

SELF-ESTEEM AMONG SECONDARY SCHOOL TEACHERS IN RELATION TO MOTIVATIONAL CLIMATE

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ABSTRACT

This study investigates the relationship between self-esteem and motivational climate among secondary school teachers, emphasizing the critical role teachers play in national development by shaping students' intellectual and moral growth. Utilizing the Self-Esteem Scale by Santosh Dhar and Upinder Dhar and the Teachers Motivational Climate Scale by Kiran and Verma, the study reveals significant correlations at the 0.05 level between overall self-esteem and motivational climate, although not at the 0.01 level. Specific dimensions of self-esteem, including humanity, self-worth, and learning orientation, exhibit positive correlations with the motivational climate, while positivity, openness, and competence do not show significant effects. These findings suggest that enhancing teachers' self-esteem, particularly in areas of humanity, self-worth, and learning orientation, can foster a more supportive and effective teaching environment. Educational implications include the need for professional development programs and supportive policies that promote empathy, respect, and continuous learning among teachers. Additionally, targeted initiatives such as mentoring programs and confidence-building activities are recommended to address less impactful dimensions of self-esteem. Overall, a comprehensive approach to teacher development can significantly improve the educational climate, benefiting both teachers and students.

Keywords: Self-Esteem, Motivational Climate, Secondary School Teachers, Educational Environment, Teacher Development, Professional Growth, Empathy, Respect, Continuous Learning, Educational Policies.

INTRODUCTION

Teachers are the cornerstone of national development, shaping not just minds but also the character of future generations. A thriving society steeped in knowledge owes its roots to the

guidance and dedication of its educators. As facilitators of learning, teachers are instrumental in cultivating a vibrant learning environment where students can flourish intellectually and morally. Their influence extends beyond imparting knowledge; they in still pride in cultural heritage, nurture respect for national identity, and cultivate exemplary conduct and ethics. In fostering a motivational climate, teachers not only inspire academic excellence but also nurture self-esteem, crucial for a positive self-concept in students. Thus, the role of teachers transcends mere instruction; they are catalysts for societal progress and individual empowerment.

SELF- ESTEEM

Self-esteem, a critical aspect of personality, encapsulates an individual's overall emotional evaluation of their worth and competence. It reflects one's attitude toward oneself, encompassing beliefs of validation, acceptance, and self-worthiness. Self-esteem influences various dimensions of life, including identity formation and societal adaptation. Rooted in self-concept, it involves feelings about one's abilities, appearance, emotions, and behaviors. Teachers play a pivotal role in nurturing students' self-esteem through modeling positive behavior and creating a supportive learning environment. Factors influencing self-esteem range from achievement and physical appearance to feedback from peers and family dynamics. Effective communication, empathy, and genuine acceptance are key attributes of teachers enhancing students' self-esteem. Self-esteem's significance lies in its motivational function, guiding individuals towards self-care and exploration of their potential. It's a dynamic concept, requiring continual evaluation and enhancement for optimal personal and professional growth.

various scholars have contributed valuable insights into the multifaceted nature of self-esteem. James (1892) emphasizes the role of managing one's aspirations and achievements in shaping self-esteem, highlighting the dynamic interplay between success and self-perception. Maslow (1939) underscores the innate human need for self-respect and esteem from others, identifying it as foundational to psychological well-being. Alexander (2001) perceives self-esteem as a syndrome, rooted in an unconditional appreciation of oneself, serving as vital indicators of overall well-being. These diverse perspectives collectively enrich our understanding of self-esteem's significance in human experience.

MOTIVATIONAL CLIMATE

motivation, derived from the Latin word 'movere,' is the process of inciting action, sustaining activity, and regulating behavior through energy transformations within an organism. It encompasses stimulating interest in one's profession and other activities, driving individuals towards their goals. Maslow (1954) describes motivation as a constant, fluctuating, and complex end, almost universally characteristic in every organism's state of affairs. Dhar and Dhar (2001) assert that an individual's motivation significantly determines their efficiency. Broussard and Garrison (2004) define motivation as the attribute that moves individuals to either action or inaction. Michael (2008) views motivation as the act of stimulating oneself or others to pursue a desired course of action, akin to pushing the right button to elicit a desired reaction. Motivation is a psychological force that directs behavior, determines effort level, and influences persistence. The motivational climate of an organization, as defined by various authors, refers to the general atmosphere or environment that either fosters or inhibits motivation among individuals within that setting. It significantly impacts factors such as efficiency, productivity, job satisfaction, and performance. By understanding and cultivating a conducive motivational climate, organizations can enhance employee satisfaction, productivity, and overall success.

