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Contents

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Parental Distress in a Paediatric Haematology and Oncology Ward – A Two Years Retrospective Study	1
- Elizabeth Akin-Odanye, Chioma Asuzu and Biobele Brown.....	
Comparison of Professional Self Esteem of Public and Private School Mathematics Teachers in Ibadan Metropolis, Oyo State	22
- Adedeji Tella	
Impacts of Body Image on Well-Being and Life Satisfaction of Adolescents in Ibadan, Oyo State, Nigeria	36
- Smith, I. U. and Mojinyinola, J. K.....	
Effects of Socio-Psychological Factors on Nurses Emotional Labour in Public Hospital in Ibadan	54
- Jimoh A. M., Ph.D. and Akinbo Tina Martha.....	
Development and Validation of 4-Factor Mathematics Anxiety Scale among Secondary School Students in Ibadan	66
- Taiwo A.K. and Rasaq T.A.....	
Narration on Impact of Body Image Disturbances on Identity Formation of Adolescent Girls	90
- Sabina N. Obi, Ph.D.....	
Psychological Factors as Correlates of School Library Media Personnel's Job Performance in Federal Unity Schools in The North-Central, Nigeria	109
- Olusegun A. Egunjobi Ph.D and Florence O. Ajani.....	
Paradigm Shift in Pedagogy: Students' <i>Learning Style Matters</i>	127
- Ofole, Ndidi, M.	

- The Critical Role of Staff Development in Teacher Productivity in Nigeria
- Ogundiran Samuel Ogunwale..... 145
- Influence of Parental Involvement and Students' Emotional Intelligence on the Academic Achievement of First-Year Students in Nigerian Universities
- Ezekiel Olusegun Babatunde..... 162
- Predictive Influence of Hope, Hardiness and Dispositional Optimism on Career Adaptability among Undergraduates in Ibadan, Nigeria
- Adediran Temitope Adeleye..... 176
- Supporting Reading Instruction Through The Use of Assistive Technological Devices for Students with Learning Disabilities
- Kelechi Uchemadu Lazarus Ph.D..... 195
- Governance and Community Participation in Owo Local Government Area Administration, Ondo State
- Edema Olagoke O..... 211
- Problem-Solving Skills Training In Fostering Identity Formation among Early Adolescents in Junior Secondary Schools in Ibadan, Nigeria
- Jimoh A.M. and Olajojo O. Adebanke 228
- Appraisal of Perceived Psychological Factors on Adolescents' Suicidal Ideation in Ibadan Metropolis, Oyo State
- Adebayo D. Oluwole, Fehintola Victor Ayodeji, Adeola R. Oluwole..... 245

Comparison of Professional Self Esteem of Public and Private School Mathematics Teachers in Ibadan Metropolis, Oyo State

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Abstract

Professional self-esteem is the appraisal of one's cognitive, emotional and behavioural capabilities that makes an individual a true professional in real sense. It is to get to know the real essence of a profession, its requisite along and competencies of a professional. Professional self-esteem of mathematics teachers varied across the level and location of operations of mathematics teachers especially between public and private primary school in Ibadan metropolis, Nigeria evidenced from reports. This study, therefore, investigated the comparison of public and private junior secondary school mathematics teachers' professional self-esteem because of the noticeable negative behaviour of mathematics teacher at this level. The study also examined apart from the comparison between professional self-esteem of public and private mathematics teachers in junior secondary schools, the differential in professional self-esteem of urban and rural mathematics teachers. The study was anchored on social learning theory by Bandura, while survey design was adopted. Multistage sampling procedures was used. First, all junior secondary schools and mathematics teachers in Ibadan metropolis were enumerated. Schools were then stratified into public and private and also into urban and rural schools. Simple random technique was used to select 150 mathematics teachers from 50 junior secondary schools (Private - 49 and Public - 101). Mathematics Teachers Professional Self-Esteem Scale ($r = 0.81$) was used to collect data. The data gathering lasted four weeks by the investigator with the assistance of three research assistants. Data were analysed using frequency count, mean, standard deviation and sampled t-test at 0.05 level of significance. Qualitative data were content

