



Teachers' Social Recognition and Self-Esteem: A Perceived Perspective of the Punjab Secondary School Teachers

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Abstract: The study under the purpose was planned to examine the relationship of secondary level teachers' social recognition with their self-esteem. The study was descriptive and correlational by its nature as it aimed to render the perceptions of participants and correlation of variables. A multi-stage random sampling technique was adopted to pick the sample of study from population of secondary school teachers of the Punjab. At first stage four districts were selected randomly and at second stage 80 schools were selected and then five teachers from each selected schools were selected to make the total sample ($N = 400$) secondary school teachers. The data were collected from the selected secondary school teachers by using two questionnaires. The data were analyzed by applying statistical techniques as a mean score, independent sample t -test, Pearson " r " and One-way ANOVA, and post hoc tests to draw the results. It was concluded that there was weak and insignificant relationship existed between teachers' self-esteem and social recognition. So, it is recommended that there should be psychological practices of social recognition to associate with their self-esteem and needed to conduct research in Pakistani context.

Introduction

In the ancient era, educational institutions primarily focused on the buildings, technology, and physical atmosphere but now, attention is given to individuals. The institutions are concerned with the working of the whole system. So, such shift from physical resources to human resources needs constant vigilance, either all the elements of the organization are working in their maximum capacity and producing their best output by achieving the set aims and objectives or there is only wastage of human resources (Lawrence & Suddaby, 2006). Hence, the focus is now on increasing different aspects that affect the performance of the employees. Teachers' social recognition leads them towards success in performance (Losa & Filliettaz, 2014). The

widespread notion in modern era is that organizations are improving their human resources by utilizing their capabilities, understandings, and knowledge. Meanwhile, utilization of teachers' knowledge and skills would be pathway along with their well education and institutional practical skills (Cohen, 2011).

Although social recognition, well-being and care of employees are comparatively different from each other employees yet they consider these terms the same (Van De Voorde, Paauwe, & Van Veldhoven, 2012). So, that's why, social recognition enhances the teachers believe (Buchanan, Gueldner, Tran, & Merrell, 2009) and rewards them for their extra struggle (Zeichner,

2009). Individuals who received social recognition were motivated and showed a passion for their work and behavior. Unlike, individuals who did not receive social recognition were not so passionate about getting from it. In education, if a teachers' abilities, traits and achieved goals are recognized by the authorities and also by society, it develops a sense of self-esteem in them. In this way, they consider themselves a valuable asset of the institution. In short, social recognition enhances teachers' gratification and performance. Social recognition enhances their work efforts, interest, and output (McKenzie-Mohr, 2011). Employees' expectations on organization provide the base of their retention and left over the organization. Therefore, job satisfaction is unavoidable aspects to handle the situation through thanks praise, opportunity and promotion for job satisfaction (Markos & Sridevi, 2010).

Keeping in view the importance of social recognition it was obvious that it affects teachers' performance. The achievement of objectives depends upon teachers. Teachers are respected all over the developed countries because those nations are well aware that their developments are the result of their teachers' services. As for Pakistani society is concerned, teaching and teachers are not thought prestigious. Teachers must gain this prime position through their professional growth and development (Aikman & Rao, 2012). A teacher adores the morality, culture, civilization, and heritage of a nation because education not only is a source to save the culture, civilization, norms, and values of any society but also transfers it to the future generation with a valuable addition. All this process of preservation and transfer is beautifully and artistically done by a teacher. So, a teacher should be professionally skilled so that he may be able to achieve the set aim and objectives of the nation (Gutmann & Ben-Porath, 2014). There are some elements in an individual's personality such as capability, knowledge, and talent, by using these, a teacher makes him prominent in society and is recognized

by organizations and society (Timperley, Wilson, Barrar, & Fung, 2008).

On the other hand, there is a entirely contradictory view, a large section of society is of the view that teachers need not be praised and thanked because they are being paid for their services. A large number of teachers have the same thinking and say that appreciation from society does not affect their teaching. They are performing their duties because they think it is their duty. King and Ganotice (2014) exposed that social recognition in the present scenario did not affect teachers working with zeal and zest. It might be due to the change in social thinking and socioeconomic conditions in Pakistan because a gradual change is observed in social norms and values not only in the values related to the education system but also in the values, related to other social or communal affairs. The main focus of this study is to examine the relationship of teachers' social recognition with their self-esteem. Its major aim is to identify the factors of social recognition and to know the effect of social recognition on self-esteem. It was executed by obtaining the answers to four research questions.

