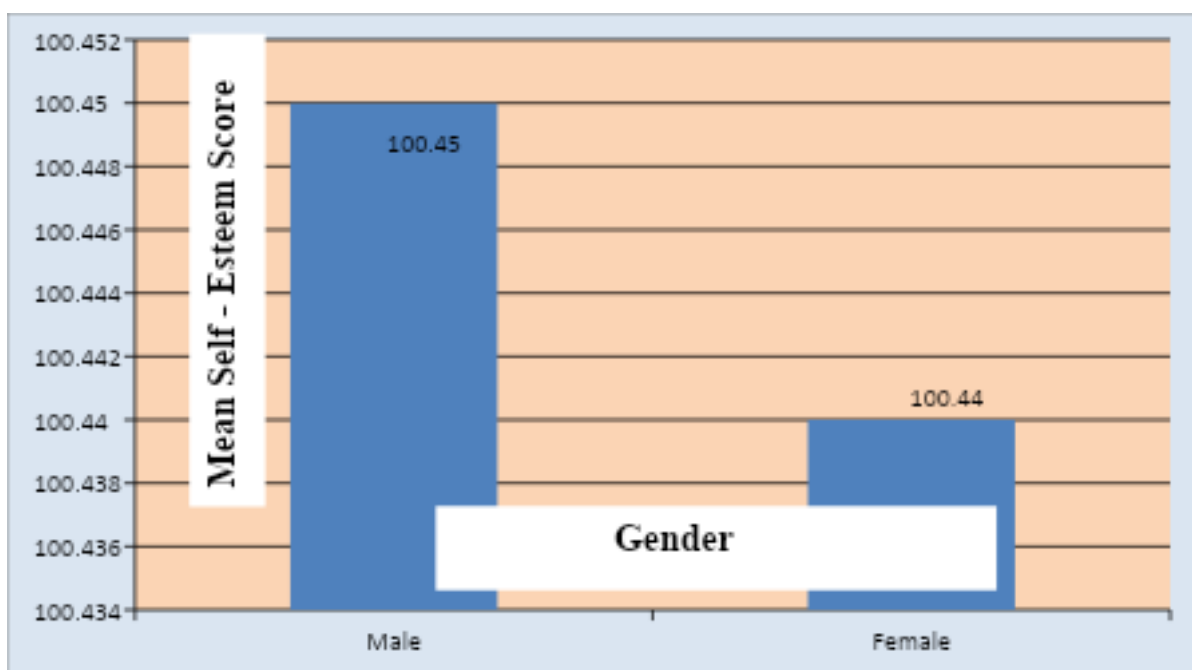
1. Effects of gender on self – esteem of high school teachers

(a) Gender (A)

From the above table 2, it is evident that the calculated value of ‘F- Ratio’ for the main effect of gender on the self - esteem of high school teachers, for a degree of freedom 1 and 544, was found to be .601 which is below the table value (3.84) even at 0.05 level of significance. Hence, the Hypothesis no.1 that, “There will be no significance difference in self - esteem among high school teachers with respect to their gender” was retained. Thus, it is interpreted that male and female high school teachers possessed similar level of self - esteem.

