

ROLE OF PROFILE CHARACTERISTICS AND SELF-ESTEEM ON THE CAREER DISPOSITIONS OF QUALIFIED TEACHERS WHO REMAIN UNHIRED

Mary Jane P. Nermal¹, Husna T. Lumapenet²

¹ Teacher, ECOFI Learning Academy of Arakan, (ELAAI) Incorporated, Doroluman, Arakan, Cotabato, Philippines

² Associate Professor V, Cotabato Foundation College of Science and Technology, Doroluman, Arakan, Cotabato, Philippines

ABSTRACT

This study determined the role of profile and self-esteem on the disposition of qualified but not hired teachers in terms of filler, pathway, and agency. Disposition in this context, refers to an educator's overall mindset, encompassing beliefs, motivations and approaches to their personal lives. The research investigate how high self-esteem, characterized by self-acceptance, self-confidence, and self-respect, influences teachers applicants' disposition. This study used a descriptive-correlational design to discuss and interpret the data gathered using a modified survey questionnaire from the 76 teachers taken through a purposive sampling technique. Particularly, it employed the Spearman Rho Correlation and regression analysis to test the hypothesis. The findings showed that the teachers are very efficient with their self-esteem such as self-acceptance, self-confidence, and self-respect. Moreover, teachers are proficient in their teaching disposition in terms of filler, pathway, and agency. Further, it was found in the study that teachers' profile has no significant relationship with disposition. It was revealed also in the study that there was a correlation between the teachers' self-esteem and disposition. It means to say that there is a significant relationship between the teachers' self-esteem and disposition. The results also showed that the teachers' self-esteem significantly influences teachers' disposition. In light of the findings, this study concludes that the teachers with high self-esteem and positive disposition are more likely to be driven and determined. They may pursue teaching careers with greater enthusiasm, demonstrate resilience in the face of setbacks, and be more open to feedback and professional development, thus allows them to view feedback as a growth opportunity rather than a personal attack. In addition, a teacher with high disposition in life fosters a strong sense of being a capable and valuable educator. Overall, high self-esteem is a valuable asset for teachers. It can contribute to a positive disposition in life, fostering motivation, professional confidence, and overall well-being.

Keyword: - Profile characteristics, self-esteem, career disposition, qualified teachers, and unhired.

1. INTRODUCTION

Teaching's emotional demands may lower worldwide teachers' dispositions. Teaching is a tough job with cognitive, social, and emotional demands that political and organizational settings may worsen. Challenging jobs, adapting to changing student behaviors, and other work-related factors negatively impact teachers' life happiness. Several elements affect their instructional efficacy.

In the Philippines, teaching is perhaps one of the most challenging occupations in the country. Teachers' disposition is determined not only by their work environment but also by their personal lives (Selim, 2019). Poverty, terrible social environments, lack of spare time, and other issues affect teachers' life disposition (OECD, 2019). Also, the disposition of teachers is sometimes confused with happiness, although they are different concepts.

Life satisfaction is a teacher's whole assessment of their life, not just their happiness, and it is heavily influenced by their professional and personal situations (Diener, & Fujita, 2019).

Moreover, numerous categories, such as jobs, under developed romantic connections, bad relationships with family and friends, poor personal development, poor health and well-being, and others, contribute adversely to the life satisfaction of teachers in Arakan. Teachers' life satisfaction affects classroom performance, improving students' academic abilities. So, a teacher's disposition could affect a student's academic career. Instructors' poor problem-solving abilities typically cause their poor living conditions, which should be prevented (Aquino, 2016).

Thus, research indicates that teachers with high self-esteem are more likely to have a positive outlook on their profession, their pupils, and themselves. This optimistic outlook may increase work satisfaction and, eventually, life contentment. A teacher who is self-assured in their skills and respected by their peers and superiors are more likely to love their profession and have life fulfillment (Ingersoll, 2020).

However, many empirical studies have found that teachers' disposition and self-esteem influence different factors and variables (Arampatzi, et. al., 2019) but not to the extent of teachers' disposition. Thus, teachers' disposition received insufficient study and its influence on how teachers' employment status and self-esteem affect teachers' life disposition (Baum, et.al., 2020). The study aimed to know how satisfied the teachers are in handling the factors and problems regarding their employment status and self-esteem, how they manage, and how it can help improve their life satisfaction.

Moreover, the profile of teachers' roles has received little attention. Since there was a gap in the study that included qualified teachers in the Registry of Qualified Applicants. Thus, this study sought to determine the role of profile and self-esteem on the disposition of qualified, but not hired teachers in Arakan and Antipas for the school year 2022-2023.

