

Self-Esteem and Gender as Correlates of Secondary School Teachers' Effectiveness in South-West, Nigeria

Premobowei Dele MELEKEOWEI

Department of Counselling Psychology Education
College of Specialized and Professional Education
Lagos State University of Education, Otto/Ijanikin, Lagos
melekeoweidp@lasued.edu.ng

Abstract

The teaching profession is an age long discipline that involves interaction between the instructor with one or more students and with the objective of influencing behavioral changes. The teachers' competence is associated with certain psychological and demographic qualities which have been found to hinder their effectiveness. This study therefore examined the causal linkage between self-esteem, gender and secondary school teachers' effectiveness in the south west, Nigeria. The survey research design of ex-post-facto was adopted, whereas, the multistage sampling procedure was used to obtain the sample size of 1650 public secondary school teachers. The instrument used to obtain data for the study comprised of Teacher Effectiveness ($r=0.76$) and Rosenberg self-esteem ($r= 0.73$) scale. Pearson product moment correlation was used to establish the relationship between the independent and dependent variables @ 0.05 level of significance. The result indicated that a linear relationship was found between gender ($r=0.053$) and teacher effectiveness, whereas, an inverse relationship was found between self-esteem ($r= -0.017$) and teacher effectiveness. The teachers' gender is a contributing factor towards their effectiveness and this must be integrated into the recruitment process of secondary school teachers' in southwest, Nigeria.

Keywords: Self-esteem, Gender, Teachers' effectiveness, Teaching profession

Introduction

A teacher is the person who has gone through professional development training and certified to be qualified to undertake the task of teaching. The teachers engage in interactive behaviour with one or more students with the objective of enforcing a behavioural change (knowledge, skill and attitude). This explains the difference between the teacher, instructional material and the learning environment. The teachers' job is to prepare a holistic learning environment that will allow knowledge transmission, skill development and attitudinal change among students. Teacher effectiveness is the ability of the students to effectively learn, irrespective of their orientation. Goe and Croft (2009) contended that teachers contribute significantly to the constitution and maintenance of supportive, learning-focused environment in the classrooms, schools and work with parents and the community to support educational opportunities and success. Moreover, their relationship within schools (e.g., mentoring young teachers, serving on school committee, offering leadership in extracurricular activities) may not

directly bear on student learning, but they produce an environment conducive to successful teaching and learning. This is further linked to some psychological and demographic factors which readily influence their effectiveness.

Self-esteem has also been found to be associated with TE and is viewed as an attribute reflecting a person's peculiarity and perceptual appraisal of oneself, it is the exclusive assessment of worthiness that is expressed in the attitude the individual holds towards himself (Khan, Flavid & Qazi, 2015). Self-esteem is seen as an assessment of an individual self-worth or worth of one's mentality towards self or appraisal of oneself, which might be sure, impartial, or negative. Self-esteem is linked with individual self-concept which is considered as the sum total of the person's mental and physical peculiarities and his/her assessment of them. Self-image, which is referred to as the individual awareness of his/her mental and physical attributes.

The Ideal self is considered to develop alongside the individual's self-image and results in the attainment of standard of behaviours, skill and values. Positive self-esteem such as display of confidence, self-directing behaviour, blame free disposition, recognition of personal strength, optimism, capability to solve problems, ability to trust others, being independent and cooperative, being emotionally stable and recognizing limits among others enhances teachers' effectiveness. Low self-esteem signs such as negative view of life, mistrusting others, fear of taking risk and blaming behaviour hampers and affects teachers' effectiveness (Mbuva, 2016). Maslow suggested self-esteem as a basic human need of motivation. For instance, self-esteem is included in the hierarchy of needs. Maslow described two different forms of esteem: the need for esteem from others and the need for self-respect or inner self-esteem. Respect from others entails recognition, acceptance, status, and appreciation, and was believed to be more fragile and easily lost than inner self-esteem; he further argued that without the fulfillment of the self-esteem need, individuals will be driven to it (Vansteenkiste et al. 2009, Hyseni & Hoxha, 2018) Li et al. (2015) explored the reasons why humans are motivated to maintain a high regard to themselves. The social-meter model maintained that, self-esteem evolved checking one's level of status and acceptance in ones' social group. Whereas, the terror management model sustained that self-esteem serves a protective function and reduces anxiety about life and death. Rosenberg's self-esteem model, relies on two factors which are; reflected appraisals and social comparisons. Regarding reflected appraisal, it was admitted that human communication depends on seeing things from other people's positions. In the operation of studying the part of the other, one becomes, aware that people are objects of

