



Level of Self-Esteem and Productivity among Primary School Teacher in Delta State, Nigeria

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Abstract

The study is ex-post-facto design of the correlation method. It aimed to investigate level of self-esteem and productivity among primary school teacher in Delta State, Nigeria. Delta State has twenty-five local government areas from which Seventy-five (75) teachers and twenty-five (25) head teachers making a total of 100 respondents as sample were randomly selected. The instrument for the study is a questionnaire titled ‘‘Self-esteem and Productivity among Primary School Teachers’ Questionnaire (SPPSTQ)’’. The instrument was face and content validated, while test re-test method was engaged using 20 teachers who were outside the study vicinity. The computation was done using Pearson Product Moment Correlation statistics which yielded 0.81 coefficient. Mean score and standard deviation was used to answer research questions 1, 2 and PPMC for 3, while hypothesis was tested using regression analysis at 0.05 alpha level of significance. Findings revealed that the level of self-esteem and productivity is high; however, there was no significant relationship between the level of self-esteem and productivity among primary school teachers in Delta State, indicating no direct proportionate correspondent between teachers’ self-esteem and productivity. It was therefore recommended that teachers should work on their self-esteem especially in the areas of response to uncomfortable feedback; in order to improve on their self-esteem and productivity, teachers should undertake professional development courses and school heads and government agencies responsible for teachers training should organize trainings geared towards teachers’ self-esteem and productivity.

Keywords: Self-Esteem; Productivity; Primary School; Teacher.

Introduction

Self-esteem as an individual's subjective evaluation of their worth, has been a focal point in educational research, particularly concerning its interaction with teacher productivity. In Nigeria, the education sector faces several challenges, including insufficient funding, inadequate infrastructure, and low teacher morale. Research highlights that teachers' self-esteem significantly impacts their job satisfaction and overall well-being. In Nigeria, self-esteem among teachers is often influenced by societal perceptions, economic conditions, and professional development opportunities. Research also shows that teachers with high self-esteem tend to have higher teaching efficacy, which in turn affects student performance Khan, et al. (2015). Self-esteem, a component of emotional intelligence impact on teachers' performance (Efayena, 2025).

Teachers' self-esteem is a crucial aspect of their motivation, job satisfaction, and overall effectiveness in the classroom (Hakanen et al., 2019); they found that the self-esteem level of teachers is fairly high. Studies within the Nigeria context have indicated that teachers' self-esteem plays a major role in their teaching effectiveness and student academic outcomes (Adeyemi, 2020). A study conducted by Oyinlade et al. (2020) investigated the relationship between self-esteem and job satisfaction among teachers in Nigeria. The results implied a significant high and positive correlation between self-esteem and job satisfaction which has implication for job performance. Similarly, an investigation by Afolabi et al. (2020) found that teachers' self-esteem was high and indicated a significant impact on their teaching effectiveness. Furthermore, research has shown that teachers' self-esteem is a function of various factors, including their teaching experience, educational qualification, and school environment (Adebayo et al., 2019). Okeke's et al. (2020) study found that majority of teachers had high self-esteem which impacted their teaching experience and educational qualification tended to have higher levels of self-esteem. Looking at the current state of teachers' self-esteem in Nigeria, research has shown that the traditional respect and prestige accorded to teachers in Nigerian society are dwindling (Ogundipe, 2020). This decline in social status may have a negative impact on teachers' self-esteem and motivation.

Teachers with high self-esteem are more likely to believe in their ability to influence student learning and achievement. This is because self-esteem affects an individual's perception of their abilities and competence. When teachers feel good about themselves, they are more confident in their teaching abilities, leading to higher teaching efficacy. Teacher productivity is closely linked to teaching efficacy. When teachers feel efficacious, they are more motivated, committed, and enthusiastic about their work. This, in turn, affects their productivity, as they are more likely to put in extra effort to ensure student success. On the other hand, teachers with low self-esteem may experience decreased motivation, job satisfaction, and productivity. A study by Guskey (2002) found that teachers' self-esteem was significantly related to their teaching efficacy. Teachers with high self-esteem reported higher levels of teaching efficacy than those with low self-esteem. (Guskey, 2002). Another study by Skaalvik and Skaalvik (2010) found that teachers' self-esteem was a significant predictor of their teaching efficacy. Teachers with high self-esteem were more likely to report higher levels of teaching efficacy. (Skaalvik & Skaalvik, 2010).