analysed after observing five sessions of focus group discussions with the 25.0% of selected teachers. The results revealed a significant mean difference between public ($\bar{x} = 41.35$) and private ($\bar{x} = 29.27$); urban ($\bar{x} = 25.41$) and rural ($\bar{x} = 21.69$); male ($\bar{x} = 61.37$) and female ($\bar{x} = 49.53$) professional self-esteem of mathematics teachers. The professional self-esteem was higher in term of public, urban, and male mathematics teachers. Mathematics teachers' professional self-esteem should be sustained and strengthened through incentives, good reward system, marking allowances, teacher gender sensitivities, prompt and timely promotion as at when due.

Keywords: Professional self-esteem, School location, Gender, Public and private schools, Secondary school mathematics teachers, Ibadan metropolis

Introduction

Teaching is a special profession that is fundamental to other professions. All other professions originate from the teaching profession as one cannot acquire knowledge and specific field skills without a teacher. The standards of education in every country are directly related to the academic, economic and social status of the teachers (Jan, Khan, Khan, Khan, and Saif, 2015). A teacher has been defined as an expert who is capable of imparting knowledge that will help learners to build, identify and to acquire skills that will be used to face the challenges in life. The teacher also provides to the learners knowledge, skills and values that enhance development (Senge, 2000). A teacher has also been defined as a person who has knowledge, skills, special trainings in teaching, explaining and educating and capable of creating behavioural change in terms of cognitive, psychomotor as well as affective domain (Mbise, 2008).

In addition to that, a teacher is a special person that is capable of interpreting education philosophy and policy into real life. If the teacher wrongly interprets the national educational philosophy and policy, the expected output will not be realized. Their professional preparation, disposition and commitment are critical for promoting excellence in higher education (Saroha, 1993). To enhance the quality of a teacher, one must know self and have understanding of oneself. The knowledge of oneself is one of the most important factors in the

profession of teaching. The quality of a teacher is judged by their work and behavior which depends mostly on one's capacity to adjust self with the environment (Shastri, 2015).

A number of educational reviews have revealed teacher as an important variable influencing student learning, achievement in science and mathematics (Iqbal, Fariha and Tayyab, 2015; Pell and Iqbal, 2015; Iqbal, Pell and Shafiq-ur-Rheman, 2013) and even the self-confidence, performance, empowerment and self-esteem of teachers themselves. The ultimate credibility of the qualified teacher depends upon their self-esteem which is based upon the self-confidence, performance and the empowerment (Jan, *et al.*, 2015). As a teacher, the overall output is directly related with their self-esteem while executing their professional duties (Irfan, Nawaz, Farhar and Naseem, 2013). Bandura (1995) defines the concept of self-esteem as the belief in one's capabilities to organise and execute the courses of action required in managing prospective situations. Generally, self-esteem with respect to the teaching profession refers to the teacher's reflection of overall evaluation of own worth and it encompasses beliefs (for example, 'I am competent,' 'I am worthy') and emotions such as triumph, despair, pride and shame (Shastri, 2015). It indicates the extent to which an individual believes the self to be capable, significant, successful and worthy (Tabassum, Ali and Bibi, 2012).

Psychologically, it is the confidence in one's ability, attitudes, commitments and values to respond according to expectations of success, acceptance, and personal strength. The self-esteem is a multifaceted phenomenon which consists of three components; self-evaluation, worthiness and competence. In self-concepts or self-image, a person's self-esteem is one of the main factors and measured to be a main cause in human behavior (Jan, *et al.*, 2015). The self-esteem can affect many characteristics of human behavior which includes the level of confidence, personality, learning, performance and empowerment (Bruno and Njoku, 2014). Ranganathan (2008) found that the relationship between self-esteem and teaching aptitude was positively correlated. In an educational setting, self-esteem has been well-thought-out as one of the most significant factors in defining failure and success in the institution. On the other hand, there are undesirable

facets of self-esteem that can cause negative effects on behaviors. Teachers who perceive themselves in a positive way will have a high self-esteem, which is partially the outcome of better performance (Jan, et al., 2015). Also, teachers who found that they have a very low self-esteem might feel frustrated in their teaching profession. A positive high self-esteem is equated with positive evaluation, while low self-esteem is associated with negative evaluation. According to Huitt (2004), individuals with low self-esteem tend to blame failure on external causes and take full credit for successes. Professional self-esteem as a domain-related self-esteem. Being an important element in the success of a teacher, professional self-esteem can be defined as the credit given to the chosen profession (Arıcak, 1999).