others attention, perception, and valuation. One thus gets to see people through the eyes of others and social comparisons emphasize that self-esteem is in part a result of individuals comparing themselves with others and making positive or negative self-ratings. Hyseni and Hoxha (2018) conceptualized self-esteem as faith in oneself. This simply means the ability of an individual to understand and believe in him/herself. Self-esteem recognizes that since one is treated with deference by others, one is deserving of regard

Surnaiya and Jamal (2022) investigated the impact of self-esteem on secondary teacher's effectiveness. The study sample comprised 200 government secondary school teachers and a self-constructed instrument was used to obtain data for the study. The result from the study indicates that there is a positive correlation between teacher effectiveness and self-esteem. This implies that the component of self-esteem have significant contribution towards teacher effectiveness. Ogban and Ushibima (2023) studied motivation and self-esteem on teaching effectiveness among secondary school students in Ibadan. A total of 300 teachers were selected from twelve schools across six local government areas in Ibadan metropolis. The instrument for the study comprises of self-developed motivation, self-esteem and teachers teaching effectiveness questionnaire. The result indicated that self-esteem ranked higher compared to motivation in its contribution to teaching effectiveness.

Dey, Rahman and Akther (2013) investigated teacher's self-esteem and job satisfaction. The purposive sampling procedure was used to select 120 College teachers, while the instrument used to obtain data for the study comprised of the Bangla version of job satisfaction scale and self-esteem scale. The result indicated that government teachers have significantly higher self-esteem compared to non-government teachers. Also types of teachers (College or school) had no significant effect on self-esteem. Mustaq et al. (2012) noticed that; teachers from higher secondary school have higher scholastic accomplishment than teachers from lower secondary schools. Also, grade school teachers when contrasted with elementary school teachers have higher scholarly execution; Secondary and higher secondary school teacher have self-esteem extending from 51% to 53% just; secondary school teachers are moderately more amicable in their deduction than grade school teachers. Tabassum and Ali (2012) reported that there is no noteworthy distinction in the degree of professional self-esteem of craftsman and science teachers at secondary level, that is both craftsmanship and science teachers have equivalent degree of professional self-esteem. There is a critical contrast in the degree of professional self-esteem of male and female

secondary school teachers, that is contrasts exist among male and female professional teachers' self-esteem; No noteworthy distinction was found in the degree of self-esteem of rural and urban teachers, at the end of the day provincial and urban professional teachers has comparable degree of self-esteem.

Gao and Liu (2013) studied teacher self-esteem during teaching practice and the outcome indicated that teacher self-esteem assume a focal job in the lack of definition of the learning procedure. For example, the understudy teachers in the study, given their weakened situation in the showing practice, experienced consistent assault on their self-esteem. This brought down self-esteem affected in transit individual deciphered their training practice experience; it additionally affected different parts of the experience, including their educating, relational correspondence aptitude and learning. On the impact of negative self-esteem on understudy teachers, the supervisory teachers reported during the study that the understudy teacher became cautious when they got input. On the impact of positive self-esteem, instructing capacity was acknowledged on the aspect of teachers' work through social connections. The vast majority of the teachers in the study were seen to experience positive circle. Their teaching was seen as effective and got positive input, they felt positive about their showing capacity and about themselves, which prompted further positive achievement.

