The Academicians' Self-Esteem in the Higher Educational Institutions

Farooq Jan[1]   Irfanullah Khan[1]   Dr. Sattar Khan[1]   Muhammad Riaz Khan[1]   Dr. Naveed Saif[2]

1.Department of Public Administration, Gomal University, Dera Ismail Khan, Pakistan
2.Department of Business Administration, Gomal University, Dera Ismail Khan, Pakistan

Abstract

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. In classifying and calculating the analysis which circles around the role of diverse contextual and individual factors on the self-esteem of academicians/teachers in Gomal University, D. I. Khan. From the existing literature, all these variables were extracted and then converted into a research model/theoretical framework. On the theoretical framework, extracted from the relevant literature, all the experimental portion of the study was chained. The 'field work/study' has come about with amazing outcomes about the role of the predictors (self-confidence, performance and empowerment). The dependent variable (self-esteem) is significantly associated with the independent variables (self-confidence, performance & empowerment). The correlations are coming as self-confidence (p-value=0.000, r=0.481), performance (p-value=0.003, r=0.254) and empowerment (p-value=0.000, r=0.416). In the regression process, only self-confidence has appeared as significant with R^2 of 0.27 and p-value of 0.000. Though, in the stepwise regression, self-confidence has been combined by empowerment with significance of 0.031 and 0.000.

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

1. INTRODUCTION

The self-esteem of a teacher makes him/her most eligible for the job as he/she can achieve their tasks with ultimate confidence and consistency. The self-esteem also empowers them to be more assertive, dynamic and help to boost their level of confidence and performance (Tinsley, 2002). The self-esteem is a vital conception which must be stressed to the professionals since it makes realization about their value, assess their capability and regulate them with their environment (Miyagawa, 2010). The same endless examination of their professional capabilities is the spirit of certified self-esteem as empower them to search those potentials which are matching to the strength of their role as a teacher. The self-esteem is vital for individuals and employees as it backers amongst the academicians the spirit of professionalism (Nurul & Marof, 2011). This research is primarily concentrated on professional self-esteem of faculty members in the higher educational institutions.

The teachers' self-esteem is highly dependent on the extent to which they are confident about their own capabilities to manage the new demands on their professional role. The self-esteem denotes to the extent of realistic esteem that you have for yourself (Sari, Ersin & Soyer, 2011). They agree to take the responsibility and the values of their activities rather than blaming others or making justifications. In the same line, they are not self-centered, but are anxious with the overall betterment. They are optimistic, creative, and productive and goal oriented. On the other hand, people with low self-esteems often suffer from a feeling of discontentment and have a low desiring level with minimum achievements. They are habitually nervous, anxious and insecure, and may overreact with anger and resentment if they feel that somebody does not accept them. They do not take responsibilities for their activities, but blame others (Colquhoun & Bourne1, 2012). The self-esteem is useful to understand the improvement in individuals' attitudes toward him by defining three aspects; the affective, cognitive and the behavioral aspects.

The developed self-confidence improves the motivation of the individuals which bounces with a bestowed attentiveness in his performance and an encouraging in building up and maintaining his self-esteem. Miyagawa (2010) explore the differentiation concerning self-esteem on one hand and self-confidence on the other. The self-confidence is almost whatever the individual can do by virtue of his/her efforts (Sari, Ersin & Soyer, 2011). With low self-esteem, an individual have confidence in that he/she is inadequate or worthless whereas the individual with high self-esteem believes otherwise. In the same line, the self-efficacy is the assurance in one's capability to be successful in the assigned tasks. Zarei, Nasrin, Elham & Reza (2012) identified the self-esteem as; confidence in capacity to manage with the challenges, feeling of being worthiness, confidence in aptitude to think and confidence in right to be deserving, happy and successful, entitled to assert our wants and needs, attain the values and enjoy the fruits of the efforts.

