# The Impact of Demography upon the Employees' Self-Esteem

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 present study is primarily concentrated on the demography and professional self-esteem of the employees in the higher educational institution which is an effort to produce a new sense in each employee who is attached with any occupation particularly the teaching profession. In the field of education, there are numerous studies on self-esteem but no adequate work is found to explore the level of professional self-esteem of the employees in the higher educational institution of Pakistan. The current research study offers a new orientation and dimension to the higher educational system. The present work aimed at exploring the factors like confidence, performance, empowerment and the demographics in defining the self-esteem of the academicians in the higher educational institutions.
**Keywords**: Demographics, Self-esteem, Self-confidence, Performance, Empowerment, HEIs

## 1.    INTRODUCTION

In the present dynamic world, institutions are always demanding to motivate and develop their employees to accomplish better performance by applying different human resource practices. For the institutions, to attain the desired objectives, the system of reward is the highly used practice. The reward system benefits the institutions to attract, motivate and retain employees with high potential and in response acquires high levels of performance (Shaemi, Abzari & Jawani, 2012). The rewards comprises of both intrinsic and extrinsic; where one comprises financial rewards  and the other comprises non-financial rewards like social rights, comfort ability workplace, flexible working hours, work design, recognition, decision making involvement, security, praise, appreciation, promotion and feedback. What an employee does and what he doesn't do is considered as the performance of the employee. The employee performance involves quantity and quality of productivity, accommodative, presence at work and helpful nature and relevance of output (Mohammad, Mehrzad, Mahmoud & Mohammad, 2013). The institutions can use direct rewards and bonuses grounded on performance if the employee performance is visible. The productivity and morale of employees is greatly influenced by the efficiency of performance of an institutions and its reward management system.

The teacher's performance is also concerned with to focus on individual differences. The reason is that the behavior of every human is changed, so it is also the responsibility of teacher to emphasis upon the behaviors of their students. The individual attention is also considered the important aspect of performance in teaching process. The teaching style is also considered important in teaching process as it gets develops with emotional strength, peer relationship and commitment (Hasan, 2014). 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. The performance of the individuals cannot be verified. Likewise, the institutions based on individual performance, can use direct rewards and bonuses if the performance of employee is visible. The productivity and morale of employees is greatly influenced by the efficiency of performance of the institution (Irum, Ayesha, Syed, Shagufta & Farida, 2014).

### 1.1 The Empowerment

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).

### 1.2 The Performance

The job performance is well-defined as the summary of behaviors of the individual which donates to the success

of institutional goals. Agreeing to Tahir, Saba & Rabbia (2013), the increase of interdependence and unpredictability in the working environment has demanded for individuals to fulfill the prescribed work requirements along with exceed the call of duty appropriate to care the wider context, thus donating to whole job performance. The job performance concept is consisting of two extents; contextual performance and task performance. Whereas the task performance defines behaviors and actions linked to the provision of services or production of goods and appearance on an employee's job descriptions. While the contextual performance comprises a diversity of 'non-job' definite behaviors and also covers a set of volitional and interpersonal behaviors that backing the wider psychological and social context in which the institutional core work is accomplished (Cemal, Bulent, Şule & Gulden, 2013). This is for the reason that the variety of work activity being completed may need the use of least psychological strength to attain great job performance (Benjamin & Olajumoke, 2013).

### 1.3 The self-confidence
Self-confidence means the power and independence in self under which one starts an action and tries to finish it without expecting others' help and benefit. In some of the related literature, it is assumed that self-esteem is the alike as self-confident and though self-confidence is interrelated to self-esteem but it's not the same (Ross, 1998). The self-confidence is the individuals' capability usually increases enthusiasm and motivation which builds a valued aptitude for individuals with deficient determination. On the resource side, it develops a model of self-deception over endogenous memorial that settles the rational and motivated features of human understandings (Benabou & Tirole, 2002). The consequential willing of strategic communication characteristically leads to numerous equilibriums. The enhancement and maintenance of self-esteem has constantly been recognized as an essential human desire. The philosophers, psychologists, educators and writers, all have highlighted the critical role played by self-esteem in enthusiasm and social exchanges (Roland & Jean, 2002).