Figure 1

Mean Self - Esteem Scores of Male and Female High School Teachers

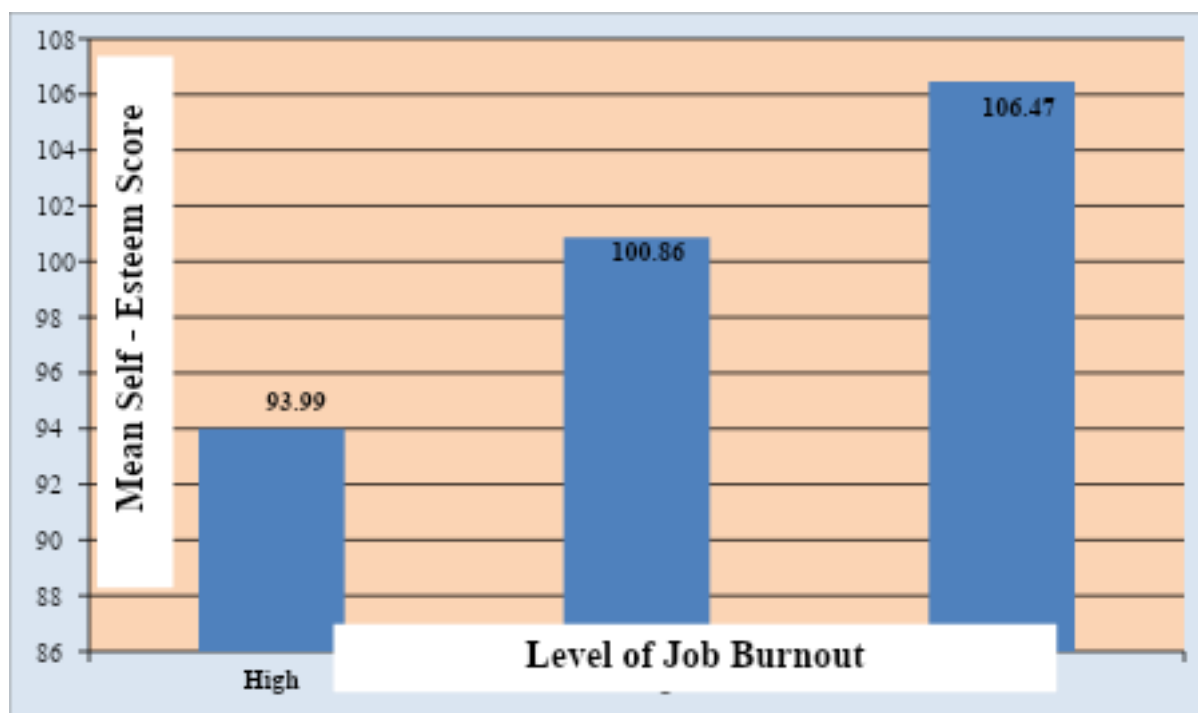


2. Job Burnout (B)

Table 2 shows the calculated value of 'F' for finding the main effect of Job burnout on self - esteem of high school teachers, for degrees of freedom 2 and 544, came out to be 22.855, which is greater than the table value (4.61) at 0.01 level of significance. Hence, the Hypothesis no.2 that, “There will be no significance difference in self - esteem among high school teachers with respect to their level of job burnout” was not retain. Hence, it can be concluded that high school teachers with different level of job burnout differed significantly from each other with regard to their self-esteem.

FIGURE 2

MEAN SELF - ESTEEM SCORES OF HIGH SCHOOL TEACHERS WITH RESPECT TO THEIR JOB BURNOUT



2. Interactional Effect (AXB) of Gender and Job Burnout on Self-Esteem of High School Teachers

The calculated value of “F-Ratio” for the interactional effect of gender and job burnout on self - esteem of high school teachers, for a degree of freedom 2 and 544, came out 2.367. This value is below the table value (3.00) at 0.05 level of significance. Hence, the Hypothesis no. 3 that, “There will be no significance interaction between gender and level of job burnout with respect to self - esteem of high school teachers” was retained. Therefore, it may be interpreted that the gender and job burnout taken together have no significant interactional effect on self –esteem of high school teachers.

6. CONCLUSIONS

The results of the study clearly indicate that gender (male and female) had no significant effect on teachers' self-esteem. Conversely, the level of job burnout had a highly significant effect on teachers' self-esteem. The results also indicate that teachers with low levels of job burnout have higher self-esteem, while teachers with high levels of job burnout have lower self-esteem. Furthermore, the interaction effect between gender and job burnout had no significant effect on teachers' self-esteem.

7. EDUCATIONAL IMPLICATIONS

The study found no significant difference in self-esteem between male and female teachers. This finding sends a clear message to educational institutions: gender-based segregation is not necessary in programs designed to enhance self-esteem. Both categories of teachers can equally benefit from professional support, training, and incentive systems. Therefore, institutions should create a work environment that provides equal value, respect, and resources to all teachers. The study found a significant impact of job burnout on self-esteem, thus providing a crucial message to educational institutions that reducing burnout should be a primary focus of teacher welfare policies. Institutions should provide stress management programs, time-management skills training, workload balancing policies, and regular psychological counseling. It is also essential that administrators ensure fair workload distribution and provide support while empathetically understanding teachers' challenges. When burnout is reduced, teachers will be able to work with greater enthusiasm, confidence, and energy, which will naturally improve the quality of teaching.

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