The teaching profession differs from others in that, the teacher deals with three human aspects namely cognitive, attitudes and ethics. The teaching profession for that matter is essentially based on knowledge, teaching strategies, education psychology, care, ethics and general conduct (DUCE, 2008). In other words, the real virtue of the teaching profession lies in providing students with suitable learning opportunities and an environment conducive to the development of their innate capacities. Only with sound cognitive abilities and high self-esteem, can teachers perform such a challenging job (Iqbala, Bibib and Gul, 2016). In accordance with these studies, it is apparent that a high level of professional self-esteem on the part of teachers fosters better results both for themselves and the children they teach (Neriman, Figen, Remziye and Müdriye, 2009).

There are many social and personal factors that affect the success of the teaching profession. These factors may have a positive or negative effect on professional self-esteem by creating differences in the activities of the teacher (Campbell et al, 2003). The most efficient place that these talents, potential and hidden powers can be used and improved is the work environment. It is in this professional environment that individuals maintain their social identity and social interaction. If they do not have any professional fulfilment, they may experience personal and social problems (Sarucan, 2008). Baloğlu et al (2006) point out in their study that there is a meaningful correlation between teachers' level of professional self-esteem and their internal

and external satisfaction. Inherent and environmental factors such as school type and location play an important role in the professional self-esteem and in performance of teachers.

Another variable of interest in this study is type of school (public and private) plays a vital role on professional self-esteem of Mathematics school teachers. Public schools in developing countries like Nigeria, cannot meet the needs of quality education for rapidly growing population. The government alone cannot provide education to this rapidly expanding population, so private schools have to share this burden (Iqbal, 2012). In recent times, researchers have been conducting studies on the comparison between private and public schools in their teaching strategies, performance, assessment, classroom management among others. Tabassum, Ali, and Bibi (2007) investigated the difference between self-esteem of public and private teachers and results divulged that teachers of public school have high level of self-esteem as compared to private school teachers.

School location has generated a lot of interest in educational research. Balogun (2012) asserts that one's residential/school location influences one's perception generally. Balogun further notes that people in urban areas are typically exposed to a wider range of experiences than people in rural areas. Ezewu (2012) asserts that some features of the rural environment impact on the residents negatively, so much that they influence their perception and consequently their attitude and practices. Bosede (2010) stated that location of school influences students' academic achievement in some areas.

Gender is another variable worth investigation because the debate concerning gender parity in academic is inconclusive. Gender is a global issue that generates concern and has led to a lot of research works. It is described in various ways by different people based on different perspectives (Oluwagbohunmi, 2014). Haralambo and Halbon (2000) define gender as the socially unequal division of people into masculine and feminine. Gender, in this study is the roles and relationships between men and women in Mathematics teaching and learning situation. Gender differences in performance have been examined for some time resulting in a substantial body of literature (Jack and Johannes, 2001).

Most of the studies on teachers' professional self-esteem have been conducted mostly in other countries with little in Nigeria especially on comparison between private and public in respect to the school location and gender. In the light of above, researching into the professional self-esteem of teachers is considered worthwhile because teachers are the ones who give different perspectives to children, shape their views, prepare them for the future, and guide them to make effective decisions. This study, therefore, compared between public and private mathematics teachers' professional self-esteem. It also examined whether school type, school location and gender have influence on mathematics teachers' professional self-esteem.

Research Questions

The following research questions were raised and answered in this study:

1. Is there any significant difference in the professional self-esteem of public and private junior secondary school Mathematics teachers?
2. Is there any significant difference in the professional self-esteem of urban and rural junior secondary school Mathematics teachers?
3. Is there any significant difference in the professional self-esteem of male and female junior secondary school Mathematics teachers?

