

## The Self-Esteem: A Review of Literature

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### Abstract

The development and progress of a country can be done by some professionals, among others economists, technocrats and statesmen. Through teachers, these various specialists get knowledge. It is the teachers who do well in generating professionals who develop their knowledge in their fields. Therefore, teachers should own self-confidence and self-esteem to do their jobs. The empowerment of teacher is considered frequently on the assertion that the teachers who work closely with the students are in the best position to make sympathetic decisions. The institutional management should create environment for the work value by confirming the teacher's access to the information, resources and support necessary to achieve the tasks and that they are provided constant opportunities for development. In the university context, this is mainly important, with new professional and innovative requirements for both teaching and non-teaching employees.

**Keywords:** Self-esteem, Self-confidence, Performance, Empowerment, Academicians, HEIs

### 1. INTRODUCTION

The standards of education in every country are directly related with the academic, economic and social status of the teachers those who are teaching especially in the Higher Educational Institutions (HEIs). The ultimate credibility of the qualified faculty members further depends upon his/her self-esteem which is based upon the self-confidence, performance and the empowerment. As a teacher, the overall output is directly related with his/her self-esteem minus which he/she losses their confidence while executing their professional duties (Irfan, Nawaz, Farhar & Naseem, 2013). The teachers must possess high profile not only by the virtue of their academic achievements rather they should be enriched in their social and economic status as well. The cumulative effect of social and financial contentment of a teacher culminates at his/her self-esteem which is being induced as a parallel phenomenon. On the part of the teacher the state of contentment leads to his/her self-confidence which empowers him/her to perform with utmost vigor and moral strength. All these phenomenon yields in dedication and commitment to the concerned faculty member against whom the attributes like self-confidence, performance and empowerment can be tagged (Irfan, Nawaz, Farhar & Naseem, 2014).

Generally, the concept of self-esteem anchor by various researchers in the realm of emotions as a socially built emotion representing perceptions and feelings about individuals' various self-images and self-concepts which are based upon the psychosomatic need for the aspiration of authentic and efficacious functioning, belonging and acceptance within one's social group, achievement and competence in contrast to other members of individuals' group (Bruno & Njoku, 2014). The researchers distinguished the self-esteem dimensions as personal, social and general self-esteem for teachers. When combined, these three subcomponents equal to overall self-esteem. The low self-esteem signs include: feeling incompetent, worthless, exaggerated perfectionism and unrealistic about our abilities, being overwhelmed with fear and negative thoughts, feeling unloved, fear of change, being unrealistic about goals, constant need for validation and recognition and distorted view of self and others (Esmaeil et al., 2014).

The literature revealed that alongside the participation and empowerment strategies, if the academic staff received enough remunerations (salary, incentives and allowances), faculty welfare (health care services, recreational facilities) and were made to love the teaching profession, they would be more committed to the job and their performance will be increase (Kinsler, 2010). The extent that the remunerations, work organization and faculty welfare allow, work can assist as a tonic for individuality that helps in enhancing the self-esteem. When an individual does an expressive work, he in reality develops a sense of self, dignity and worth. "Work is, above all, an activity through which an individual fits into the world, creates new relations, uses his talents, learns and grows to develop his identity and a sense of belonging" (Safura et al., 2014). Actually, the new managerial standard insists that employees should be primarily considered and treated as human beings that have their own personal desires, needs and wants which are the good indicator for the job satisfaction in present-day organizations including the educational institutions (Patrick & Wemba, 2014).

### 2. DISCUSSIONS

The appraisal of an individual's self is in fact the self-esteem. This concept has some common features founded in the related literature as security, belongingness, identity, worthiness, respect and competence. These elements are the fundamentals of the concept. By different experts, in different dimensions, the concept of self-esteem was defined. In the available literature the expression of self-esteem is commonly used. Different efforts are made to

explore its complexity, but amongst different experts, the most famous work is of Maslow (1943) who includes self-esteem in his needs of hierarchy. It is a psycho-dynamic progression that has growing features in it. The self-esteem is disposed towards capability and ability of an individual to manage with apprehension. Numerous generalists and psychologists have enlightened the same impression with diverse magnitudes and the sociological view of self-esteem (Garrety, Badham, Moriggan, Rifkin & Zanko, 2003). The self-esteem is established by the collaboration of worthiness and competency.