Tinsley and Hardy (2003) uncovered that teacher with instruction predisposition displayed more significant levels of professional self-esteem when contrasted and different associates in the distinctive scholastic control. Abdullah, Samupwa, and Alzaidiyeen (2009) demonstrated that teacher preparing has a fractional relationship with profitability while self-esteem doesn't direct the connection between teacher preparing and work conduct; yet for job execution, the outcome shows that self-esteem just conservatives the connection between showing abilities with job execution. On the directing job of self-esteem on the connection between teacher preparing and authoritative effectiveness; the outcome shows that self-esteem make the connection between showing abilities and duty with hierarchical effectiveness. These discoveries show that when teachers have positive self-esteem, it improves the teachers' showing aptitudes and their hierarchical effectiveness. Also, Abdullah et al (2009) reported that teacher preparation and work conduct does not have direct link to teacher self-esteem.

Gender is one the variables that have been linked to teachers' effectiveness. Gender is viewed as the social attributes and characteristics of being male or female and the relationship

that exist among them. Teacher education aims at the production of instructors with depth of knowledge, skill, right disposition and qualitative human interaction (Patrick, 2010). Females are gradually dominating the teaching profession at both the elementary and secondary stages of training. For example, the total number of female teachers compared to male teachers in Nigeria Primary School in 2004 and 2005 respectively, were 300,090 and 304, 738 against 291, 384 and 294,434 male teachers. Whereas at the Junior Secondary School the total act of female teachers is 87,503 compared to their male colleagues 83,125 (National Bureau of Statistics, 2016).

However, Abdullahi, Abubakar, Abubakar and Aliyu (2019) argued that female students in the pre-service training programmes are underrepresented in most educational institutions particularly in the areas of science, technology and mathematics due to cultural, religious and traditional believes. Akiri and Ugborugbo (2008) found that gender assumes a significant role among teachers. In any case, the studies of Holmund and Sund (2005) and Iymms (2005) found that teachers' gender has no effect on learning outcome. However, Scherer, et al. (2023) examined gender divide in teaching readiness of online teaching and learning using international sample of 73 higher institutions. The result revealed (i) gender is invariant or unaffected (ii) women reported higher readiness for cognitive activities (iii) construct associations involving perceived institutional support were weaker for women. Hooda (2022) investigated teaching effectiveness of secondary school teachers' in relation to their hours of control and gender. The study revealed that locus of control and gender impacted significantly on teaching effectiveness of secondary school teachers.

Diwa, Ayuh, Osayi and Bekon (2023) studied teachers' gender, effective classroom management and teaching method as a dimension for teaching effectiveness of Mathematics teachers. A sample of 145 Mathematics teachers was selected using purposive sampling technique. The result indicates that teachers gender significantly influence teaching effectiveness of Mathematics teacher in terms of knowledge and subject matter and effectiveness in classroom communication. Hadush and Katheriyar (2023) in their study, effects of gender, poor income and poor working condition on teacher turnover intention using 80 participants. The result showed that male teachers have a significant higher turnover impact compare to their female counterpart. Bamigbade, Amoo, Oluwadare & Adedokun (2021) investigated teacher' academic qualification, gender and teaching experience as correlate of student academic achievement. The sample for the study comprise of 20 teachers and 210 SSS II biology students. The findings from study showed

that there is a significant contribution of teachers' AQ, gender and teaching experience on students' academic achievement in biology.

Adebile and Adeyemi (2008) found that there is no connection among male and female teachers in every classification of the watched develop as a method for upgrading quality affirmation. Can and Ozturk (2019) researched on assurance of pre-administration science teachers' disposition towards perusing of science writings utilizing factors, for example, gender, grade point average and book understanding recurrence. The sample size includes 103 pre-administration science teachers. The outcome demonstrated that gender and grade level altogether impact pre-administration teachers' demeanor towards perusing science course book.