Methodology

Research design: This study adopted a survey research design type.

Variables of the Study

The following are the variables involved in the study:

1. The independent variables in the study are
 - (a) School Type (Public and Private)
 - (b) School location (Urban and Rural)
 - (c) Gender (Male and Female)
2. The dependent variable is Mathematics teachers' professional self-esteem

Population

The population for the study comprised Junior Secondary School Mathematics Teachers from selected schools in Ibadan metropolis, Oyo State.

Sample and Sampling technique

A multistage sampling procedure was used. First, all junior secondary schools and mathematics teachers in Ibadan metropolis were enumerated. Schools were then stratified into public and private and also into urban and rural schools. Simple random technique was used to select 150 mathematics teachers from 50 junior secondary schools (Private - 49 and Public - 101 and Male - 109 and Female - 51).

Instrumentation

The research instrument used to collect data in this study is titled "Mathematics Teachers Professional Self-Esteem Scale".

Mathematics Teachers Professional Self-Esteem Scale (MTPSES)

The MTPSES was adapted and modified by the researcher from Iqbal, Bibi, and Gul (2016), an English revised Turkish professional self-esteem scale developed by Aricak (Aricak, 1999) to measure the professional self-esteem of secondary school teachers. The revised 37 items were based on a response scale of a five-item Likert-type, from Strongly agree, Agree, Undecided, Disagree to Strongly agree. This was modified to a four Likert-type response scale format from Strongly agree, Agree, Disagree to Strongly agree in order to effectively measure teacher's evaluation of one's worth in Mathematics teaching. The 37 items consists of 18 positive and 19 negative statements. Each item is given a score of 4 to 1, negative items were reversed in scoring. The maximum point possible on the scale is 72, whereas the minimum is 37. A higher score shows more positive professional self-esteem. Iqbal, *et al.* (2016) reported a Cronbach Alpha coefficient of 0.93. The items were revalidated based on the modification made. The 37 items were administered to 27 Junior Secondary School Mathematics teachers in schools that was not part of the schools in the study. The reliability of the scale was established with Cronbach's alpha which gave 0.81.

Administration of the instrument

The instrument was administered personally by the researcher to mathematics teachers who are the respondents of MTPES in their respective schools. The retrieval rate was 100% and the instrument was filled accordingly.

Methods of Data Analysis

The data collected were analysed using descriptive statistics of mean, standard deviation, and frequency count. Also used is the inferential statistics of t-test analysis at 0.05 level of significance. This was used to examine whether school type and school location caused any difference to Mathematics teachers' professional self-esteem.

Results

Research question 1: Is there any significant difference in the professional self-esteem of public and private junior secondary school Mathematics teachers?

Table 1: Difference Between Public and Private School Mathematics Teachers' Professional Self-Esteem

Variable	N	Mean	Std. Dev.	df	T	Sig.
Public	101	41.35	8.82	148	1.827	.000*
Private	49	29.27	4.17			

* denotes significant at $p < .05$

Table 1 shows that there is a significant difference in the professional self-esteem of public and private junior secondary school Mathematics teachers ($t = 1.827$, $df = 148$, $p < .05$). Table 1 further reveals a significant statistical difference in the professional self-esteem mean scores of Mathematics teachers based on school type. Public school Mathematics teachers had the highest professional self-esteem mean score in Mathematics ($\bar{x} = 41.35$) than their private school counterparts ($\bar{x} = 29.27$). This implies that school type has influence on the professional self-esteem of junior secondary school Mathematics teachers.

Research question 2: Is there any significant difference in the professional self-esteem of urban and rural junior secondary school Mathematics teachers?

Table 2: Difference between urban and rural Mathematics Teachers' Professional Self-Esteem

Variable	N	Mean	Std. Dev.	df	T	Sig.
Urban	97	25.41	4.78	148	1.535	.000*
Rural	53	21.69	3.77			

Table 2 shows that there is a significant difference in the professional self-esteem of urban and rural junior secondary school Mathematics teachers ($t = 1.535$, $df = 148$, $p < .05$). Table 2 further reveals a statistical significant difference in the professional self-esteem mean scores of Mathematics teachers based on school location. Urban Mathematics teachers had the highest professional self-esteem mean score in Mathematics ($\bar{x} = 25.41$) than their rural counterparts ($\bar{x} = 21.69$). This implies that school location has influence on the professional self-esteem of junior secondary school Mathematics teachers.