2.   LITERATURE REVIEW

2.1 The Teachers' Self-confidence

When a person feels depraved about himself/herself then his/her impression about others is also distorted. Resultantly, the confidence level touches to its lowest and a feeling of unhappiness and pessimism gets developed in the person. The whole phenomenon can be summarized and conclusively it is stated that such person has no self-esteem and he/she owes no respect for the others as well (James, 2011). Moreover, the attitude and behavior of the person is also very reserved, hesitative and uncertain towards the people around. The behavior of such person is marked with lack of trust, poor communication, least responsive and the confidence level declines to such an extent that he/she hesitates to participate in any discussion whatsoever. The overall impact is profound enough to damage the whole academic system if the teacher is suffering from lack of confidence and self-esteem (Nasreen et al., 2012). On the other hand, if the teacher is gifted with self-confidence and high esteem then he/she can render their services by utilizing all their potentials which is instrumental in upbringing the performance and the standards of every academic institution at par to that of the global.

2.2 The Teacher' Performance

The performance is basically the ability of individual to use its knowledge efficiently and effectively. When researchers discuss the teacher's performance, it is based on both aspect the intellectual and physical. In regarding the performance, the role of teachers in different three areas like as job skill, attitude toward job and involvement in professional development. Basically the performance of the teachers is the effectiveness of teaching performance. For the evaluation of effectiveness different methods are used. Some systems focus on the teacher's performance which can be observed in classroom whenever some systems focus on the evaluation by examination system (Colquhoun & Bourne1, 2012). The related literature presented an appealing approach for the evaluation of teacher's performance. He included the socialization of students and personal development of the student in teacher's performance. Class management is also a significant aspect of teacher's performance in class. It is related to this that at what level the teacher manages the classroom environment. The classroom management is the prerequisite to effective instruction. It is also very important for a new teacher. In managing the environment the teacher observe the class critically, develop the rules for the students according to the behaviors and requirement of teacher's goals (Shaemi, 2012).

2.3 The Teacher's Empowerment

The teachers, who are empowered, partake in grave decisions which directly affect learning and teaching. Empowering the working environments may increase efficiency, develop the quality of work life, facilitate teacher leadership and facilitate actual execution of institutional policies and reform (Laschinger, Finegan, Shamian & Wilk, 2004). The available literature about the empowerment suggests the associations between teacher empowerment and the institutional structures though the psychosomatic viewpoints on empowerment propose possible associations between the affective outcomes and phenomenon of cognitive. The empowerment is measured in terms of teamwork and teams in the institution and the associations between commitment and empowerment of the faculty members (Suparlan, 2005). The empowerment can help leadership of the teachers, increase the excellence of work life, enhance professionalism and make available a sharp sense of belief in terms of individuals' own efficacy (Ingersoll, 2007). In the educational context, the empowerment is a teacher's opportunity for participation in decision making, responsibility, choice and autonomy in the institution.

2.4 The Teacher's Self-esteem

The conception of self-esteem plays a critical but simultaneously an uncertain role in modern educational settings. The high self-esteem is put forward as a resolution for educational complications (Fouzia & Muhammad, 2012). The understanding of personality fondness augments individuals' decision making and problem-solving, interpersonal communication, stress management, development and self-understanding. As a trait of personality, the self-esteem has also been directed as a significant self-realizing characteristic of dedicated and effective teacher. The self-esteem comprises self-consciousness, private and internal mental state that influences the strong functioning in the educational and social framework (Shraddha & Surila, 2013). Since teachers are in places of being looked up to as role models, their performance and behavior is absorbed and noted by those around them, though not essentially conscious and are mirrored all through the entire institution by those they influence.

The self-esteem at professional level is a very significant impression that should be stressed to the professionals as it adjusts themselves accordingly with their ambience, evaluate their expertise and makes them recognize their worthiness (Bruno & Njoku, 2014). This constant examination of their professional capabilities is the spirit of professional self-esteem as it would, certainly, empower them to explore those potentials which are corresponding to the strength of their role as a teacher. The professional self-esteem is a complicated perception of a professional's life as it traces his/her personality characteristics and their truthfulness for his/her idea of

professionalism. This requires the psychomotor, sentiments and mentation magnitudes of human behavior. As human beings the teachers living in the society where their sense of self-respect develops from the regular collaborations with others (Esmaeil et al., 2014). This sense of self-respect negatively or positively, affects their whole life and definitely their professional life too.