Research Questions of the Study

1. What are the levels of secondary school teachers' social recognition as perceived by society?
2. What are the levels of secondary school teachers' self-esteem?
3. Is there any significant relationship between secondary school teachers' social recognition as perceived by society and their self-esteem?
4. Is there any significant difference in secondary school teachers' social recognition and self-esteem based on gender?
5. Is there any significant difference in secondary school teachers' social recognition and self-esteem based on teaching experience?

Research Design

The main purpose of the present study was to find out the relationship of secondary school teachers' social recognition with their self-esteem. Therefore, the research methodology was quantitative in nature and research design was descriptive and correlational.

Population

The population of the study was male and female secondary school teachers of the Punjab. The teachers of the secondary level were selected, because they feel freer to respond and they are teaching to the terminal classes of more than six thousand boys and girls schools, in thirty-six

districts of the province of Punjab.

Sample of the Study

It was unfeasible for the researcher to reach the whole population owing to deficient time and resources. So, the multi-stage sampling method was adopted to pick the sample of study from the sprinkled population. Four districts (Faisalabad, Hafizabad, Chiniot & Gujrat) were chosen at random from all the districts of Punjab. Eighty secondary schools (boys, 40 & girls, 40) were chosen from urban and rural areas of the selected districts. At last stage five teachers from each selected school were selected randomly to make the total of 400 sample.

Table 1. Summary of sample

Districts	Locale	Boys Schools	Girls' Schools	Total Schools	Selected Techers
4	Urban	20	20	40	200
	Rural	20	20	40	200
Total		40	40	80	400

Research Instruments

The data were collected with the help of two self-developed instruments Social Recognition Scale (SRS) and Self-esteem Measurement Scale (SMS) at five points likert scale.

Data Analysis

The data were analyzed through (SPSS-220) Statistical Package for Social Sciences and MS-Excel 2013. Appropriate statistical tests were applied to answer the research questions and results were reported in the inferential statistical

portion. Independent sample *t*-test, Pearson "r" and One-way ANOVA were applied to draw the results. For further detail, post hoc tests on variables were also applied for checking the differences between the subjects. For measuring the statistically significant differences in variables or groups effect sizes for each *t*-test were also calculated.

Results

Q 1. What are the levels of secondary school teachers' social recognition?

Table 2. The levels of secondary school teachers' social recognition

Variables	N	Mean	Standard Deviation
Social Recognition	384	3.90	.69

According to table two, the social recognition of the secondary level teachers has the mean value $M = 3.88$ and $SD = .69$ which was very close to the scale mark strongly agree and showed that the secondary level teachers had very strong social

recognition.

Q 2. What are the levels of secondary school teachers' Self Esteem?

Table 3. The secondary school teachers' Self Esteem

Variables	N	Mean	Standard Deviation
Self Esteem	384	4.15	.58

Table 3 highlights self-esteem of secondary school teachers and it has $M = 4.10$ and $SD = .53$ which expressed the high level of secondary level teachers' self-esteem.

Q3. Is there any significant relationship between teachers' social recognition and their self-esteem?

Table 4. Relationship between teachers' self-esteem and their social recognition

Variables	N	Mean	Standard Deviation	r- value	Significance (Two tailed)
Social Recognition	384	3.90	.69	.09	.08
Self Esteem	384	4.15	.58		

*. Correlation is significant at the 0.05 level (2-tailed).

Pearson product moment correlation test was computed to measure the relationship between social recognition and teachers' self-esteem. It was found that there was weak and no significant relationship between teachers' self-esteem and social recognition, $r = .09$, $p = .08 > 0.01$. It is therefore concluded that the self-esteem of

teachers was independent to their social recognition.

Q 4. Is there any significant difference in secondary level teachers' social recognition and self-esteem based on gender and locale?

Table 5. Secondary School Teachers' Social Recognition and Self-Esteem Based on Gender

Demographics	Wilk's Lambda	F-value	df	df	Significance
Gender	.926	7.031	4.000	380.000	.001

Multivariate analysis was conducted to find significant differences in the sub factor of SMS based on gender (Male & Female). A yielded F-value, $F = 7.031$, Wilk's Lambda = .926, $p = .001 < 0.01$ indicating that there existed a significant difference among sub-scales of SMS.

Q 5. Is there any significant difference in secondary school teachers' social recognition and self-esteem based on academic qualification and teaching experience?