The relationship between self-esteem and motivational climate is intricate and symbiotic. Self-esteem, the foundation of one's emotional well-being, profoundly influences how individuals perceive themselves and engage with the world. A positive motivational climate, characterized by support, encouragement, and opportunities for growth, nurtures and reinforces healthy self-esteem. Teachers, as key influencers in shaping students' self-perception, play a pivotal role in fostering a conducive motivational climate within educational settings. Their empathetic communication and genuine acceptance contribute to students' sense of worth and competence. Conversely, a supportive environment bolsters motivation by validating individuals' efforts and providing a sense of purpose and belonging. Maslow's (1939) emphasis on the innate human need for esteem aligns with the notion that a positive motivational climate satisfies this fundamental need, thereby promoting psychological well-being. Thus, self-esteem and motivational climate are intertwined elements that mutually reinforce each other, facilitating personal and professional growth and enhancing overall life satisfaction.

REVIEW OF RELATED LITERATURE

Various studies have investigated the factors influencing self-esteem across different demographics and contexts. Ayaz (2017) found that female teachers tend to develop higher professional self-esteem than male teachers. John et al. (2017) linked students' psychological self-esteem to their learning goal orientation, indicating a positive correlation with learning goals and a negative correlation with performance-avoidance goals. Singh (2017) revealed that aspects of the home environment, such as protectiveness and nurturance, positively impact adolescents' psychological self-esteem, while punishment and rejection have a negative impact. Boyle et al. (2018) identified self-esteem, self-efficacy, and social support as predictors of communicative participation in adults who stutter. Brouskeli et al. (2018) found a positive correlation between resilience and the occupational well-being of secondary school teachers. Mineva et al. (2018) observed that girls tend to have more negative attitudes towards themselves compared to boys, highlighting the need for further research on self-esteem development. Reaves and Cozzens (2018) discovered that teachers in safe and supportive school environments exhibit higher intrinsic motivation and self-esteem. Nguyen (2019) identified educational stress and abuse as major risk factors for low self-esteem in students, while attending supplementary classes emerged as a protective factor. Lastly, Zhao et al. (2021) explored the relationship between adolescent self-esteem, academic engagement, academic self-efficacy, and perceived social support. They found that self-esteem positively predicted academic engagement through the mediating role of academic self-efficacy, and perceived social support moderated this relationship. The findings suggest that improving self-esteem and academic self-efficacy, as well as enhancing perceived social support, could help improve adolescent academic engagement, emphasizing the roles of parents and educators in this process. Studies across various contexts consistently show the intricate relationship between motivational climate, self-concept, and outcomes. Brenda (2014) emphasized the significance of the teacher's climate on work motivation and outcomes, promoting creativity and positive planning. Bortoli et al. (2014) identified pleasant and unpleasant states as mediators in the link between motivational climate and motivation regulations. Ryan and Deci (2017) revealed how athletes' motivational climate relates to their emotions based on motivation type. Ruiz et al. (2019) found athletes' perceptions of a task-involving climate associated with positive motivations and emotions. Rosa (2022) discovered gender differences in motivational climate, self-concept, and anxiety levels among university students, underscoring the complexity of these interactions across genders.

SIGNIFICANCE OF THE PROBLEM

Self-esteem plays a crucial role in shaping individuals' choices and actions, serving as a motivational force that influences their self-care and pursuit of potential. Various factors, including heredity, upbringing, and societal influences, contribute to the development of self-esteem. The relationship between self-esteem and motivation is a central focus in research, with motivational factors seen as essential for nurturing and maintaining healthy self-esteem. The social environment, including interactions with peers and family, significantly impacts both motivation and self-esteem. While self-esteem may seem abstract to those who lack it, individuals can begin to understand its significance by reflecting on aspects of their lives that they value. In contemporary settings, challenges such as depression and workplace dynamics can diminish self-esteem, highlighting the importance of a positive motivational climate in fostering teachers' efficiency and performance. By creating a supportive and encouraging atmosphere, organizations can empower individuals to overcome obstacles and strive for excellence.

OBJECTIVES OF THE STUDY

1. To study the self-esteem and motivational climate among secondary school teachers.
2. To find out the relationship between self-esteem and motivational climate of secondary school teachers.