### 1.4 The Self-esteem
The self- esteem strategies adopted by teachers involve facilitating students' feelings and are comfortable in the institutional setting, offering them chance to make decisions and choices, making a difference and solve problems, providing them with duties through which they observe themselves as contributors and interactive inspiration and helpful feedback. Therefore, self-esteem denotes to how one feels and think about him (Wafa, Kamariah, Khurram & Khairiah, 2013). The self-esteem is the outlook to practice oneself as being capable to manage with the basic challenges of life and of being worthy of contentment. The self-esteem grips both self-relevant viewpoint; competent/incompetent and related timorousness/assertiveness and caution/confidence, pride/shame triumph/despair and self-relevant emotions. The personality and self-esteem are expected to examining the personality and share mutual developmental roots relates to self-esteem through the life-span might offer understandings into the nature of self-esteem and its growth. The linkage between personality and self-esteem has implications for personality dimension (Bruno & Njoku, 2014).

## 2. DEMOGRAPHIC PREDICTORS
The individuals' demographic features of are some of the usually used variables in relation to the teacher's self-esteem and the student's achievement while numerous studies have established inconsistent outcomes (Githua, 2002). Likewise (James, 2011) have found that the "impact of personal attributes were indirect over work values and work rewards". But, in some of the literature have found that demographic variables comprising the age, tenure, marital status, gender and education play an important role in increasing employee's self-esteem and commitment while (Sari et al, 2011) did not found any important association between these variables.

There is a dire need in terms of conceptual framework to classify the link between institutions and employees regarding the employee's demographics and its self-esteem. The social and economic features of a community are gender, age, average size of a family, education standard, marital status, income level, occupation, average age at marriage, religion, death rate, birth rate, (Irfan et al., 2013). Each member of a community, a census is a compiling of a demographic features associated with the individuals. The related literature to self-esteem revealed numerous variables which define the employee's self-esteem. The demographic variables used in most of studies are; gender, age, qualification, designation and domicile. Likewise, if individual are demographically well-contented and grow high level of self-esteem with their jobs/work then they will be more expected to dedicated to the institution than their unsatisfied counterparts and have least self-esteem due to the same factors (Saqib, Irfan & Kundi, 2014).

### A. Age of the respondents
Some studies consistently found that job satisfaction and self-esteem is positively associated with the age of the employees to while negatively correlated with the performance. Likewise, Bachman & Donnellan (2010) have stated that unlike younger employees, older employees have been found with higher loyalty, self-esteem and no

leave intentions due to economic responsibilities to their families. The results of the Erol & Orth (2011) are also reliable with Nurul & Hudani (2011) as they additionally perceived that "younger employees are more likely to least self-esteem as compared to older ones as mostly they have routine jobs, less participation in decision making, lack the knowledge about their jobs and less pay". Similarly, (Sari et al., 2011) found that age is unrelated to self-esteem, though, they reports that older employees, in terms of their self-esteem, are expected to have touched the plateau of their professional careers. Therefore, they become less dedicated or loyal to their careers in association to the younger employees (Irfan et al., 2013).

## B. Gender of the subjects

Regarding the gender-based discrimination, the cultural individualities of any society have a strong influence upon the self-esteem. In the developed countries, the working environment, in this regard, is completely diverse as likened to those wherever the monetary and social circumstances are still in the emerging phases (Giray and Salman, 2008). The female employees, in the developing countries, have to face definite social and economic limitations as the condition is not favorable to earn and work whereas away from their homes (Bachman, Freedman & Donnellan, 2010). The female employees, in these situations, continuously decide for such places which benefit them in nourishing their professional career for an extended period. Sari (2011) declares that as women have had to overwhelmed more hurdles in the institution to accomplish their positions, thus they place superior value to their jobs and their institutions in comparison to their male fellows (Farzaneh, Reza, Mostafa & Hajar, 2013).