2. METHODOLOGY

The descriptive-correlational design method was used in this study. This study was conducted at selected schools in Arakan and Antipas, North Cotabato. The study's respondents were 76 teachers qualified from the RQA from selected schools in Arakan and Antipas, Cotabato. The selection of the respondents was from the public-school teachers who are qualified in the RQA, but not hired teachers as my inclusion criteria of the study, while the exclusion was teachers from private schools, the school administrators. The respondents were selected through a purposive sampling technique.

The researcher administered the adopted questionnaires to gather the essential data for analysis and interpretation. The researcher used and modified the adopted instrument from Maslach, (2015) to find the Teachers' Self-esteem. The instrument has a reliability of 94.5% or $\alpha = 0.945$ Cronbach alpha. Moreover, the Teachers' Disposition questionnaire was modified and adopted from the Trait (Dispositional) (Hope Scale, 1991) which has five (5) items per indicator in which 5 serve as true and 1 as Definitely False. The gathered data were analyzed using descriptive and inferential statistics.

3. RESULTS AND DISCUSSION

The Profile of the Respondents

Table 1 presents the frequency and percentage distribution of the respondents in terms of the selected variables. As shown in the table, out of 76 respondents, 39 or 51.3% are between the ages of 23 and 26, while 26 or 34.22 percent are between the ages of 27 and 29, and only 11 or 14.48% are 30 or older. There are 57 or 75% females and 19 or 25% males, constituting the majority of the population. Regarding their greatest level of education, the majority of respondents (62 or 81.6%) hold a bachelor's degree, while 18.4 or 14% hold a master's degree. This indicates a relatively high level of education among the respondents. Regarding their income, the majority (53 or 70 percent) have earned between P 1,000 and P 10,000, while 19 or 25 percent have earned between P 11,000 and P 20,000, and 4 or 5 percent have earned over P 20,000. This could be an indication of the economic status of the respondents. In terms of Years in RQA, the majority of respondents have 3-4 years of experience, with 47.4 or 36 percent, 33 or 43.4 percent, and 5-6 years of experience with 9.4 or 7 percent.

By analyzing the frequency and percentage distribution of respondents across these variables, researchers can gain insights into the demographics of the population they are studying. This information can help understand the generalizability of the findings and tailor the presentation of results to the target audience.

Table 1. Frequency and percentage distribution of the respondents in terms of the selected variables.

| Age | F | % |
|---------------------------------------|-----------|--------------|
| 23-26 | 39 | 51.3 |
| 27-29 | 26 | 34.22 |
| 30 and above | 11 | 14.48 |
| Total | 76 | 100.0 |
| Gender | | |
| Male | 19 | 25 |
| Female | 57 | 75 |
| Total | 76 | 100.0 |
| Highest Educational Attainment | | |
| Bachelor's Degree | 62 | 81.6 |
| Master's Units | 14 | 18.4 |
| Total | 76 | 100 |
| Income | | |
| P 1,000 - P 10,000 | 53 | 70 |
| P 11,000 - P 20,000 | 19 | 25 |
| 20,000 above | 4 | 5 |
| Total | 76 | 100 |
| Years in RQA | | |
| 1-2 years | 33 | 43.4 |
| 3-4 years | 36 | 47.4 |
| 5-6 years | 7 | 9.2 |
| Total | 76 | 100 |

Teachers' Self-esteem

Self-Acceptance

The gleaned data in Table 2 is the corresponding weighted mean of 4.06 and is described as High. This means that teacher' instructional effectiveness and interactions with students. This means that teachers with high levels of self-esteem and self-acceptance are typically more self-assured, resilient, and able to handle the challenges of teaching. This implies that teachers should focus on improving their self-esteem and self-acceptance, as this can contribute to greater job satisfaction, better mental health, and ultimately better student outcomes. These findings are encouraging, as teacher self-esteem has been linked to positive student outcomes (Rosenberg, et. al., 2018)

On the other hand, teachers with low self-acceptance and self-esteem may struggle with feelings of inadequacy and self-doubt. This can lead to negative self-talk and self-criticism, which can negatively impact their interactions with students and their ability to teach and manage the classroom effectively (Palmer and Williams, 2012).