Research question 3: Is there any significant difference in the professional self-esteem of urban and rural junior secondary school Mathematics teachers?

Table 3: Difference between Male and Female Mathematics Teachers' Professional Self-Esteem

Variable	N	Mean	Std. Dev.	df	T	Sig.
Male	109	61.37	9.02	148	1.109	.002*
Female	41	49.53	8.89			

Table 3 shows that there is a significant difference in the professional self-esteem of male and female junior secondary school Mathematics teachers ($t = 1.109$, $df = 148$, $p < .05$). Table 3 further reveals a statistical significant difference in the professional self-esteem mean scores of Mathematics teachers based on gender. Male Mathematics teachers had the highest professional self-esteem mean score in Mathematics ($\bar{x} = 61.37$) than their female counterparts ($\bar{x} = 49.53$). This implies that gender has influence on the professional self-esteem of junior secondary school Mathematics teachers.

Discussions

The finding shows that there is a significant difference in the professional self-esteem of public and private junior secondary school Mathematics teachers. This may be attributed to the fact that school type of the Mathematics teacher was importance among the value ones may attached to teaching and is related to their professional adaptation and satisfaction. This negates that findings of Neriman, *et al.* (2009) who found that school type does not cause any differences in teacher candidates' self-esteem levels. It was also observed that public school Mathematics teachers had the highest professional self-esteem mean score in Mathematics than their private school counterparts. This may be due to the various seminars, workshops and conferences attended by public schools mathematics teachers which lead to the improve professional self-esteem. The result is in agreement with the findings of Tabassum, *et al.* (2007) which indicated that the professional self-esteem of the public school teachers is higher than that of the private teachers. This finding of significant difference disagreed with Aral *et al.* (2007) who emphasises that teachers who work in private schools have high professional self-esteem.

The finding shows that there is a significant difference in the professional self-esteem of urban and rural junior secondary school Mathematics teachers. It was also observed that urban Mathematics teachers had higher professional self-esteem mean score in Mathematics than their rural counterparts. It may be attributed to the fact that the urban teachers are given the utmost priority when compared with their rural counterparts because of their accessibility to facilities, organised seminars and workshops and even posting. This supported the findings of Bosede (2010) that school location influences academic achievement in some areas.

The result of the findings shows that there is a significant difference in the professional self-esteem of male and female junior secondary school Mathematics teachers. It was also observed that male Mathematics teachers had higher professional self-esteem mean score in Mathematics than their female counterparts. It may be attributed to the fact that the female teachers stereotypic view of Mathematics and thereby perceived Mathematics as being difficult for the females. This

supported the findings of Fabunmi (2004) who indicated that gender composition has a significant relationship with performance. This negates the findings of Neriman, *et al.* (2009) who found that gender does not cause any differences in teacher candidates' self-esteem levels.

Conclusion

This study investigated comparison of professional self-esteem of public and private mathematics teachers. School type, location and gender were found to have influence on the professional self-esteem of mathematics teachers. In order to improve teachers' evaluation of themselves in Mathematics teaching, their professional self-esteem should be sustained and strengthened through incentives, good reward system, marking allowances, teacher gender sensitivity, prompt and timely promotion. This would help the teachers to enhance their competencies and to maximise the learning opportunities for the students.

Recommendations

Based on the findings of this study, the following recommendations were made:

1. In order to improve and sustain teachers' professional self-esteem in Mathematics, government should organise seminars, workshops and conferences for both the public and private teachers on courses that will motivate and enhance professional teachers' skills. In organizing these programmes rural teachers should be taken into consideration.
2. An improvement in the economic and social environment of teacher candidates should be maintained so that they would willingly pursue their profession.
3. Government should make policies to reward and reinforce good teachers in order to increase their professional self-esteem. Gender stereotype issues should also be considered.

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