



The Self – Esteem level among Indigenous School Teacher in Kuala Lipis, Pahang

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Abstract

In producing a balanced human being from our physical, emotional, spiritual, intellectual and social aspects we can not deny the role of teachers at school. This role is very big and challenging especially in the era of globalization today. This challenge is more challenging to develop students who are far behind in this age of indigenous people. Hence, continuous support to these teachers needs to be done by the stakeholders. For that, the self-esteem factor has been identified as one of the key factors in support. In this study, a total of 103 teachers in indigenous schools in the district of Kuala Lipis, Pahang were randomly selected for field studies. This study has been using adapted questionnaires. The findings of this study have shown that the level of self - esteem of teachers is at a moderate level where the mean value of 3.20 and the standard deviation of 0.65. In addition, the findings show no significant difference in the level of self-esteem among the sexes. Through this study, it is expected to assist some stakeholders such as the District Education Office and school administrators in forming a harmonious and meaningful school environment for its citizens, especially the teachers.

Kata Kunci: Self-esteem, Indigenous school teacher

Introduction

In the face of everyday life, every human being often does not run away from feelings that feel they are ignored by others. Even though they feel that they have done a lot of good to others but their ignorance and worthlessness still shake their lives. They often blame others and even blame the destiny of his life. Therefore such thoughts show signs of occurrence of something to his own self - esteem system.

The word self-esteem comes from the Greek word meaning lord. Based on McCroskey and

Richmond (1987) self-esteem refers to the extent to which the individual feels himself good and bad or how much they feel they have value. According to Mansur and Siti Nordinar (1998), self-esteem shows the level of an individual will feel confident to himself as an important, valuable, valuable and worthwhile individual. Meanwhile, according to Beebe and Redmond (2002), self-esteem is a layer of interaction among other individuals in which it affects the ability to be more sensitive to others and communication styles. While Duffy, Shaw, Scott, & Tepper, (2006) have detailed the term self-esteem is a personal assessment of ourselves and this concept gives something of value to be associated with one's self-concept

In this ever-challenging and demanding globalization era this self-esteem development is very important as it can help an individual to adapt to the will of the environment and to develop the acceptable behaviors of society. Hall, Gradt, Geotz and Gillette (2011) suggest that in today's challenging career environment, self-esteem should be isolated from a particular task or organization instead it represents the individual's personal values, motivation and wider career interests. With increased self-esteem means that it can help an individual to function more effectively, especially in interpersonal relationships because individuals with high self-esteem will help one to function more effectively within an organization's environment, interpersonal relationships and even career. Hasniza (2011) states that individuals with high self-esteem will feel good about themselves, feel good and able to live with respect, honesty, energy, love and reality. On the other hand, if someone who is low in his self-esteem will feel himself worthless, feel threatened, and incapable of looking into himself.

Problem statement

Self-esteem is one of the basic requirements in the life of a human being. Based on the theory of self-esteem based on Maslow's hierarchy of needs that was triggered by Abraham Maslow in 1943 in his book *A Theory of Human Motivation* which has stated that it is one of the requirements of human physiology and psychology. Based on Maslow's hierarchy, there are five essential requirements to fulfill, namely physiological requirements, security requirements, compassionate needs, self-esteem needs and self-perfection requirements. So if this basic requirement cannot be met this will prevent an individual from fulfilling the other requirements (Mok, 2008).

Referring to Lawrence (2000) has stated that in today's self-esteem is a key factor that determines the production of learning and teaching in schools. In other words, without this element of self-esteem will impair the teaching and learning process. In addition, Villa and Calvete (2001) have stated that teachers with positive self-esteem will be able to improve their academic performance while teachers with negative self-esteem will result in incomplete work.

In addition to academic achievement, a teacher's self-esteem also contributes to student's confidence and motivation. This is evidenced by Baunmeister, Campbell, Krueger and Vohn (2003) stating that a teacher who has High self-esteem also affects confidence and increases the motivation of its students who can ultimately be a factor in the success of students in the academic field. Sheslow (2008) and Wagner (2002) have stressed that self-esteem among teachers needs to be there to ensure that the teaching profession can be satisfactorily and cherished.

