Impact Of School Environment On Teacher' Self Esteem At Secondary Level In Dera Ghazi Khan

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Abstract

The study aimed to explore how the school environment affects teachers' self-esteem at the secondary level in Dera Ghazi Khan. It focused on public schools within the district and used a quantitative, descriptive approach to answer specific what, where, and how questions. The target population included 902 teachers, with a mix of 497 males and 405 females. Since surveying everyone would be impractical, a sample of 270 teachers (148 male and 122 female)[1] was selected from the four tehsils, using Krejcie and Morgan's table to determine the sample size. Likert-type questionnaires were employed to gather data on school environment and teachers' self-esteem, which were then analyzed using SPSS. The results indicated a significant relationship between the school environment and teachers' self-esteem, highlighting the need for a supportive school environment to boost teachers' self-esteem.

Keywords School environment, teachers' self-esteem, secondary level.

Introduction

Javed (2017) points out that the school environment hasn't been thoroughly researched in Pakistan. Pink (2005) highlights that the school environment is crucial as it offers the resources and space needed for both teachers and students to innovate and be creative. Essentially, the school environment encompasses all the facilities that support the learning process. This includes classrooms, laboratories, technical workshops, lecture rooms, examination halls, and libraries, all of which play a direct role in impacting students' learning experiences (Ajayi, 2001).

Research indicates that a positive school environment significantly contributes to effective school functioning (Javed, 2017). Without a supportive environment, students often feel uncomfortable and uneasy (Yogeeswaran et al., 2019). Students thrive on collaboration, and the school environment plays a crucial role in fostering relationships among them (Hamid, Ahmed, & Rashid, 2020). A supportive school environment enhances student learning (Scott et al., 2006). Conversely, students perform better in peaceful environments compared to stressful ones, with the latter often leading to poorer academic outcomes (Senior, 2002). Teachers are also impacted by their school environment, and it is the responsibility of school leaders to ensure a positive atmosphere for both teachers and students (Hassan & Awan, 2018).

Self-esteem is essentially how much value or worth an individual places on themselves (Wigfield, 2005). It represents the respect or confidence a person has in their own abilities (Shah, 2011). For teachers, self-esteem reflects their standing or popularity within the school.

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Teachers with high self-esteem tend to feel more relaxed and comfortable, whereas those with low self-esteem often experience stress and burnout, leading to discomfort in their work environment (Shah, 2011).

In Pakistan, there has been limited research on how the school environment affects teachers' self-esteem at the secondary level. As a head teacher in a school in Dera Ghazi Khan, Punjab, Pakistan, I recognized the importance of exploring this issue. Driven by both necessity and interest, I made it a priority to delve into this area, dedicating sincere effort to understand it better.

Research Objectives
The objectives of this research are as follows:

1. To explore how the school environment affects teachers' self-esteem at the secondary level.
2. To investigate any differences in school environment and self-esteem based on gender at the secondary level.

Research Questions
1. How does the school environment influence teachers' self-esteem at the secondary level?
2. Are there any differences in the school environment and self-esteem between genders at the secondary level?

Research Hypotheses
H01: There is no significant relationship between the school environment and teachers' self-esteem at the secondary level.

H02: The school environment does not have a significant effect on teachers' self-esteem at the secondary level.

H03: There are no notable differences in the school environment experienced by male and female teachers at the secondary level.

H04: There are no significant differences in self-esteem between male and female teachers at the secondary level.

RESEARCH METHODOLOGY

Research design
The study used a quantitative, descriptive approach, which is effective for describing current phenomena. This method focuses on answering questions about what, where, and how, and is commonly used in education to characterize populations. It involves collecting numerical data through questionnaires, which can be either open-ended or closed-ended, and completed online or offline. Statistical analysis is then performed to interpret the results. Mugenda and Mugenda (2008) recommend this design for educational research because it effectively gathers and analyzes data from surveys.

Population

The study focused on secondary school teachers in Dera Ghazi Khan. The target group included 902 teachers—497 males and 405 females—working at secondary schools across the district. This breakdown is detailed in the following table:

District	Gender	No of Schools	No of Teachers
DG Khan	Male	80	497
	Female	65	405
Total teachers			902

Sample
Since the population was spread across four tehsils, the sample was chosen from these four areas in proportion to their representation in the population. This method, known as stratified sampling, ensures that each group is appropriately represented. Based on expert recommendations and using Krejcie and Morgan's (1970) sample size table, the study selected a sample of 270 teachers from the total 902. The details are shown in the following table:

District	Gender	No of Schools	No of Teachers
DG Khan	Male	80	148 (out of 497)
	Female	65	122 (out of 405)
Total teachers			270

Data Collection Instrument
In this study, Likert-type questionnaires were employed. Two specific scales were created for data collection: one for assessing the school environment and another for evaluating teachers' self-esteem. Both scales used a closed-ended, five-point format. They were validated and refined with the help of expert feedback to ensure their reliability and accuracy.

Data Analysis
The data collected from the questionnaires was entered into SPSS (Statistical Package for Social Sciences) for analysis. Descriptive statistics such as percentages, standard deviations, and means were used to summarize the data. For inferential analysis, t-tests, correlation, and regression were conducted to draw conclusions about the larger population. T-tests were used to compare means between two groups, like male and female teachers, while ANOVA (Analysis of Variance) was applied when comparing more than two groups. Correlation analysis was used to examine the relationship between two variables, and regression analysis helped determine the impact of one variable on another.

Conclusion
The school environment is a key area of study globally, particularly in relation to teachers' job satisfaction. While self-esteem has been linked to various factors such as work effectiveness and teacher motivation, there has been limited research in Pakistan on how the school environment affects teachers' self-esteem. This study aimed to address this gap by examining

the impact of the school environment on teachers' self-esteem at the secondary level in Dera Ghazi Khan. A sample of 270 teachers (148 male and 122 female) participated, with data collected through questionnaires. The analysis, using correlation and regression, revealed a significant impact of the school environment on teachers' self-esteem. These findings contribute to our understanding of how school environment affects teachers and suggest that improving school conditions can enhance teachers' self-esteem. School leaders play a crucial role in shaping the environment, and fostering healthy relationships among stakeholders is essential. Key factors like school infrastructure, discipline, relationships, academic environment, and management all influence teachers' self-esteem. The insights from this study can help in creating supportive environments that promote growth and reward teachers, making schools better places for both learning and teaching.

5.5 Recommendations

1. The study found a significant impact of the school environment on teachers' self-esteem. It is recommended that schools develop policies and plans to ensure that school leaders create a supportive environment for teachers, which will contribute to better school performance.
2. The study also highlighted that the school environment significantly affects teachers' self-esteem. Therefore, it is advised that schools invest in better facilities, maintain discipline, improve relationships among stakeholders, and ensure cooperative management to enhance teachers' self-esteem.

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