Odanga, Raburu and Aloka (2015) observed no factual centrality of impact of gender on teacher self-efficacy was found, yet the subjective outcome uncovered that gender had effect on self-efficacy of teachers in coeducational and young men's schools. Jatol (2008) uncovered that educators in rustic schools give more homework in arithmetic and science. In the provincial schools it was found that male teachers offer homework to their students more than their female partner. Female teachers in urban schools follow up the homework more than male in urban schools. Bigger bits of female teachers in urban schools utilize the showing unit than female teachers in provincial schools. Progressively male teachers in urban schools utilize the unit than male in rustic schools. Increasingly male teachers in both urban and country schools utilize negative fortification and discipline than female teachers in a similar region. More male than female in country and urban territories likewise are bound to utilize help from understudy screens. Female teachers were found to satisfactorily get ready for homeroom communication by arranging and setting up their exercise note when contrasted with male teachers in the rustic region.

Lahiri (2010) found that instructing in higher classes is controlled more by male teachers and in this manner considered as male ruled occupation. In all, female teachers are evaluated only for attempting to fit in non-customary field. Female educators are appraised dependent on ladylike stereotyped characteristics loving, thoughtful, delicate to the requirements of others, understanding, humane, warm and delicate. This position is upheld by Udousoro (2012) who fought that female teachers don't make a shared relationship with students and this absent them of well-mannered idiosyncrasies. Nevertheless, male teachers are known to be dynamic, vivacious and eager and this is viewed as male idiosyncrasies which students relates with, hence female teacher is seen to be feeling the squeeze.

Education is a cornerstone of societal development, and the effectiveness of teachers is pivotal in shaping the academic, social, and emotional growth of students. Within the dynamic landscape of education, numerous factors contribute to teacher effectiveness, ranging from pedagogical skills to socio-emotional well-being. One critical yet underexplored aspect is the relationship between teachers' self-esteem, gender, and their overall effectiveness in secondary schools. Despite the growing body of literature on teacher effectiveness, there remains a significant gap in understanding how teachers' self-esteem, influenced by individual perceptions and societal expectations, interacts with gender dynamics and subsequently affects their effectiveness in the classroom. The teaching profession, predominantly female in many contexts, is subject to various sociocultural influences that may impact self-esteem and, consequently, professional efficacy.

The concept of self-esteem, defined as an individual's overall subjective evaluation of their own worth and capabilities, has been recognized as a psychological factor influencing job performance and job satisfaction across various professions. However, its specific role in the context of secondary school teaching, where educators play a crucial role in shaping the cognitive and socio-emotional development of adolescents, warrants further investigation. Moreover, the gender distribution within the teaching profession is uneven, with a notable prevalence of female teachers, particularly in secondary education. The potential intersectionality of self-esteem and gender in influencing teacher effectiveness raises intriguing questions about how these factors interact and whether they contribute differentially to the teaching experience based on gender. Understanding the psychological factors influencing teacher effectiveness is crucial for enhancing educational outcomes and fostering a positive learning environment. While numerous studies have investigated factors affecting teacher effectiveness, the specific interplay between teachers' self-esteem, gender, and their impact on effectiveness in the secondary school context remains underexplored. This study therefore investigated the influence of self-esteem and gender on teachers' effectiveness in south west, Nigeria.

Purpose of the Study

The general purpose of this study is to investigate the influence of self-esteem and gender on teachers' effectiveness in south west, Nigeria. Specifically, the study aim to:

1. determine whether there is significant relationship between self-esteem and teachers' effectiveness among secondary schools in South-West, Nigeria.

2. find out whether there is significant influence of gender on teachers' effectiveness among secondary schools in South-West, Nigeria.