2.5   Theoretical Framework
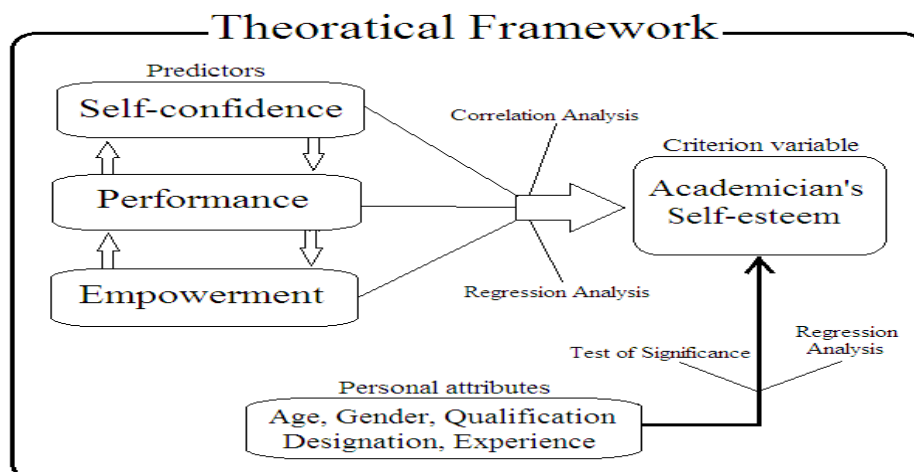
3.   RESEARCH METHODOLOGY

The design of this research study is 'quantitative-cum-qualitative/'; thus, for the purpose, both numerical data and textual was mustered and questioned by applying the inferential and descriptive tools. To rationalize the textual/qualitative data, thematic analysis by using argumentation was applied. Whereas, for the 'field/numerical/quantitative date, different statistical tools were applied to analyze the same facts and figures.

3.1 Survey Approach

The social research methodology suggests that survey is the accessible instrument for managers to gather primary facts and figures by using interviews and questionnaire about the attitudes and perceptions of individuals. The literature suggests that questionnaire approach is the best commonly used approach of observation in the social sciences (Babbie, 2001:256-257).

3.2 Population & Sample

The entire group of objects in which the researcher is concerned and desires to design and generalize is the population (Boyd et al., 1977). All the elements that we are studying and about which we are trying to draw conclusions is the population (Levin, 1984:9)". In this research project, the population of interest consisted of all the 'Teaching Staff' (380) working in the Gomal University, Dera Ismail Khan.

3.3 Reliability of the Scale

Through Cronbach's alpha, the reliability analysis of the instrument was done. Against three variables, total 22 items were measured. The minimum acceptable value, in social sciences, is .6 however the results of the Cronbach's alpha, in our case, as shown in the below table, for 22 items was above the threshold value = .806. Therefore, it is carefully concluded that the instrument administered for primary facts and figures collection was satisfactory to measure the variables of this study.

Reliability Statistics	
Cronbach's Alpha	N of Items
.806	22

3.4 Data Collection Methods

Secondary Sources: All research certainly includes the use of the documentary materials, periodical, pamphlet and books in the libraries. Noticeably, without this preliminary orientation, no research project can be undertaken. "Nor should one be undertaken without knowledge of the research that has already been done in the field" (Goode & Hatt, 1952:103).

Primary Sources: From the extensive literature survey, by first extracting variables and their related attributes, a structured questionnaire was prepared. The questionnaire included the demographic and research variables. In the present study, there were five (5) demographic variables while the research variables are the

self-confidence, performance, empowerment and the self-esteem. To record the responses, a 5-point Likert scale was used.

3.5 Tools for Data Analysis

Descriptive Tools: The graphs, tables and cross tabulation are the examples of descriptive statistics that display data so that they are easier to understand and manipulate (Levin, 1984). To present the classification of the respondents, according to their demographic attributes, cross tables have been used. Also, about the research variables, showing the means, standard deviations and other data, a descriptive table is given.