Table 2. Level of teachers' self-esteem regarding self-acceptance

| Self-Acceptance As a teacher... | Mean | Description |
|--|-------------|------------------------|
| 1. I embrace every part of the self. | 4.06 | <i>High</i> |
| 2. I recognize weaknesses. | 4.13 | <i>High</i> |
| 3. I acknowledge defeats and understand the situations | 4.00 | <i>High</i> |
| 4. I celebrate my great accomplishments. | 4.06 | <i>High</i> |
| 5. I let go of things beyond my control. | 4.03 | <i>High</i> |
| Weighted Mean | 4.06 | <i>High</i> |
| <i>4.21 - 5.00</i> | | <i>Very High</i> |
| <i>3.41 - 4.20</i> | | <i>High</i> |
| <i>2.61 - 3.40</i> | | <i>Moderately High</i> |
| <i>1.81 - 2.60</i> | | <i>Low</i> |
| <i>1.00 - 1.80</i> | | <i>Very Low</i> |

Self-Confidence

The data shown in Table 3 is the level of the teacher's self-esteem regarding self-confidence and obtained the corresponding weighted mean of 4.29 described as Very High. This means that teachers with a high level of self-confidence are more likely to possess a positive trait, taking risks, experiment with novel teaching strategies, and take a proactive approach to teaching.

This implies that teachers with low self-confidence may doubt their abilities that could lead to lack of motivation to complete the given task. They may feel hesitant or apprehensive in their teaching approach, resulting in a less effective classroom setting. According to Rosenberg, et. al., (2018), teachers who doubt their abilities may unintentionally convey those doubts to their students, impacting their motivation and academic performance.

However, self-confidence, like self-esteem, can be developed and enhanced through various strategies, such as soliciting the support of colleagues, participating in professional development opportunities, and ruminating on teaching successes and areas for refinement. Teachers must maintain a level of self-assurance that enables them to effectively manage their classrooms and support their students' learning (Damasio, 2021).

Table 3. Level of teachers' self-esteem regarding self-confidence.

| Self-Acceptance As a teacher... | Mean | Description |
|--|-------------|-------------------------|
| 1. I trust my capabilities. | 4.30 | <i>Very High</i> |
| 2. I recognize what I'm good at. | 4.16 | <i>High</i> |
| 3. I acknowledge achievements either big or small. | 4.40 | <i>Very High</i> |
| 4. I admit mistakes and take responsibility for every decision I make. | 4.36 | <i>Very High</i> |
| 5. I Seek approval from reliable sources. | 4.23 | <i>Very High</i> |
| Weighted Mean | 4.29 | <i>Very High</i> |
| <i>4.21 - 5.00</i> | | <i>Very High</i> |
| <i>3.41 - 4.20</i> | | <i>High</i> |
| <i>2.61 - 3.40</i> | | <i>Moderately High</i> |
| <i>1.81 - 2.60</i> | | <i>Low</i> |
| <i>1.00 - 1.80</i> | | <i>Very Low</i> |

Self-Respect

The level of the Level of teacher's self-esteem regarding self-respect is shown in Table 4 with a corresponding weighted mean of 4.08 and described as High. This suggests that overall, teachers tend to agree with the statements and have a high level of self-respect. This means that teachers with high self-respect are more likely

to establish and enforce boundaries with their students, communicate effectively with colleagues and administrators, and make decisions that reflect their personal and professional values.

This implies that teachers can develop self-respect by developing a clear sense of their personal and professional values, establishing boundaries with students and colleagues, and requesting support and feedback from trusted peers and mentors. It helps create a successful learning environment that benefits not only teachers but also their pupils and the overall school community (Enochs and Riggs, 2014).

Similarly, teachers with low levels of self-respect may have difficulty asserting themselves and maintaining control of their classroom. They might doubt their abilities leading them to give up their teaching profession. They may be more susceptible to fatigue and tension, which can harm their teaching efficacy. Additionally, they may feel hesitant to share ideas or ask for help, hindering collaboration and professional growth within the school (Bryning, 2010).

Table 4. Level of teachers' self-esteem regarding self-respect

| Self-Respect As a teacher | Mean | Description |
|---|-------------|------------------------|
| 1. I focused on things that made me happy. | 4.13 | <i>High</i> |
| 2. I prioritize my needs and wants. | 3.83 | <i>High</i> |
| 3. I value what I need and what makes me happy. | 4.16 | <i>High</i> |
| 4. I practice self-care and self-respect. | 4.39 | <i>Very High</i> |
| 5. I avoid things that are beyond my control. | 3.90 | <i>High</i> |
| Weighted Mean | 4.08 | <i>High</i> |
| 4.21 - 5.00 | | <i>Very High</i> |
| 3.41 - 4.20 | | <i>High</i> |
| 2.61 - 3.40 | | <i>Moderately High</i> |
| 1.81 - 2.60 | | <i>Low</i> |
| 1.00 - 1.80 | | <i>Very Low</i> |

Teachers' Disposition

Filler

The level of teachers' disposition regarding filler shown in Table 5 agrees with the corresponding weighted mean of 3.83 and is described as Mostly True. This means fostering student motivation by cultivating a positive learning environment. The attitude and demeanor of a teacher toward students can have a significant impact on their motivation to learn and class participation.