HYPOTHESES

1. There exists significant relationship between self-esteem and motivational climate of secondary school teachers.
 - 1.1. There exists significant relationship between positivity dimension I of self-esteem and motivational climate of secondary school teachers.
 - 1.2. There exists significant relationship between openness dimension II of self-esteem and motivational climate of secondary school teachers.
 - 1.3. There exists significant relationship between competence dimension III of self-esteem and motivational climate of secondary school teachers.
 - 1.4. There exists significant relationship between humanity dimension IV of self-esteem and motivational climate of secondary school teachers.

1.5. There exists significant relationship between self-worth dimension V of self-esteem and motivational climate of secondary school teachers.

1.6. There exists significant relationship between learning orientation dimension VI of self-esteem and motivational climate of secondary school teachers.

SAMPLE OF THE STUDY

In order to collect the data, a sample of 100 secondary school teachers (50 male and 50 female) were selected randomly from the Government schools of Ludhiana district.

TOOLS USED

The following tools were used:

1. Self-Esteem Scale (2015) by Santosh Dhar and Upinder Dhar.
2. Teachers Motivational Climate Scale (2000) by Kiran and Verma.

RESULTS AND DISCUSSIONS

Table 1

Shows Coefficient of Correlation between Self-Esteem and Motivational Climate of Secondary School Teachers

Variables	N	R	Level of significance
Self Esteem	100	0.15	Significant at 0.05 level
Motivational climate			

Value of significance at 0.01 level 0.181

Value of significance at 0.05 level 0.138

Table 1 reveals that co-efficient of correlation between the scores of self-esteem and motivational climate of secondary school teachers is 0.15, which is non significantly lower than the table value of co-efficient of correlation 0.181 at 0.01 and higher than the table value of coefficient of correlation 0.138 at 0.05. So, it is stated that 'r' is non-significant at 0.01 level and significant at 0.05 level.

Hence, the **Hypothesis 1** stating, “**There exists significant relationship between self-esteem and motivational climate of secondary school teachers**” is accepted at 0.05 level.

Table 2

Shows Coefficient of Correlation between positivity dimension I of Self-Esteem and Motivational Climate of Secondary School Teachers

Variables	N	R	Level of significance
Self Esteem	100	0.11	Non-Significant at 0.05 level
Motivational climate	100		

**Value of significance at 0.01 level 0.181

*Value of significance at 0.05 level 0.138

Table 2 reveals that co-efficient of correlation between positivity dimension I of the scores of self-esteem and motivational climate of secondary school teachers is 0.11, which is non significantly lower than the table value of co-efficient of correlation 0.181 at 0.01 and the table value of coefficient of correlation 0.138 at 0.05. So, it is stated that ‘r’ is non-significant at both level of significant.

Hence, the **Hypothesis 1.1** stating, “**There exists significant relationship between positivity dimension I of self-esteem and motivational climate of secondary school teachers**” is rejected at 0.05 level.

Table 3

Shows Coefficient of Correlation between positivity dimension II of Self-Esteem and Motivational Climate of Secondary School Teachers

Variables	N	R	Level of significance
Self Esteem	100	0.02	Non-Significant at 0.05 level
Motivational climate	100		

**Value of significance at 0.01 level 0.181

*Value of significance at 0.05 level 0.138

Table 3 reveals that co-efficient of correlation between openness dimension II of the scores of self-esteem and motivational climate of secondary school teachers is 0.02, which is non significantly lower than the table value of co-efficient of correlation 0.181 at 0.01 and the table value of coefficient of correlation 0.138 at 0.05. So, it is stated that ‘r’ is non-significant at both level of significance.

Hence, the **Hypothesis 1.2** stating, “**There exists significant relationship between openness dimension II of self-esteem and motivational climate of secondary school teachers**” is rejected.

Table 4

Shows Coefficient of Correlation between competence dimension III of Self-Esteem and Motivational Climate of Secondary School Teachers

Variables	N	R	Level of significance
Self Esteem	100	0.05	Non-Significant at 0.05 level
Motivational climate	100		

**Value of significance at 0.01 level 0.181

*Value of significance at 0.05 level 0.138

Table 4 reveals that co-efficient of correlation between competence dimension III of the scores of self-esteem and motivational climate of secondary school teachers is 0.05, which is non significantly lower than the table value of co-efficient of correlation 0.181 at 0.01 and the table value of coefficient of correlation 0.138 at 0.05. So, it is stated that ‘r’ is non-significant at both level of significance.

Hence, the **Hypothesis 1.3** stating, “**There exists significant relationship between competence dimension III of self-esteem and motivational climate of secondary school teachers**” is rejected at 0.05 level.