   Testing of Hypotheses: About the relationships between the research variables, The researcher has also used inferential tools to test the hypotheses. Multiple tools have been applied regarding the demographic attributes of the respondents as well as the relations between the research variables themselves. Following tools have been applied:
   ➢   Correlation analysis
   ➢   Regression analysis (Multiple Regression & Stepwise-Regression)

3.6 List of Hypothesis

Hypotheses	Tools for Analysis	Code
The predictors are highly correlated with the self-esteem of the academicians.	Correlation	H_1
The self-confidence, performance and the empowerment Explains the academicians' self-esteem.	Regression	H_2

4.   FINDINGS OF THE STUDY

In this section, the researcher presented the empirical results computed from the field study. The main sections are the descriptive results (section 4.1) and the testing of hypotheses (section 4.2).

4.1 Descriptive Results

Table 4.1 Cross-tabulation on Gender, Designation & Qualification

Gender	Designation	Qualification			Total
		Master	M. Phil	PhD	
Male	Lecturer	18	9	2	29
	Assistant Professor	5	19	8	32
	Associate Professor	0	2	8	10
	Professor	0	0	5	5
	Total	23	30	23	76
Female	Lecturer	21	7	1	29
	Assistant Professor	3	8	5	16
	Associate Professor	0	3	3	6
	Professor	0	0	8	8
	Total	24	18	17	59

4.2 Testing of Hypotheses

4.2.1 Association of the Predictors and Criterion Variables

Hypothesis # 1 Self-esteem is Highly Associated with the Predictors

Table 4.2 Table of Correlations

		Self-confidence	Performance	Empowerment
Performance	R	.286**		
	P	.001		
	N	135	135	
Empowerment	R	.589**	.333**	
	P	.000	.000	
	N	135	135	135
Self-esteem	R	**.481****	**.254****	**.416****
	P	.000	.003	.000
	N	135	135	135

   **. Correlation is significant at the 0.01 level (2-tailed).

Analysis

To test the existence of association, direction of the relationship and its strength, the above table provides the data on the analysis (correlation). It is evident from the table that between the predictors there is significant correlation (self-confidence, performance and empowerment) and the criterion variable (self-esteem). It also show that self-esteem is highly associated with two dimensions (self-confidence and empowerment) while the relation with performance is weak. These results suggest that self-esteem is more dependent on and associated with the self-confidence and the empowerment of the faculty members. The performance is not a big factor in building the self-esteem of the faculty members. The hypothesis # 1 is hence accepted as true and validated.

4.2.2 Cause-n-Effect Relationships

A. Prediction of the Academicians' Self-esteem (Multiple Regressions)

Hypothesis # 2 The predictors Determines the Self-esteem

Table 4.3 Model Summary (H$_2$)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	F	Sig.
1	.516a	.267	.249	.90159	15.825	.000a

Table 4.4 Coefficients of Regression (H$_2$)

Model		Un-standardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.448	.516		2.805	.006
	Self-confidence	.349	.094	.348	3.730	.000
	Performance	.098	.082	.095	1.190	.236
	Empowerment	.164	.087	.179	1.889	.061

    a. Predictors: Self-confidence, Performance, Empowerment

    b. Dependent Variable: Self-esteem

Analysis

In the above table, the multiple regression procedure was run by using all the three predictors to predict the self-esteem. It gives a complete detail of the analysis of the regression model wherein R^2 is (0.267) which means that a total variation (27%) in self-esteem is due to the predictor variables (self-confidence, performance and empowerment). While examining the three predictors individual role, only 'self-confidence' arises as significant with p-value (0.000). The other factors (performance and empowerment) have p-values far more than the critical starting point of 0.05 (0.236 & 0.061).

       These analysis support the results from correlation analysis wherever the correlation of the self-confidence with the self-esteem is highest (r=0.481) whereas other two variables have lesser correlation values (0.416 and 0.254). From regression analysis, given the results, it is stated that hypothesis # 2 is in some measure accepted as true because R^2 of 0.267 gives a prediction of 27% in self-esteem due to the role of all predictors mainly the self-confidence.