This implies that teachers should be cognizant of their level of motivation and how it is communicated to students. Even when confronted with difficulties in the classroom, teachers should endeavor to maintain an upbeat attitude.

Alongside, when teachers have a negative or disengaged attitude toward their work, it can harm their students' motivation and learning experience as a whole. Students may become disinterested, disengaged, or feel unsupported, all of which can contribute to poor academic performance (Fredricks, et. al., 2004).

Table 5. Level of teachers' disposition regarding filler

| Filler | Mean | Description |
|--|-------------|---------------------------|
| 1. Feeling tired most of the time. | 3.79 | <i>Mostly True</i> |
| 2. Discouraging easily in an argument. | 3.39 | <i>Moderately</i> |
| 3. Worrying about the health. | 3.96 | <i>Mostly True</i> |
| 4. Worrying about something. | 4.01 | <i>Mostly True</i> |
| 5. Driving by motivation at work. | 3.97 | <i>Mostly True</i> |
| Weighted Mean | 3.83 | <i>Mostly True</i> |
| 4.21 - 5.00 | | <i>True</i> |

| | |
|-------------|---------------------|
| 3.41 - 4.20 | <i>Mostly True</i> |
| 2.61 - 3.40 | <i>Moderately</i> |
| 1.81- 2.60 | <i>Mostly False</i> |
| 1.00 -1.80 | <i>False</i> |

Pathway

Shown in Table 6 is the level of teachers' disposition regarding the pathway with a corresponding weighted mean of 3.90 and described as Mostly True. This means that the attitude and demeanor of a teacher toward students can have a significant impact on their perceptions of potential career paths and opportunities.

This implies that teachers must be aware of their level of support for various pathways and how it is communicated to their students. As well as, when instructors demonstrate a positive and encouraging attitude toward various career paths, it can encourage students to explore a variety of options and increase their confidence in pursuing their objectives. This can result in increased career readiness, confidence, and a sense of purpose.

Table 5. Level of teachers' disposition regarding pathway

| Pathway | Mean | Description |
|--|-------------|---------------------------|
| 1. Thinking of many ways to get out of a jam. | 3.55 | <i>Mostly True</i> |
| 2. Considering a lot of ways around my problem. | 3.91 | <i>Mostly True</i> |
| 3. Thinking of many ways to get the things in life that are most important to use. | 3.97 | <i>Mostly True</i> |
| 4. Knowing a way to solve the problem, even when others get discouraged. | 4.06 | <i>Mostly True</i> |
| 5. Taking more on the positive side than the negative one. | 4.03 | <i>Mostly True</i> |
| Weighted Mean | 3.90 | <i>Mostly True</i> |

| | |
|-------------|---------------------|
| 4.21 - 5.00 | <i>True</i> |
| 3.41 - 4.20 | <i>Mostly True</i> |
| 2.61 - 3.40 | <i>Moderately</i> |
| 1.81- 2.60 | <i>Mostly False</i> |
| 1.00 -1.80 | <i>False</i> |

Agency

Shown in Table 6 is the level of teachers' disposition regarding agency with the corresponding weighted mean of 4.08 and described as Mostly True. This means fostering in students a sense of agency or control over their education. The attitude and behavior of a teacher toward students can have a significant impact on the student's perception of their abilities and their ability to assume responsibility for their learning.

This implies that when instructors have a positive and empowering view of their student's abilities, it can encourage students to take initiatives and become more engaged in their learning process.

Most importantly, teachers must be aware of their level of support for student autonomy and how it is communicated to their students. Teachers should endeavor to maintain a collaborative and empowering attitude toward their students and encourage them to take responsibility for their learning by setting objectives, making decisions, and reflecting on their progress. Teachers who feel empowered and trusted are more likely to experience satisfaction with their profession (Louis, 2009).