Table 5

Shows Coefficient of Correlation between humanity dimension IV of Self-Esteem and Motivational Climate of Secondary School Teachers

Variables	N	R	Level of significance
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Self Esteem	100	0.14	Significant at 0.05 level
Motivational climate	100		

**Value of significance at 0.01 level 0.181

*Value of significance at 0.05 level 0.138

Table 5 reveals that co-efficient of correlation between humanity dimension IV of the scores of self-esteem and motivational climate of secondary school teachers is 0.14, which is non significantly lower than the table value of co-efficient of correlation 0.181 at 0.01 and higher than the table value of coefficient of correlation 0.138 at 0.05. So, it is stated that 'r' is non-significant at 0.01 level and significant at 0.05 level.

Hence, the **Hypothesis 1.4** stating, “**There exists significant relationship between humanity dimension IV of self-esteem and motivational climate of secondary school teachers**” is accepted at 0.05 level.

Table 6

Shows Coefficient of Correlation between self-worth dimension V of Self-Esteem and Motivational Climate of Secondary School Teachers

Variables	N	R	Level of significance
Self Esteem	100	0.149	Significant at 0.05 level
Motivational climate	100		

**Value of significance at 0.01 level 0.181

*Value of significance at 0.05 level 0.138

Table 6 reveals that co-efficient of correlation between self-worth dimension V of the scores of self-esteem and motivational climate of secondary school teachers is 0.149, which is non significantly lower than the table value of co-efficient of correlation 0.181 at 0.01 and higher than the table value of coefficient of correlation 0.138 at 0.05. So, it is stated that 'r' is non-significant at 0.01 level and significant at 0.05 level.

Hence, the **Hypothesis 1.5** stating, “**There exists significant relationship between self-worth dimension V of self-esteem and motivational climate of secondary school teachers**” is accepted at 0.05 level.

Table 7

Shows Coefficient of Correlation between learning orientation dimension VI of Self-Esteem and Motivational Climate of Secondary School Teachers

Variables	N	R	Level of significance
Self Esteem	100	0.184	Significant at 0.01 level
Motivational climate	100		

**Value of significance at 0.01 level 0.181

*Value of significance at 0.05 level 0.138

Table 7 reveals that co-efficient of correlation between learning orientation dimension VI of the scores of self-esteem and motivational climate of secondary school teachers is 0.184, which is significantly higher than the table value of coefficient of correlation at 0.01. So, it is stated that 'r' is significant at 0.01 level of significance.

Hence, the **Hypothesis 1.6** stating, “**There exists significant relationship between learning orientation dimension VI of self-esteem and motivational climate of secondary school teachers.**” is accepted at 0.01 level.

CONCLUSIONS

The study investigated the correlation between self-esteem and motivational climate among secondary school teachers. It was found that the overall correlation between self-esteem and motivational climate is significant at the 0.05 level but not at the 0.01 level, indicating a positive influence of self-esteem on motivational climate. Specifically, the positivity (0.11), openness (0.02), and competence (0.05) dimensions of self-esteem showed non-significant correlations at both 0.01 and 0.05 levels, leading to the rejection of hypotheses 1.1, 1.2, and 1.3. Conversely, the humanity dimension (0.14) and the self-worth dimension (0.149) were significant at the 0.05 level but not at the 0.01 level, supporting hypotheses 1.4 and 1.5. Additionally, the learning orientation dimension (0.184) exhibited a significant correlation at the 0.01 level, thus validating hypothesis 1.6. In summary, while overall self-esteem and specific dimensions such as humanity, self-worth, and learning orientation positively impact the motivational climate, the positivity, openness, and competence dimensions do not show a significant effect.

EDUCATIONAL IMPLICATIONS

The educational implications of these findings are significant for improving the teaching environment in secondary schools. The positive correlation between overall self-esteem and motivational climate suggests that initiatives aimed at enhancing teachers' self-esteem can lead to a more motivating and effective teaching atmosphere. Specifically, the significant correlations found with the humanity and self-worth dimensions imply that schools should focus on fostering empathy, respect, and personal value among teachers through professional development programs and supportive policies. Additionally, the strong relationship between learning orientation and motivational climate underscores the importance of promoting a culture of continuous learning and reflection among teachers. However, the non-significant correlations for positivity, openness, and competence indicate that while these aspects are important, they may require different or more targeted approaches to have a meaningful impact. Schools could implement mentoring programs, collaborative projects, and confidence-building activities to address these dimensions. Overall, a holistic approach to teacher development that includes boosting various aspects of self-esteem and fostering a supportive community can create a more positive and productive educational environment, benefiting both teachers and students. Administrative support and policies that acknowledge and promote teacher well-being and growth are crucial in this endeavour.

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