Literature Review

To discuss issues related to self-esteem amongst these teachers, researchers have compared with reference to some previous studies both in the country and abroad. Among the previous studies that have had a major impact on this issue are the study by Ebrahim (2014) who conducted self-assessment studies on teachers in the training of University of Mevlana University, Kenya. The findings show that the level of self-esteem among teachers in the training is at a high level of mean

76.13. The findings also showed that there were no significant differences between male and female teachers.

In addition, the study by Thoheroh Haslina and Tajul Arifin (2016) was conducted on 30 novice teachers of Physical Education at the national school of Sepang district, Selangor. In this study, teachers who are at low self-esteem level are 10% while at moderate level is 46.7% and at high level is 43.3%. Among the male and female teachers of their level of self-esteem do not show significant differences.

In addition, Harun (2017) study on 212 pre-service teachers at the University Mehmet Akif Ersoy, Turkey. The findings show that the self-esteem level of pre-service teachers is also at a high level ($t = 3.102, p < 0.05$). The findings also showed that there were no significant differences between male and female teachers.

There are also those who will be pursuing the education of Vigneshvaran, DivyaMerciline, Krishna and Sinu (2017). The study involved 110 teachers. The findings show that the self-esteem level of the teacher is at a low level of 14%, at a moderate level of 54.55% and at a high level of 30.91%. While mean is 69.57%.

In addition, the study by Beulah and Venkataraman (2017) was conducted on 630 pre-service teachers at Chennai, India's teacher training institute. The result of this study showed that teachers' self-esteem level was low at 22.38% while at moderate level of 65.72% and at 11.90%.

Based on the problem statement and the reference to the study literature, some research questions have been developed by the researcher. One of them is;

1. What is the level of self-esteem of teachers at indigeneous school in the District of Kuala Lipis, Pahang?
2. Is there a significant difference in the level of self-esteem with the gender of teachers at the indigenous School in the District of Kuala Lipis, Pahang?

Methodology

For this study, researchers have used quantitative methods in the form of field studies. Field studies are used to illustrate the nature of Expost facto (causal effect) that occur in this study and can make the right assumption (Mohd Nasir, 2003). In addition, researchers have also applied cross sectional survey methods based on adapted questionnaires. In determining that this questionnaire was a good questionnaire, validity tests and reliability were performed. For the legality of the researcher has determined the validity of the convergence and if it meets the three conditions ie; all individual item values exceeding 0.7, composite reliability value of not less than 0.8 and AVE value exceeding 0.5. The researcher also performed alpha cronbach reliability coefficient test and the result showed that the reliability value was high. The value of this coefficient is very important to show the degree of consistency of a survey instrument.

Respondents and Instrumentation

In this study, the researcher involved all 103 teachers from all indigenous schools in the district of Kuala Lipis, Pahang as respondents. In addition, this study has also been used in the form of questionnaire forms. This questionnaire was adapted from the Rosenberg questionnaire (1965) with 10 items. Since the original questionnaire was obtained in English, the "back to back translation" process was conducted by the researcher. According to Chan, Kim and Erlen (2007), through this method, the original questionnaire should be translated first from English to Malay language and will then be translated back to English. In addition, the translation process is also assisted by language experts, two English language experts and two Malay language experts.

Sampling

Other than, researchers have used simple random sampling methods. This method was selected based on the suitability and convenience to obtain feedback and cooperation from the respondents of the study. The sample selection was based on the sample size determination table by Krejcie & Morgan (1970). Based on the number of teachers teaching teachers in indigenous schools, 139 people (Lipis District Education Office, December 2018), and the sample size is required and it is estimated that the sample is 103 samples. Given the potential drop out factor, the researcher has distributed questionnaires to 130 samples.