Table 6. Level of teachers' disposition regarding agency.

| Agency | Mean | Description |
|---|------|--------------------|
| 1. Pursuing the goals energetically. | 4.01 | <i>Mostly True</i> |
| 2. Having prepared for the future. | 3.61 | <i>Mostly True</i> |
| 3. Meeting the goals for myself. | 3.74 | <i>Mostly True</i> |
| 4. Reflecting on the good things that happened to me. | 3.92 | <i>Mostly True</i> |
| 5. Willing to take a risk to learn new things. | 3.87 | <i>Mostly True</i> |

| Weighted Mean | 4.08 | Mostly True |
|---------------|------|--------------|
| 4.21 - 5.00 | | True |
| 3.41 - 4.20 | | Mostly True |
| 2.61 - 3.40 | | Moderately |
| 1.81 - 2.60 | | Mostly False |
| 1.00 - 1.80 | | False |

Relationship between Teachers' Profiles and Disposition

The gleaned data in Table 7 had no significant relationship between teachers' profiles and disposition. It was revealed that age had no significant relationship with filler ($r = 0.05$, $p > 0.05$), pathway ($r = -0.21$, $p > 0.05$), agency ($r = 0.12$, $p > 0.05$), and disposition ($r = 0.16$, $p > 0.05$). Thus, the null hypothesis is accepted. This means that factors such as the experience, training, and personality attributes of teachers can influence their classroom attitudes and behaviors. This implies that there is no evidence to suggest that there may be a correlation between the profiles of teachers and their attitudes toward teaching and students.

Teachers with more years of experience may have a more positive attitude toward their work and pupils because they have had more time to develop effective teaching strategies and establish strong relationships with their students. Similarly, instructors with advanced degrees or specialized training in areas such as special education or English language learners may be more open to working with diverse student populations.

Moreover, it was revealed that gender had no significant relationship with filler ($r = 0.20$, $p > 0.05$), pathway ($r = 0.10$, $p > 0.05$), agency ($r = -0.08$, $p > 0.05$), and disposition ($r = 0.08$, $p > 0.05$). Thus, the null hypothesis is accepted. This means significant differences between male and female teachers' attitudes and behaviors toward teaching and pupils, while others have found no significant differences. This implies that female instructors have a more positive and supportive attitude toward their pupils and their learning, and are more likely to develop strong relationships with them.

There have been observations of gender differences in the teaching methods and strategies employed by male and female educators. For instance, research indicates that female teachers may be more likely to use collaborative and student-centered teaching methods, whereas male teachers may be more likely to use more traditional and teacher-centered methods.

As well as, it was revealed that HEA had no significant relationship with filler ($r = -0.15$, $p > 0.05$), pathway ($r = 0.18$, $p > 0.05$), agency ($r = -0.22$, $p > 0.05$), and disposition ($r = 0.10$, $p > 0.05$). Thus, the null hypothesis is accepted. This means it is essential to consider the various facets of teachers' profiles and how they affect their dispositions and professional attitudes in higher education.

This implies that these variables can differ from teacher to teacher, and are affected by individual circumstances and context.

The educational credentials of teachers, including their degrees, disciplines, and areas of specialization, can influence their attitude toward HEA. Teachers with degrees in educational leadership or administration, for instance, maybe more inclined to assume leadership positions within higher education institutions.

Correspondingly, it was revealed that income had no significant relationship with filler ($r = -0.15$, $p > 0.05$), pathway ($r = -0.01$, $p > 0.05$), agency ($r = 0.18$, $p > 0.05$), and disposition ($r = 0.01$, $p > 0.05$). Thus, the null hypothesis is accepted. This means that teachers' income can be affected by several factors. This implies that the relationship is frequently mediated by other factors such as, education, experience, and location.

It is crucial to observe that the relationship between the profiles of teachers and their earnings is complex, and multiple factors beyond their profiles can influence their earnings. These variables can include, among others, government policies, labor market conditions, and collective bargaining agreements.

In the same way, it was revealed that RQA Years had no significant relationship with filler ($r = 0.19$, $p > 0.05$), pathway ($r = 0.02$, $p > 0.05$), agency ($r = -0.10$, $p > 0.05$), and disposition ($r = 0.10$, $p > 0.05$). Thus, the null hypothesis is accepted. This means that based on the specific requirements and criteria established by the educational institution or governing body in charge of the registry. This implies that the specific criteria and weighting assigned to these factors may vary across educational institutions, districts, and countries.

Personal attributes and dispositions, such as effective communication skills, interpersonal skills, adaptability, enthusiasm, and a passion for teaching, can also play a role, although they are less tangible than other factors. These characteristics are frequently valued by institutions; searching for well-rounded educators.