Research Hypotheses

The following research hypotheses guided this study

1. There is no significant relationship between self-esteem and teachers' effectiveness among secondary schools in South-West, Nigeria.
2. There is no significant influence of gender on teachers' effectiveness among secondary schools in South-West, Nigeria.

Methodology

This research adopted an *ex-post facto* research design. The rationale is based on seeking to establish cause-effect relationship between the independent and dependent (self-esteem, gender and TE) variables of interest. *Ex-post facto* is process of investigation in which the researcher has no control over the variable of interest and therefore cannot manipulate them. The study population comprised both male and female teachers in public secondary schools in south-west, Nigeria. The target population for this study comprised all the seventy-six thousand, three hundred and eighty teachers (76,380) across three thousand two hundred and fifty-one (3251) secondary schools in southwest, Nigeria. The randomly selected states for data collection included; Ekiti, Ogun, Lagos and Oyo state. The respondents for this study were chosen from the four (4) states randomly selected out of the six states in the South-west. Using the multistage random sampling technique, forty percent (40%) of the number of Local Government Areas (LGAs) in each state were also randomly selected. Ten secondary schools were also randomly selected from each of the LGAs and seven teachers randomly selected from each of the selected schools, this yield a sum of 36 LGAs and 360 secondary schools, while seven teachers randomly selected from each school make 2,520 secondary school teachers from the four state of the South-West. It is worthy to note that, the selection of a sample size of 2,520 secondary school teachers for this study was directed by the descriptive design formula suggested by Krejcie and Morgan (1970). The rule specifies a sample size of 384 participants for a population of 100,000. This study however sets out to use a larger sample size in view of the fact that the study adopts a descriptive method, which requires a large sample to ensure representation.

Table 1: Sample Size Determination

State	No of LGA	No of Secondary School	Population of teachers	No. of sample per LGA	No of sample schools in LGA	No of sample teacher
Ekiti	16	352	9,889	6	60	420
Ogun	20	451	12,840	8	80	560
Oyo	33	767	15,426	14	140	980
Lagos	20	670	18,152	8	80	560
Total	89	2,240	56,307	36	360	2,520

Two research instruments were used to obtain information from the respondents in this study. However, TE questionnaire was adapted while the self-esteem scale was adopted for the study. All the tools were revalidated using the test- retest reliability. Virgilio Teacher Behavior Inventory (VTBI) (1987) which was designed to measure specific teacher behavior was adapted for the study and it is consistently described in teachers’ effectiveness research and originally comprise of 35 items. An estimate of internal consistency is 0.96 for the total inventory and 0.88, 0.96, and 0.85 for classroom management, instruction, and climate subscales. It is a four-point likert scale, ranging from Often, (1) Occasionally (2) Not necessary (3) Not at all (4). The VTBI was re-worded to capture the teachers’ effectiveness. The reliability of the instrument was established through test retest with coefficient of 0.76. The second instrument was Rosenberg’s Self-Esteem Scale (RSE) which is a ten-item Guttman scale that appraises individual positive and negative feeling around the ego. Rosenberg produced the tool in 1965. Each individual is required to evaluate the extent to which the statement describes him/herself on a four-level scale (i.e., 0 = Strongly Agree; 1 = Agree; 2=Disagree; 3 = Strongly Disagree for items 3, 5, 8, 9, 10 and 3 = Strongly Agree; 2 = Agree 1 = Disagree, 0 = Strongly Disagree for items 1,2,4,6,7). This tool was taken without any modification to the original edition. The validity of the tool was established through a pilot study on 30 secondary school principals/head of unit in district one area of Lagos state using a test- retest method and it yielded a reliability index of 0.73.

Upon the identification and the selection of the teachers to be investigated, ten research assistance with a minimum of a master’s degree in educational and counseling psychology were engaged and trained in the distribution and administration of the instrument to the teachers within the chosen schools. This informed the need to send out and receive correct data in relation to each classroom teacher. The researcher traveled across the five South West states where the instruments

were administered. The data obtained from the respondents were analyzed using correlation coefficient statistics.