Results and Discussion

The data obtained from the questionnaire will be processed at the basic level using the IBM SPSS software. Descriptive statistical analysis has been used to obtain mean values, mods and standard deviations. To test the validity and reliability of the instrument, the researchers have been using the SmartPLS software. It has been used to determine the validity and reliability of the instrument and to test the hypothesis of the study (Ringle, Wende and Becker, 2015).

The validity and reliability of the study tool

Referring to Fraenkel and Wallen (2013) validity is the determination, the meaningful truth and usability of an instrument which ultimately allows to be streamlined through the data obtained. According to Ghazali and Sufean (2018), validity is the situation where an instrument can measure what to measure or not. Based on Fornell and Larcker (1981), an instrument is said to have a validity if it meets three conditions i.e.; all individual item values exceeding 0.7, composite reliability value of not less than 0.8 and AVE value exceeding 0.5. The findings show that all these conditions have been met then this instrument has the necessary convergence validity referring to table 1.

Table 1
Individual item value, composite value and AVE

Variable	Item	Cross loading	Composite value	AVE
Self-esteem (GKR)	GKR 1	0.818	0.929	0.593
	GKR 2	0.776		
	GKR 3	0.742		
	GKR 4	0.710		
	GKR 5	0.702		
	GKR 6	0.849		
	GKR 7	0.784		
	GKR 8	0.703		
	GKR 9	0.827		
	GKR 10	0.867		

According to Kerlinger (1973) reliability is the degree of conformity and confidence of an instrument and has a stable, consistent, hospitable and consistent character. Therefore, the researcher conducted a test to determine the value of alpha coefficient through alpha cronbach value. The value of cronbach alpha obtained will be interpreted based on the assessment made by Hair, Celsi, Money, Samouel, & Page (2003) as shown in table 2.

Table 2
Interpretation of alpha cronbach coefficient value

The cronbach alpha coefficient range	The power of reliability
< 0.6	Weak
0.6 - < 0.7	moderate
< 0.7 - < 0.8	Good
< 0.8 - < 0.9	Very good
0.9 <	Excellent

Based on the results of the alpha cronbach alpha coefficient, the alpha cronbach value for the appreciation construct was more than 0.900. If referring to table 2 that is the interpretation of the value of cronbach alpha coefficient, the reliability of this instrument is at an excellent level. The alpha cronbach coefficient of self esteem constructs is like table 3.

Table 3
The value of cronbach alpha coefficient according to construct

Variable	The alpha cronbach value
Self-esteem	0.977

Demographic analysis

The results of the respondents' demographic analysis for this study found that the number of respondents involved was 103 indigenous teachers in the district of Kuala Lipis, Pahang. The descriptive analysis of respondents' profiles is gender-only. Complete analysis has been shown in table 4.

Table 4
Sample analysis by gender

Gender	Total	Percentage, %
Man	54	52.4
Women	49	47.6
	103	100

Analysis on the findings

Based on the findings in Table 5, shows that the level of self-esteem of indigenous school teachers in the district of Kuala Lipis, Pahang was moderate with mean value of 3.20 and standard deviation of 0.65. Meanwhile, the proportion of teacher's self - esteem level by sex showed that the level of self-esteem of male teachers was higher than that of female teachers with mean of men and women was 3.22 and 3.19. However, the difference in the level of self-esteem between men and women is very small and intangible.

Table 5
Min value and standard deviation by item

Item	Min value	Standard deviation
1) Secara keseluruhan, saya berpuas hati dengan diri saya	Lelaki 3.65 Perempuan 3.94	3.79 0.592
2) Kadang kala saya fikir saya tidak berguna langsung	Lelaki 2.00 Perempuan 1.69	1.85 0.895