A study by Caprara et al. (2003) found that teachers' self-esteem was significantly related to their job satisfaction and productivity. Teachers with high self-esteem reported higher levels of job satisfaction and productivity than those with low self-esteem. (Caprara et al., 2003). Another study by Friedman (2006) found that teachers' self-esteem was a



significant predictor of their productivity. Teachers with high self-esteem were more likely to report higher levels of productivity. (Friedman, 2006)

Several factors can influence teachers' self-esteem, including their perceived ability to control student behavior, their relationships with colleagues and administrators, and their sense of autonomy in the classroom. Additionally, teachers' self-esteem can be affected by their perceived self-efficacy, which is their belief in their ability to perform specific tasks. Tschannen-Moran and Hoy (2001) study found that teachers' self-esteem was influenced by their perceived autonomy, competence, and relatedness. Teachers who reported higher levels of autonomy, competence, and relatedness also reported higher levels of self-esteem. (Tschannen-Moran & Hoy, 2001). Also, a study conducted by Skaalvik and Skaalvik (2007) found that teachers' self-esteem was influenced by their perceived self-efficacy, job satisfaction, and school climate. Teachers who reported higher levels of self-efficacy, job satisfaction, and positive school climate also reported higher levels of self-esteem. (Skaalvik & Skaalvik, 2007)

Teachers' productivity ranges from low to high. Several factors impact teachers' productivity. Self-esteem which boosts motivation is a key factor. Teachers' productivity is a critical factor in determining the quality of education in any country. There seems to be the perceptions that teachers' productivity is somewhat low (Efayena, 2025). Studies have shown that teachers' productivity is influenced by various factors, including their teaching experience, educational qualification, and school environment (Adebayo et al., 2020). In a study by Olayemi (2012), it was reported that the productivity of teachers was low. Also, Ossai and Okokoyo (2018) reported low productivity level among primary school teachers. Uzoh and Anya (2024) study showed that the level of teachers' productivity is below expectation. Oyinlade et al. (2020) studied the relationship between teachers' productivity and their job satisfaction in Nigerian secondary schools. The results predicted a significant positive correlation between teachers' productivity and their job satisfaction. Furthermore, research has shown that teachers' productivity in Nigeria is also influenced by factors such as teacher motivation, school leadership, and availability of resources (Okeke et al., 2020). For instance, a study by Adeyemi (2020) found that teachers who were motivated and had a positive attitude towards their work tended to be more productive than those who were not. In terms of the current state of teachers' productivity in Nigeria, research has shown that there are still significant challenges that need to be addressed (Ogundipe, 2020). For example, a study by Hakanen et al. (2019) found that teachers in Nigeria reported high levels of burnout and exhaustion, which can negatively impact their productivity. Overall, the empirical literature suggests that teachers' productivity in Nigeria is influenced by a range of factors, including their teaching experience, educational qualification, job satisfaction, motivation, and school environment. Oparaji et al. (2021) study clearly showed that teachers' job performance is hampered by their low self-esteem occasioned by poor status of teachers in Nigeria. Therefore, it is essential to develop strategies to enhance teachers' productivity, such as providing opportunities for professional development, recognizing and rewarding teachers' achievements, and improving the school environment.

The review indicates that teachers' self-esteem plays a critical role in their productivity in primary schools. High self-esteem is linked to higher teaching efficacy, motivation, and job satisfaction, all of which are essential for teacher productivity. Therefore, it is essential for schools and administrators to provide teachers with opportunities for professional development, autonomy, and support to enhance their self-esteem and productivity.



The place of the achievement of the school goals no doubt depends on several factors. However, the teacher variable, is very crucial among others because it is the one that has the capacity to harness material and money. Moreover, the teacher is like a production machine in a manufacturing company without which every other activity is stalled. Thus, the production effectiveness of the teacher cannot and should be mortgaged. There is nevertheless, hue and cry over the performance of teachers as reflected in students' outcomes. This implies that the level of performance: productivity of teachers is rather unacceptable, several factors may have been responsible for this. However, this study aims to examine the level of self-esteem and productivity; and as well as ascertain whether there is statistically significance difference between teachers' self-esteem and productivity among teachers of primary school in Delta State on teachers' performance.

Research Questions

The research questions below are raised to guide the study.

1. What is the level of self-esteem among primary school teachers in Delta State?
2. What is the level of productivity among primary school teachers in Delta State?
3. What is the relationship between the level of self-esteem and productivity among primary school teachers in Delta State?