Empowering is a process in which managers help employees to make independent decisions. According to Menon (2001), managers believe that empowerment gives decision-making power to the individuals. Empowerment means to help people improve their self-confidence, cope with their powerlessness, helplessness and have the enthusiasm and intrinsic motivation to perform the tasks. Empowerment is granting more authority to the staff to take the necessary decisions without the approval of the higher authorities (Noresah, 2002). Also, empowerment has been defined as the process of dividing power among the individuals of organization. In the psychological literature, empowerment is conceived as an intrinsic motivation mode in people. People need inner strength and desire to influence and control other people. Power is an intrinsic need and it is the determination right (Jay, Alan, Henkin & Duemer, 2003). Empowerment rooted in motivational desires of people. Any strategy which increases the employees' determination right and their self-sufficiency will lead to their empowerment. In fact, empowerment is the making of situations for improving the individuals' motivation in fulfilling their responsibilities through improving their self-esteem (Laschinger, Finegan, Shamian, & Wilk, 2004).

The performance is defined as a utility of individual effort, skill and ability in a given situation. The effort is the individuals' internal strength which makes him/her to work enthusiastically. The better effort results in healthier performances (Byrne, & Hochwarter, 2008). The performance contains the behaviors that employees actually involve in and which can be perceived. One important element of performance is that the behaviors must be relevant to the goals of the institution. Though, the total institutional performance depends on effective and proficient performance of individual employees in the institution (Mohammad et al., 2012). In the same way, for the success of the institution, a satisfied individual employee and his commitment and effort are crucial. All the factors of the quality of employed life (enough revenue, safe environment, advancement chance, order in work, social dependence, overall work atmosphere, social unity, and development of human potentials) had a positive and meaningful relation with performance (Irum et al., 2014).

The empowerment is a constant movement and its importance is steadily increasing. Empowerment is the basis of development in the organizations and progresses in line with social changes, technological developments and competitive environment demands (Suparlan, 2005). The organizations need individuals who are empowered to be able to help them win the competition. The rapid growth of technology has affected all aspects of the organizations. The empowered employees are needed who have the necessary skills to deal with these changes (Ingersoll, 2007). Many organizations have found that in increasingly competitive condition, they must continuously improve their customer service. This means that they must first know what the customer wants and then try to improve it. Organizations need the empowered people who find innovations and improve the services and productivity (Shauna, Meyerson, Theresa & Kline, 2008).

### **3. CONCLUSION**

The issue of self-esteem among the teachers exists in every public and private sector higher education institution. Though, in this regard, the intensity and nature differs from times to times, institution to institution and individual to individual. Thus, diverse processes are desirable to address the matter of self-esteem in diverse circumstances. The existing literature suggests that self-esteem among the teachers is a critical and leading issue for the universities (public sector), where, with a strong financial base and clientele, the private sector is the main competitor. Contrary to this, the universities (public sector) are fronting with a severe financial restrictions causing in the low commitment and self-esteem on the wide scale.

### **4. RECOMMENDATIONS**

Self-esteem is a persistent issue which requires continuous monitoring so that the behavioral pattern could be kept in tune with the changing requirements. Self-esteem is one of the critical factors which are demanded by every employee. Some concerted efforts are needed by the management to keep the level of self-esteem live and active. The findings of this study reveal that the relationship between the predictors and the criterion is negative meaning that as the self-confidence, performance and the empowerment increases, there are great chances of enhancement of the employee's self-esteem. Similarly, the demographic impacts on both the predictors and the criterion are significant showing that the demographic variations can change the behavior particularly the self-esteem of the teachers. The future researchers can find a huge body of compact literature on the topic spread across the thesis and used it for further research. Likewise, the most powerful contribution of this thesis is the "Research Model" extracted from the literature and used it as a guideline to conduct current research study. The

same model can further be used by the researchers after the minor changes according to the context.

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