Table 7. Relationship between Teachers' Profiles and Disposition

| | | Filler | Pathway | Agency | Disposition |
|--------------------|-----------------|--------|---------|--------|-------------|
| Spearman's rho Age | Correlation | 0.05 | 0.21 | 0.12 | 0.16 |
| | Coefficient | | | | |
| Gender | Sig. (2-tailed) | 0.65 | 0.06 | 0.32 | 0.17 |
| | Correlation | 0.20 | 0.10 | -0.08 | 0.08 |
| HEA | Coefficient | | | | |
| | Sig. (2-tailed) | 0.08 | 0.39 | 0.48 | 0.48 |
| Income | Correlation | -0.15 | 0.18 | 0.22 | 0.10 |
| | Coefficient | | | | |
| RQA_Years | Sig. (2-tailed) | 0.20 | 0.12 | 0.05 | 0.40 |
| | Correlation | -0.15 | -0.01 | 0.18 | 0.01 |
| RQA_Years | Coefficient | | | | |
| | Sig. (2-tailed) | 0.19 | 0.95 | 0.13 | 0.94 |
| RQA_Years | Correlation | 0.19 | 0.02 | -0.10 | 0.10 |
| | Coefficient | | | | |
| RQA_Years | Sig. (2-tailed) | 0.10 | 0.84 | 0.37 | 0.40 |

Significant Relationship Between Teachers' Self-esteem and Disposition

It can be seen in Table 8 the relationship between teachers' self-esteem and disposition. It was revealed that self-acceptance had a highly significant relationship between pathway ($r = 0.262$, $p\text{-value}=0.00$), agency ($r=0.397$, $p\text{-value}=0.00$), and disposition ($r=0.238$, $p\text{-value}=0.00$). Thus, the null hypothesis is rejected.

This implies that the higher the self-esteem of teachers, the better their life disposition. It suggests that fostering self-esteem can enhance their overall well-being and performance. It also empowers teachers to navigate the demanding responsibilities of teaching with confidence and resilience. Teachers with high self-esteem possess a positive self-image, which allows them to view themselves as capable and competent educators. This positive self-perception translates into a more optimistic outlook on life, enabling them to approach challenges with a sense of purpose and determination. In addition, teachers with high self-esteem are more effective in the classroom, experience greater well-being, and positively impact student outcomes.

Students' self-esteem and academic performance can be significantly influenced by the self-esteem of their teachers. Teachers with a positive self-perception are more likely to cultivate an environment in the classroom that encourages students' self-confidence, motivation, and belief in their abilities (Hartley, 2019).

In addition, it was revealed that self-confidence had a highly significant relationship between pathway ($r = 0.466$, $p\text{-value}=0.00$), agency ($r=0.504$, $p\text{-value}=0.00$), and disposition ($r=0.384$, $p\text{-value}=0.00$). Thus, the null hypothesis is rejected. This means that teachers with a healthy sense of self-worth are typically more resilient and adaptable in the face of obstacles and difficulties.

This implies that the teachers with higher self-confidence are better equipped to deal with challenging situations, pupil conduct issues, and criticism from colleagues and parents because they possess enhanced problem-solving abilities, effective communication and conflict resolution skills, resilience and emotional regulation, risk taking and innovation. These attributes enable them to navigate the complexities of the teaching profession with greater ease and effectiveness, ultimately benefitting their students and the overall educational experience.

Because of the upbeat attitudes they exude, these educators are capable of establishing a safe and welcoming setting for their classes, one in which pupils have the sense that they are cherished and respected and are given the authority to take chances and realize their ambitions (Daniel, 2021).

However, it was revealed that self-respect had a highly significant relationship between pathway ($r = 0.464$, $p\text{-value}=0.00$), agency ($r=0.407$, $p\text{-value}=0.00$), and disposition ($r=0.409$, $p\text{-value}=0.00$). Thus, the null hypothesis is rejected. This means that teachers with high self-esteem typically demonstrate a positive disposition characterized by confidence, resilience, positive teacher-student interactions, collaboration, and a dedication to professional development.

This implies that the positive attitude, in turn, creates a conducive learning environment and promotes the self-esteem and academic success of students. This positive self-perception enables them to establish a classroom environment that is nurturing, supportive, and motivating.

Teachers with a solid sense of self-respect are more likely to provide constructive feedback, recognize students' accomplishments, and demonstrate empathy and comprehension (Echazarra, et. al., 2019). These positive teacher-student interactions enhance the learning experiences of students and contribute to a positive classroom environment.