B. Prediction of the Academicians' Self-esteem (Stepwise Regression)

Table 4.5 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	F	Sig.
1	.481a	.231	.225	.91576	39.996	.000a
2	.508b	.258	.247	.90301	22.958	.000b

Table 4.5a Coefficients of Regression

Model		Un-standardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.975	.457		4.315	.000
	Self-confidence	.483	.077	.481	6.324	.000
2	(Constant)	1.712	.466		3.666	.000
	Self-confidence	.362	.094	.361	3.892	.000
	Empowerment	.186	.086	.203	2.187	.031

Table 4.5b Excluded Variables

Model		Beta In	t	Sig.	Partial Correlation	Collinearity Statistics
						Tolerance
1	Performance	.127a	1.611	.110	.139	.918
	Empowerment	.203a	2.187	.031	.187	.653
2	Performance	.095b	1.190	.236	.103	.877

a. Predictors in the Model: (Constant), Self-confidence
b. Predictors in the Model: (Constant), Self-confidence, Empowerment
c. Dependent Variable: Self-esteem

Analysis

On the prediction of self-esteem, through the predictors, the application of stepwise regression shows that in the regression process, from the analysis, the performance has been completely excluded as insignificant. In the preceding regression both performance and empowerment seemed as insignificant though; the regression (stepwise) has more explained the matter by validating that both self-confidence and empowerment are the best predictors of the self-esteem.

Similarly, the Beta scores also powerfully backing the hypothesis. For the self-confidence, the Beta score is (0.481) which means that in the predictor, a change of one unit (self-confidence) take along in the criterion a change of .481 units (self-esteem). The predictor (performance) have no role whatever in defining the self-esteem. It means that teachers have no performance problems at all in decreasing or increasing their level of self-esteem rather it is the self-confidence and empowerment reasons which creates their self-esteem. Thus, hypothesis # 2 is further substantiated with the procedure of stepwise regression.

5. CONCLUSION

From the present study, it is concluded that self-esteem is highly associated with two dimensions (self-confidence and empowerment) while the relation with performance is weak. These results suggest that self-esteem is more associated and dependent upon the self-confidence and the empowerment of the faculty members. The performance is not a big factor in building the self-esteem of the faculty members. In cause and effect analysis, only self-confidence arises as significant while the other predictors (empowerment and performance) have minimum role in defining the self-esteem. It also supports the correlation analysis where the association of the self-confidence with the self-esteem is highest. It is also concluded from the present study that the personal attributes (demographics) of the teachers have minimum role in defining their self-confidence, empowerment, performance and self-esteem.

6. RECOMMENDATIONS

1. Generally, the social scientists are writing that the leading influence behind the issue is the contentment of the teachers from their job/work thus ornamental the self-esteem. Moreover, it is the self-esteem which crops a professional strength to the employees to work for a prolonged period. Likewise, among the academicians, the self-esteem is the leading issue that desires to be effectively understood, examined and operated by the administration/management of the public sector universities.
2. The self-esteem is the psychosomatically puzzling matter so it is suggested that consistent and proper research deeds should be experienced by the higher educational institutions through frequently observing of the variables which are functioning in the background. It will be useful reaching the knowledge about the problem to identify the instant resolution.
3. The results from empirical (field work) revealed that the role of self-confidence is much broader and significant in Gomal University, D. I. Khan. It is hence suggested that the teachers must be psychosomatically engaged as well as managed.
4. It is astonishing that personal characteristics (demographic) of the teachers have a least role in describing self-esteem but with regard to self-confidence, on almost all the demographics, the faculty members have substantial mean alteration. Therefore, it is suggested that in the Gomal University, some determined efforts should be launched to bring about the main contents of the faculty members about their self-esteem.
5. A package of the employee`s training will be recommended with a concentration on the behavior growth. The training must give emphasis to the self-esteem through group discussions, lectures and workshops on the nature and insinuations of sentiments in the preparing of the structural behavior including the self-esteem.
6. The current research shows that with low self-esteem, the teachers are not satisfied and leaving for better job opportunities in both public and private high educational institutions which suggest that they think of their status in the new institutes much superior in comparison. So the high ups in Gomal University must make necessary actions for the probable preservation of the workforce by taking

suitable measures to enhance their self-confidence and self-esteem.