Results

Hypothesis One: There is no significant relationship between teacher self-esteem and teachers' effectiveness among secondary schools in South West Nigeria.

Table 2: Relationship between self-esteem and teacher's effectiveness.

Variable	N	X	SD	Df	r	p	Remarks
Self-esteem	2520	27.08	5.95				
Teacher's effectiveness	2520	44.42	10.55	2518	0.17	0.12	Not Significant

Table 2: Showed that the correlations coefficient "r" between self –esteem and teachers' effectiveness is 0.17 and $p > 0.05$. Since $p > 0.05$, it implies that there no significant relationship between self-esteem and teachers' effectiveness, based on the result, the null hypothesis is accepted. This implies that the teachers' self-esteem is not a contributing factor to his or her effectiveness in classroom interaction.

Hypothesis Two: There is no significant influence of gender on teachers' effectiveness among secondary schools in South –West, Nigeria.

Table 3: t-test analysis on influence of gender on teacher's effectiveness.

Variable	N	X	SD	df	t	p	Remarks
Self-esteem	2520	1.56	0.53				
Teacher's effectiveness	2520	44.42	10.55	2518	0.053	0.03	Significant

Table 3 revealed that the t-value of gender and teacher effectiveness is 0.053 and $p \leq 0.05$. Since $p \leq 0.05$, it implies that there is a significant influence of gender on teachers' effectiveness. Based on the result, the null hypothesis is rejected and the alternative hypothesis is accepted indicating that there is a significant influence of gender on teachers' effectiveness. This implies that gender is a contributing factor towards teachers' effectiveness and accomplishment during the teaching and learning process.

Discussion of Findings

Hypothesis one showed that there is no significant relationship between self-esteem and teachers' effectiveness. This implies that the teacher self-esteem as a criterion has no impact on

teachers' effectiveness in South-West Nigeria. This is consistent with the findings of Mustag, et al. (2012) who reported that teachers' self-esteem are under constant assault due to their weakened performance during teaching practice. The result is in contrast with the findings of Suralya and Jamal (2022), Ogbam and Ushibima (2023), Dey, Rahma and Akther (2013) who reported that teachers' self-esteem has ranked higher and significantly contributed towards teachers' effectiveness

Hypothesis two revealed that there is a significant influence of gender on teachers' effectiveness. It shows that teachers' gender is a contributing factor to their effectiveness. This finding is in agreement with the works of Scherer et al. (2023) who revealed that gender invariance among higher College teacher and that women reported their readiness for cognitive activities. Hooda (2022) and Diwa et al (2023) reported that gender had significant impact on teachers' teaching effectiveness, Hadush and Katheriyar (2023) further revealed that male teachers had a significant higher turnover impact compared to their female counterpart. Whereas Bamigbade et al (2021) said that teacher genders are contributing factors towards student achievement in biology. This result is in contrast to the findings of Homund and Sund (2005) and Hymms (2005) who found that teachers' gender has no effect on learning outcome furthermore; Adegbile and Adeyemi (2008), Odangalt et al (2015) found no contribution of gender on teachers' effectiveness. Based on the results from the study, teacher self-esteem and gender have been found to support the explanation that enhances secondary school teachers' effectiveness in South West Nigeria.

Conclusion

It was concluded from the findings that there was no correlation between self-esteem and teachers' effectiveness, while there was a significant influence of gender on teachers' effectiveness. This simply means that no relationship exists between teachers' self-esteem and the job effectiveness, whereas, teachers' gender is a contributing factor to the job effectiveness in secondary schools in South-West, Nigeria.

Recommendations

Based on the result of the findings, it was recommended that;

1. School management should ensure professional teachers with high self-esteem are recruited into this system, so as to ensure job effectiveness.
2. School management should ensure teachers are recruited based on their level of professionalism and experience without gender bias.

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