Table 8. Relationship Between Teachers' Self-esteem and Disposition

| | | | Filler | Pathway | Agency | Disposition |
|----------------|------------------------|-------------------------|--------|---------|--------|-------------|
| Spearman's rho | Self_Acceptance | Correlation Coefficient | -0.2 | .262* | .397** | .238* |
| | | Sig. (2-tailed) | 0.1 | 0.0 | 0.0 | 0.0 |
| | Self_Confidence | Correlation Coefficient | -0.2 | .466** | .504** | .384** |
| | | Sig. (2-tailed) | 0.1 | 0.0 | 0.0 | 0.0 |
| | Self_Respect | Correlation Coefficient | 0.0 | .464** | .407** | .409** |
| | | Sig. (2-tailed) | 0.9 | 0.0 | 0.0 | 0.0 |

Teacher's Self-esteem Significantly Influences Teacher's Disposition

It can be deduced in Table 9 that self-esteem significantly influences the disposition. It was revealed that self-acceptance had no significant relationship between filler ($r = -0.243$, $p\text{-value}=0.126$), pathway ($r=.005$, $p\text{-value}=0.966$), and agency ($r=0.264$, $p\text{-value}=0.083$). Thus, the null hypothesis is rejected. This means that self-acceptance does not influence their performance, interactions with students and colleagues, and overall efficacy as educators.

This implies that other factors maybe more important in determining the attitudes and behaviors of teachers. This suggests that external factors including institutional support, work-life balance, and social relationships may be more important predictors of their overall disposition.

On the other hand, it was revealed that self-confidence significantly influence the teacher's disposition in terms of pathway ($r=.342^*$, $p\text{-value}=.020$). Thus, the null hypothesis is rejected. This means that self-confidence allows teachers to experiment with innovative teaching methods. Teachers with high self-confidence are better equipped to create a positive learning environment.

This implies that teachers with high self-confidence are likely to experience greater well-being, implement more engaging lessons, and create a positive learning environment for their students.

In addition, it was revealed that self-respect significantly influence the teacher's disposition regarding pathway ($r=.299^*$, $p\text{-value}=.013$). Thus, the null hypothesis is rejected. This means that teachers with high self-respect are more likely to believe in their abilities to educate and inspire their students. They are more patient, enthusiastic, and willing to experiment with different teaching methods. This fosters a sense of trust and respect between teacher and student, creating a pathway for creative learning.

This implies that teachers with high self-respect are confident in their capacity particularly recognizing their role in shaping young minds. This translates into a positive and encouraging demeanor.

The overall influence of a teacher's self-esteem on a teacher's disposition obtained a regression coefficient of ($R^2 = 0.187$) which means that the teacher's self-esteem accounted for only 18.7% of the factors on a teacher's disposition. However, the remaining 81.3% attributed to the other factors not included in the study.

However, considering the combined combination factor of teachers' self-esteem, only self-respect and self-confidence appeared to be the most significant factor of teacher's disposition. This means that it's important to note that self-respect has the potential to positively impact a teacher's disposition. This implies that high self-respect enhanced teachers' efficacy and develop a positive modeling for students. This means that teachers exhibit strong self-efficacy, a belief in their ability to produce positive student outcomes. Teachers with high self-respect possess greater resilience, allowing them to bounce back from challenges while maintaining a professional and positive demeanor (Morris, et. al., 2011). Thus, teachers with high self-respect are more likely to exhibit confidence, resilience, motivation, and positive relationships, which contribute to a positive classroom environment and overall success in the teaching profession. By developing and maintaining high self-respect through professional

development, self-care, and positive relationships, teachers can enhance their life disposition and, in turn, have a more significant impact on the lives of their students and society as a whole (Heng and Chu,2023).

Moreover, the relationship between teachers' self-esteem and disposition is a significant aspect that can influence their performance, interactions with students and colleagues, and overall effectiveness as educators.

In addition, Ross (2016) mentioned that teachers with high self-esteem tend to have a greater sense of confidence and belief in their abilities. They are more likely to approach their work with a positive mindset and have faith in their instructional strategies, classroom management skills, and ability to meet the needs of their students. This fosters trust and respect within the classroom, leading to stronger student-teacher relationships. These positive relationships can provide a safe and supportive environment where students feel comfortable taking risks and asking questions.

4. CONCLUSIONS

The study revealed the profiles of teachers based on their age, gender, highest educational attainment, monthly income, and years included in RQA. Also, teachers are particularly efficient in terms of self-esteem such as self-acceptance, self-confidence, and self-respect. Moreover, teachers are proficient in their teachers' disposition in terms of filler, pathway, and agency.

Also, a teacher's profile is a key factor in deciding if they are qualified for a certain teaching job. Employers often take into account factors including educational background, teaching experience, topic knowledge, and extra talents when making recruiting selections.

Similarly, the probability of getting chosen improves with a comprehensive profile that matches the position's criteria. Even with a stellar resume, skilled instructors may still not get employed due to extrinsic factors, including a glut of eligible candidates, a lack of available jobs, or particular institutional preferences. This may cause one to feel frustrated, inadequate, and doubt their professional skills, which may lower one's self-esteem.