Hypothesis

1. Significant relationship does not exist between the level of self-esteem and productivity among primary school teachers in Delta State

Methods

The study is ex-post-facto design of the descriptive correlation method. Delta State has twenty-five local government areas from which Seventy-five (75) teachers and twenty-five (25) head teachers making a total of 100 respondents as sample were randomly selected. Since self-esteem is personal self-awareness, the teachers are to evaluate themselves while the head teachers who supervise the teachers work, rate the teachers' productivity. The instrument for the study is a questionnaire titled "Self-esteem and Productivity among Primary School Teachers' Questionnaire (SPPSTQ)". The instrument was face and content validated, while test re-test method was engaged using 20 teachers who were outside the study vicinity. The computation was done using Pearson Product Moment Correlation statistics which yielded 0.81 coefficient. Mean score and standard deviation were used to answer research questions 1, 2, PPMC for 3 while hypothesis was tested using regression analysis at 0.05 alpha level of significance.

Results

Research Questions 1: What is the level of self-esteem among primary school teachers in Delta State?

Table 1: Mean Score and Standard Deviation of Teachers Level of Self-Esteem

SN	Teachers Rating of their Self-Esteem	Mean	Std Dev.	Decision
1	I generally feel great about myself	3.35	0.71	High
2	I generally feel great about my abilities	3.36	0.68	High
3	I generally feel good about myself worth	3.23	0.72	High
4	I find it easy to accept compliment	2.98	0.65	High
5	I am comfortable with feedback irrespective of its nature	2.44	1.05	Low
6	I am comfortable expressing myself and opinions	2.69	1.07	High
7	I am comfortable in group setting	2.82	0.92	High
8	I do not compare myself with others	2.98	0.65	High
9	I feel superior	2.47	1.01	Low
10	I feel a sense of inferiority	2.49	1.02	Low
11	I am able to handle criticism	3.13	0.73	High
12	I am able to handle negative feedback	3.35	0.71	High
13	I believe in my ability to handle challenges	2.69	1.07	High
14	I am comfortable with my physical appearance	3.23	0.72	High
Grand Mean		2.95	11.71	High

The result of Table 1 above indicates that primary school teachers in Delta State rate themselves generally high on self-esteem as evident in the mean rating on items 1 to 4, 6 to 8 and 11 to 14 which range between 2.69 and 3.36, which were above the bench mark of 2.50. However, on items 5, 9 and 10, the respondents rated themselves low. Nonetheless, the grand average mean of 2.95 indicates that Delta State primary school teachers possess high self-esteem

Research Question 2: What is the degree of productivity among primary school teachers in Delta State?

Table 2: Mean Score and Standard Deviation of Teachers Level of Teachers Productivity

SN	Head Teachers Rating of Teachers Productivity	Mean	Std Dev.	Decision
1	Teaching outcomes	2.82	0.92	High
2	Teaching quality	3.13	0.73	High
3	Classroom management	3.13	0.73	High
4	Teachers engage in professional development.	2.49	1.03	Low
5	Evidence of self-reflection	2.69	1.07	High
6	Collaboration and mentoring among teachers	2.98	0.65	High
7	Teachers' morale	3.90	0.45	High
8	Teachers communicate effectively with parents when the need arises	2.47	1.01	Low
9	Teachers encourage parents to actively take part in learners' school life.	2.44	1.05	Low
10	Proficiency in using educational technology tools and software.	2.58	0.89	High
11	Effective use of technology to support instruction, engagement, and assessment	2.58	0.89	High
12	Promotion of responsible and safe technology use among students.	3.23	0.72	High
13	Teachers' overall contribution to learners' academic success	2.98	0.65	High
14	Teachers' overall contribution to learners' social development	2.98	0.65	High
Grand Mean		2.89	11.44	

The result of Table 2 above generally shows that the head teachers of primary schools in Delta State rate the productivity of their teachers high going by the grand mean rating of 2.89

which is greater than the cutoff point of 2.50. The head teachers however, rated the teachers low with regards to teachers' communication and relationship with learners' parents.

Research Question 3: What is the relationship between the level of self-esteem and productivity among primary school teachers in Delta State?

Table 3: Pearson Product Moment Coefficient Analysis of the relationship between Teachers Self-esteem and Productivity

Variables	N	R	R ²	R ² %	Decision
Teachers' self-esteem	100	0.313	0.098	9.80	Positive
Teachers' productivity					

Table 3 above shows the relationship between teachers rating of their self-esteem and head teachers rating of teachers' productivity level. Thus, the relationship between teachers' self-esteem and productivity is 0.313, indicating a positive correlation, though weak. The R² of 9.80 shows that teachers' self-esteem contributes 9.80% to teachers' productivity.