References

1. Babbie, Earl. (1993). The practice of social research. 7th ed. *Wordsworth Publishing Co*. 256- 257.
2. Boyd, H. W., Westfall, R., & Stasch, S. F. (1977). Marketing research: Text and cases. 4th ed. *Richard D. Irwin, Inc*.
3. Bruno, U. D. & Njoku, J. (2014). The Role of the Teacher in Improving Students Self Esteem. *International Journal of Academic Research in Progressive Education and Development January,* 31, p-4(7), P-53.
4. Colquhoun, L. K., &. Bourne1, P.A. (2012). Self-Esteem and Academic Performance of 4th Graders in two Elementary Schools. Asian Journal of Business Management 4(1): 36-57.
5. Esmaeil, M., Majid, A. G., Mohamad, R. J., & Marzie, R. R. (2014). Evaluation the Relation between Self-Esteem and Social Adjustment Dimensions in High school Female Students of Iran *International Journal of Academic Research in Psychology, 1 (2), p- 42-48.*
6. Fouzia Tabassum., & Muhammad, A. A. (2012). Professional Self-Esteem of Secondary School Teachers. *Asian Social Science,* 8 (2), p- 206-210.
7. James, O. (2011). Effect of School Environment on Student Achievement and Self-Esteem: A Case Study in Kenya. *The Special Issue on Behavioral and Social Science,* 1 (7), p- 84-88.
8. Laschinger, H. K., Finegan, J. E., Shamian, J., & Wilk, P. (2004). A longitudinal analysis of the impact of workplace empowerment on work satisfaction. *Journal of Organizational Behavior, 25*(4), 527-545. doi:10.1002/job.256.
9. Levin, R. I. (1984). Statistics for management. 3rd ed. *Prentice-Hall*.
10. Miyagawa, L. (2010). What is the difference between self-esteem and self-confidence? Retrieved from 20/02/2011).
11. Nasreen, M., Azra, S., Azeem, M., Naveeda, Z. (2012). Self-Esteem's Difference among Primary, Elementary, Secondary and Higher Secondary Schools Teachers. *International Journal of Humanities and Social Science*, 2 (1), p- 200-205.
12. Nurul, H. N., & Ma'rof, R. (2011). Emotional Intelligence, Personality and Self Esteem: A Comparison of the Characteristics among Two Categories of Subjects. *International Journal of Humanities and Social Science,* 1 (8), p- 238-247.
13. Sari, I., Ersin, E., Soyer, F. (2011). Does Psychological Commitment to Team Enhance Self-esteem? An Easy Way to Raise Self-esteem. *International Journal of Humanities and Social Science,* 1 (19), p- 187-196.
14. Shaemi, B. A., Abzari, M., & Jawani, M. (2012). The Effect of Employees' Performance Appraisal Procedure on their Intrinsic Motivation. *International Journal of Academic Research in Business and Social Sciences, 2 (12), p- 161-168.*
15. Shraddha, S., & Surila, A. (2013). Contribution of Self-Esteem and Collective Self-Esteem in Predicting Depression. *Psychological Thought*, 2013, Vol. 6(1), 117–123.
16. Zarei, E., Nasrin, S., Elham, N., & Reza, K. (2012). Self-esteem and Academic Success as Influenced by Reading Strategies. English Language Teaching, 5(2), p- 17-26.

The IISTE is a pioneer in the Open-Access hosting service and academic event management. The aim of the firm is Accelerating Global Knowledge Sharing.

More information about the firm can be found on the homepage:
http://www.iiste.org

CALL FOR JOURNAL PAPERS

There are more than 30 peer-reviewed academic journals hosted under the hosting platform.

Prospective authors of journals can find the submission instruction on the following page: http://www.iiste.org/journals/   All the journals articles are available online to the readers all over the world without financial, legal, or technical barriers other than those inseparable from gaining access to the internet itself. Paper version of the journals is also available upon request of readers and authors.

MORE RESOURCES

Book publication information: http://www.iiste.org/book/

Academic conference: http://www.iiste.org/conference/upcoming-conferences-call-for-paper/

IISTE Knowledge Sharing Partners

EBSCO, Index Copernicus, Ulrich's Periodicals Directory, JournalTOCS, PKP Open Archives Harvester, Bielefeld Academic Search Engine, Elektronische Zeitschriftenbibliothek EZB, Open J-Gate, OCLC WorldCat, Universe Digtial Library , NewJour, Google Scholar