However, Self-esteem affects how people see and react to professional losses. In general, those with high self-esteem are better equipped to handle rejection and disappointment. Teachers with a strong sense of self-worth may perceive being rejected as a short setback, keeping faith in their skills and persevering in their search for new employment possibilities.

Nevertheless, Teachers with poor self-esteem, on the other hand, could internalize the rejection, developing self-doubt and losing interest in applying for teaching opportunities. In light of these implications, self-esteem may either be beneficial or destructive in the face of professional problems.

However, teachers who are competent, but not employed may have their attitudes affected by social prejudices and causes. Qualified candidates may be passed over or devalued throughout the employment process as a consequence of discrimination based on gender, race, age, or other protected criteria. These systemic prejudices may have a detrimental effect on the self-esteem of individuals impacted, reinforcing marginalization sentiments and making it more difficult to continue pursuing teaching employment. It is essential to address and eradicate these prejudices to provide an equitable opportunity for all competent instructors.

5. REFERENCES

- Aquino, E. (2016).The satisfaction with life scale. *Personality Assessment*, 49 (1), 71–75.
- Arampatzi, Efstratia, Martijn J. Burger, Elena Ianchovichina, Tim Röhricht, and RuutVeenhoven. (2019). “Unhappy Development: Dissatisfaction with Life on the Eve of the Arab Spring.” *Review of Income and Wealth* 64 (S1): S80–113.
- Baum, Christopher F., Arthur Lewbel, Mark E. Schaffer, and Oleksandr Talavera. (2020). “Instrumental Variables Estimation Using Heteroskedasticity-Based Instruments.” *Stata Users Group*. <https://econpapers.repec.org/RePEc:boc:dsug13:05>.
- Bryning, A. (2010). Collaboration as a Strategy or Teacher Professional Development. *Educational Researcher* 39(9),693-700.(9)
- Damasio, A. (2021). *Descartes' Error: Emotion, Reason, and the Human Brain*. New York:Penguin Books.
- Daniel S.J. (2021). Education and the COVID-19 pandemic. *Prospects*. 2020;49:91–96. doi:10.1007/s11125-020-09464-3.

- Diener, E., & Fujita, F. (2019). Resources, personal strivings, and subjective well-being: A nomothetic and ideographic approach. *Journal of Personality and Social Psychology*, 68, 926–935.
- Echazarra, Vanessa Denis, and Giannina Rech. (2019). "How Teachers Teach, and Students Learn Successful Strategies for School." 130. OECD Education Working Papers. <https://doi.org/10.1787/5jm29kpt0xxx-en>.
- Enochs, L.G., & Riggs, I.M (2014). The Protective Role of Social Support in Promoting Teacher Efficacy. *Educational Psychology*, 29(3),159-172.
- Friedricks, J.A., Blumeneld, P.C., and Paris, A.I. (2004). School Engagement: Importance and Development. *The Elementary School Journal*, 104(2), 206-225(5).
- Hartley, M., & Dorstyn, D. (2019). Exploring the Roles of Teachers and Students in Mastering New Content. In C.R Snyder & S.J. Lopez (Eds.), *Handbook o positive psychology* (pp. 135-147). Oxford University Press.
- Heng, Q., & Chu, L. (2023). Self-efficacy, reflection, and resilience as predictors of work engagement among English teachers. *Frontiers in Psychology*, 14, 1160681.
- Ingersoll, R. M. (2020). Misdiagnosing the teacher quality problem. In *The state of education policy research* (pp. 291-306). Routledge.
- Louis, C. (2009). Organization and Culture of Schools. Rowman & Littlefield Publishers (4) *Journal of Economics* 120 (3): 963–1002.
- Morris, A. S., Schachter, J. P., & Ramirez, J. M. (2011). Self-efficacy beliefs and teacher stress. *Journal of Educational Psychology*, 103(2), 339-352.
- OECD. (2019). *Teachers Matter: Attracting, Developing and Retaining Effective Teachers*. Paris: OECD Publishing.
- Palmer, S., &Williams, H. (2012).Struggles with low self-esteem: teaching self-acceptance. *Cognitive behavioral coaching in practice an evidence-based approach* (pp.10-132).
- Rosenberg, M., Schooler, D., Schronback, C., and Rosenberg, F. (2018).Self -Esteem and Adolescent Problems: Modelling Reciprocal Effects. *American Sociological Review*, 54(1), 102-112. (2).
- Ross, J.A. (2016). "Teachers Efficacy and the Effects of coaching on student problem as factors in special education referral." *The journal of special education*, 27(1), 66-81.
- Selim, S. (2019). Life satisfaction and happiness in Turkey. *Social Indicators Research*, 88, 531–562.