Table 6. Secondary School Teachers' Social Recognition and Self-Esteem Based on Teaching Experience

Demographics	Variables	Groups	Sum of Squares	df	Mean Squares	F	Sig. value
Teaching Experience	Social Recognition	Between Groups	5.34	3	1.78	5.17	.002
		Within Groups	120.82	381	.34		
		Total	126.16	384			
	Self-esteem	Between Groups	.30	3	.10	.38	.784

Within Groups	98.97	381	.28
Total	99.28	384	

One-way ANOVA was used to find out the differences of SEMS on a qualification basis and to expose the differences in social recognition on a qualification basis. It was observed that there is no significant difference in self-esteem based on teaching experiences existed, $F = .38$, $p = .784 > 0.05$. It was depicted that a significant difference in social recognition based on teaching experiences existed, $F = 5.17$, $p = .002 < 0.05$.

Conclusions

From the findings of the study, it could be concluded that secondary school teachers had very strong social recognition and a high level of self-esteem in their schools. A significant relationship did not exist between teachers' self-esteem and social recognition. A significant difference existed between the social recognition of male and female teachers. Female teachers perceived a high level of social recognition than male teachers. Rural and urban teachers did not have any significant difference in their social recognition. No significant difference existed between self-esteem and social recognition with levels of academic qualification. No significant difference existed between self-esteem and level of teaching experiences.

Discussion

Teachers face many challenges to perform their obligations in a country like Pakistan. In our country, the teaching profession is not acknowledged as the most prestigious profession like other developed nations. Teachers perceived less recognition in the society. Keeping in view the above-mentioned fact the teachers' social recognition is a preeminent factor that affects the teachers' self-esteem. Current study is to investigate the relationship of teachers' social recognition with their self-esteem in secondary schools of Punjab province. This study explores the relationship of teachers' social recognition

with their self-esteem based on demographics. The results of this study asserted that social recognition and teachers' self-esteem do not correlate with each other. The study of Donnellan, Trzesniewski, Robins, Moffitt and Caspi (2005) supported the results of the present study that teachers' social recognition and self-esteem are not reciprocally related to each other. As well, factors of social recognition do not have a significant relationship with teachers' self-esteem. Anderson and Honneth (2005) also reported that social recognition is not associated with self-esteem. On, research conducted by Danermark and Moller (2008) showed the opposite results that social recognition was an indispensable element to increase teachers' self-esteem.

Besides this, the statistical analysis of the present study depicted those female teachers perceived a high level of social recognition than male teachers. Similarly, Griffiths and Ward (2011) described those female employees perceived more recognition than their male colleagues. On the other hand, in a study, no difference was found between male and female employees. That current study showed no difference in teachers' social recognition based on their locale. It was also empirically proved that rural and urban teachers perceived the same level of social recognition (Orth, Robins, & Widaman, 2012). It also revealed that the relationship between teachers' social recognition and their self-esteem based on academic qualification does not exist. Likewise, Trautwein, Ludtke, Koller, and Baumert (2006) supported the results of the current study that no significant difference is present among the teachers' social recognition and their self-esteem. The present study also mentioned that no significant difference is present in teachers' self-esteem based on teaching experience. Marsh, Trautwein, Ludtke, and Koller (2008) described that teaching

experience does not correlate with teachers' self-esteem. The results of the study showed that teachers' social recognition is associated with teaching experience. Likewise, Ferkany (2008) observed that employees who have more experience perceived a high level of social recognition instead of those who have less experience. Contrarily, Kang, Twigg, and Hertzman (2010) described that social recognition of employees is not associated with their years of experience.

To sum up, social recognition is not a significant determinant of teachers' self-esteem. The existing literature did not show the strong relationship between teachers' social recognition and their self-esteem. It might be because of the prevailing circumstances of our country in which individuals do not bother about other opinions. This is a crucial dilemma for researchers and policymakers. This research provided little evidence of how the level of teachers' self-esteem can be improved. Further, it focuses on the association of the elements of social recognition with teachers' self-esteem.

Recommendations

1. Social recognition of teachers is a gray area of interest. For a better understanding of the phenomenon of social recognition of teachers, *there should be psychological practices of social recognition to associate with their self-esteem and also needed more to conduct researches in Pakistani context.*
2. This was descriptive research; therefore, it is recommended that some other researchers should conduct studies in which they use other data collection techniques such as interviews and observations.
3. This research was conducted at secondary level schools; it is a dire need to conduct studies with the same dilemma at a higher level.

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