3) Saya rasa saya mempunyai beberapa kualiti yang baik	Lelaki	3.91	4.01	0.401	0.38
	Perempuan	4.10		0.368	
4) Saya berupaya melakukan banyak perkara dengan baik sama seperti kebanyakan orang lain	Lelaki	3.98	4.00	0.307	0.39
	Perempuan	4.02		0.478	
5) Saya rasa saya tidak mempunyai banyak perkara yang boleh dibanggakan	Lelaki	2.57	2.45	0.742	0.85
	Perempuan	2.33		0.966	
6) Saya yakin saya memang tidak berguna	lelaki	1.93	1.73	0.908	0.81
	Perempuan	1.53		0.710	
7) Saya rasa saya seorang yang berguna sekurang – kurangnya sama dengan orang lain	Lelaki	3.98	4.02	0.412	0.44
	Perempuan	4.06		0.475	
8) Saya harap saya lebih menghormati diri saya	Lelaki	4.11	4.23	0.462	0.56
	Perempuan	4.35		0.663	
9) Secara keseluruhannya, saya rasakan saya seorang yang gagal	lelaki	1.72	1.62	0.712	0.73
	Perempuan	1.51		0.739	
10) Saya bersikap positif terhadap diri sendiri	lelaki	4.30	4.34	0.717	0.62
	Perempuan	4.37		0.528	
				3.20	0.65

Discussion

Based on the findings of this study, it is clear that the relationship with the previous findings is relevant. This study has slightly supported and strengthened the results of previous studies. Among them are the study by Thoheroh Haslina and Tajul Arifin (2016) which was conducted on 30 novice teachers of Physical Education at the national school of Sepang district, Selangor. The findings show that the level of self-esteem of novice teachers is at moderate level. In addition, this study also supported the study by Vigneshvaran et al. (2017) which has been conducted on 100 prospective teachers who are studying at an educational college with a moderate degree of self-esteem. In addition, the findings of this study have also been supported by the findings of Beulah and Venkataraman (2017) conducted on 630 pre - service teachers at the Chennai Teacher Institute of India. In this study it was found that the level of self-esteem of teachers was at moderate level. However, the findings of this study were found to be quite contrary to the findings of the study by Ebrahim (2014) who conducted self-assessment on teachers in Mevlana University, Kenya. The results showed that the level of self - esteem among teachers in the training was high. In addition, Harun (2017) study on 212 pre-service teachers at the University of Mehmet Akif Ersoy, Turkey has also demonstrated that self-service teachers' self-esteem levels are at a high level. One of the most obvious strengths of the findings of this study with previous studies is that there is no significant difference between the level of self-esteem by sex. Although there are differences in the level of self-esteem between men and women but they are not significant. The differences are only small.

Limitation and future studies

In making this study an important, some aspects of the study should be taken into consideration and focused. This is very important in improving this study. Among the aspects to be given attention are aspects of the research method used. In this study, researchers have used a very popular method of cross section. Through this method, it can produce a more solid, relevant and comprehensive study findings (Hair, 2009; Zikmund, 2012). However, this cross - sectional method cannot detect the issues or the relationship factors among the variables more specifically.

This is because it relies heavily on instruments or questionnaires that are built or used only. As such, it cannot measure the relationship between specific indicators of self-esteem elements.

In carrying out this study, the researchers only involved indigenous national school teachers in Kuala Lipis, Pahang only and the teachers were randomly selected as the limitation aspect of this study. Therefore, the findings can only explain the pattern of relationships between variables in general and cannot be generalized to different organizational backgrounds.

In order to improve this study based on the study limit, it is recommended that future researchers identify more personal and organizational features in order to clearly demonstrate similarities and differences in self-esteem. Additionally, the design of the selected study needs to be more robust and not limited to just certain time such as using the longitudinal method. The future researchers are also suggested to involve more areas and more samples so that the nature and degree of relationship flexibility among the variables is even stronger. In addition, it is proposed that future studies to explore and take on which can be attributed to self-esteem such as job stop, burnout, job satisfaction and so on. With the addition of this dependent variable, it can produce a better, precise and steady finding.

Conclusion

The findings from this study are expected to give a clear picture of the level of self-esteem among teachers in indigenous schools in Kuala Lipis District, Pahang. The findings of this study can be helpful in helping organizations of interest such as the District Education Office and school administrators in forming a harmonious and meaningful school environment for schoolchildren, especially educators. This is very important in ensuring the wishes of the Ministry of Education Malaysia through the National Education Philosophy as well as the vision and mission of the ministry.

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