Hypothesis 1: Significant relationship does not exist between the level of self-esteem and productivity among primary school teachers in Delta State.

Table 4: Regression statistics of the relationship between the level of self-esteem and productivity among primary school teachers in Delta State

Source	Sum of square	df	Mean square	F	Sig.
Regression	393.00	2	39.30	13.08	0.275
Residual	3,605.00	98	30.00		
Total	4391.00	100			

Table 4 indicates the p-value of 0.275. Testing the null hypothesis at an alpha level of 0.05, the p-value of 0.275 was greater than the alpha level of 0.05. Thus, the hypothesis was retained. This means that significant relationship does not exist between teachers' self-esteem and productivity.

Discussion

Finding revealed that primary school teachers in Delta State possess high self-esteem generally. They feel great about themselves, ability, and self-worth. They are comfortable expressing themselves, feel at home in group setting, and do not compare themselves to others. They are also able to handle criticism, negative feedback and challenges fairly well. This finding aligns with that of Hakanen et al. (2019) and Adeyemi (2020) who found that the

self-esteem level of teachers is fairly high. In Nigeria, studies have indicated that teachers' self-esteem is relatively high and as such contribute to a major role in their teaching effectiveness and student academic outcomes. This result is also in consonance with the study conducted by Oyinlade et al. (2020) who investigated the relationship between self-esteem and job satisfaction among teachers in Nigeria. The results implied a significant high and positive correlation between self-esteem and job satisfaction which has implication for job performance. Similarly, an investigation by Afolabi et al. (2020) found that teachers' self-esteem was high and indicated a significant impact on their teaching effectiveness. Furthermore, the finding is in sync with the studies of Adebayo et al., (2019) and Okeke's et al. (2020) which have found that majority of teachers had high self-esteem which impacted their teaching experience and educational qualification tended to have higher levels of self-esteem. This study's finding however is not in alignment with that of Oparaji et al. (2021) who reported that teachers' self-esteem was low and negative implication on their job performance.

On the level of teachers' productivity, finding indicated that the level of productivity among teachers is considerable high. This is apparent in the high teaching outcomes, teaching quality, classroom management, evidence of self-reflection, collaboration and mentoring among teachers, high morale, proficiency in using educational technology tools and software, contribution to learners' academic success and development. This result is not in consonance with the findings of Olayemi (2012) who reported that the productivity of teachers was low. Also Ossai and Okokoyo (2018) reported low productivity level among primary school teachers. Similarly, Uzoh & Anya (2024) study showed that the level of teachers' productivity is below expectation.

Whereas this study reveals high self-esteem and productivity among primary teachers, there was no statistically significant relationship between the level of teachers' self-esteem and productivity. This implies that the level of self-esteem is not directly proportionate to teachers' productivity. Hence, the current study's result is not in congruence with the previous studies of Oyinlade et al. (2020) who studied the relationship between teachers' productivity and their job satisfaction in Nigerian secondary schools, the results predicted a significant positive correlation between teachers' productivity and their job satisfaction; Caprara et al. (2003) which found that teachers' self-esteem was significantly related to their job satisfaction and productivity. Teachers with high self-esteem reported higher levels of job satisfaction and productivity than those with low self-esteem. Another study by Friedman (2006) found that teachers' self-esteem was a significant predictor of their productivity. Teachers with high self-esteem were more likely to report higher levels of productivity. (Friedman, 2006).

Conclusion

Arising from the findings of this study, it could be concluded that the level of self-esteem and productivity among teachers of primary school in Delta State was high. This implies that teachers feel great about themselves, ability, and self-worth, Complement, comfortable expressing themselves, feel at home in group setting, and do not compare themselves to others. They are also able to handle criticism, negative feedback and challenges in fairly well. The level of productivity among teachers is considerable high. This is apparent in the high teaching outcomes, teaching quality, classroom management, evidence of self-reflection, collaboration and mentoring among teachers, high morale, proficiency in using educational technology tools and software, contribution to learners' academic success



and development. However, significant relationship does not exist between teachers' self-esteem and productivity.

Recommendations

Based on the findings of the study the following recommendations are made.

1. 1 Teachers should work on their self-esteem especially in the areas of response to uncomfortable feedback.
2. 2 In order to improve on their self-esteem and productivity, teachers should undertake professional development courses.
3. 3 School heads and government agencies responsible for teachers training should organize trainings geared towards teachers' self-esteem and productivity.



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