## C. Qualifications of the subjects

The academic attainment which imparts qualification to an individual makes him/her appropriate for a specific job. Regarding the level of self-esteem, the academic prominence has a diverse response as the teacher with less qualification prefers to leave as compared to their counterparts those who have higher qualifications (Matin et al., 2012). It is perceived that the teachers with higher academic standards own the professional awareness, maturity and as a result, among them, advanced level of self-esteem is being observed. Infrequently, they keep amused the proposals as they marked advanced level of professional morals which binds them in a strong link with their institution (Farzaneh et al., 2013). In this case, the teacher expresses his/her all-out abilities and skills to the value of the institution attain maximum output. Still, the highly competent teachers are also disposed to the less esteem when the institution is unsuccessful to accord them with appropriate social and economic status (Irfan et al., 2013).

## D. Designation of the subjects

The professional groups of the workforces pointedly affect the job performance and the self-esteem. The basic concern of the academics is education, teaching, research and sometime management and administration too. On the basis of the education, the professional groups have been classified into two main categories, goals and orientation to their institution and profession (Park & Rainey, 2007). There is a dire need to explore the effects of personal variable (demographic) like Job designation (Professor, Associate Professor, Assistant professor, Lecturer), which "can directly or indirectly influence" the self-esteem of the university teachers (Irfan et al., 2013). In many cases, on the other hand, it has been witnessed that the teachers with higher experience, skills and qualifications are not granted extra perks and privileges proportionate to their said capabilities. In any institutions, the professional stability of an employee is directly linked with his/her professional position. In this regard, in the phenomenon of the self-esteem, the designation of an employee has a prime significance.

## E. Experience of the respondents

The skills and knowledge attained throughout the period of individual`s professional tenure/career is the experience he/she owns. The literature revealed that the experience has a diverse response when examined regarding the self-esteem. In some cases, it has been observed that the highly experienced teachers in the same institution wish to carry on their career for a longer period and vacillate to leave the institution. The literature also revealed that the experienced employees are more emotionally attached, passionate and dedicated with their respective institutions (Nawaz & Kundi, 2010). The institution, in this regard, has a solid role in retaining the qualified workforces by enhancing their self-esteem. The management of the institution award higher increments, bonuses, positions and other perks and privileges to such employees for their higher self-esteem. The professional rivalries, age long enmities, cultural and linguistic differences, delegation of the extra powers, family feuds, spouse occupation, extra perks and privileges and schooling of the children etc. may overwhelm the experience-based self-esteem (Irfan et al., 2013).

Table 1.1 List of the Demographic Attributes

|   | Variables | Definitions |
|---|---|---|
| 1 | Age | That part of the duration of a being, which is between his/her beginning and any the stipulated time. |
| 2 | Gender | The state of being male or female, especially with reference to social and cultural differences rather than biological ones. |
| 3 | Qualification | The academic achievement which imparts qualification to a person makes him/her suitable for a particular job. |
| 4 | Designation | The phenomenon of choosing a place for a special purpose or giving it a special status is called designation. |
| 5 | Experience | The expertise acquired during the age of one`s professional career/tenure is the experience he/she possesses. |

## 3.  RESEARCH METHODS

### 3.1  Problem Statement

In measuring and defining the self-esteem in a definite approach, there are certain technical complications. In this regard, the complication is that the self-esteem depends upon the functioning of some determinants/factors and the personal characteristics of the employees. The objective of the present research work is to construct a self-esteem model for employees in public sector universities of Khyber Pakhtunkhwa and to examine the effect of self-confidence, performance, empowerment and the demographics on the self-esteem of the employees serving in public sector university (Gomal University) of Khyber Pakhtunkhwa.

### 3.2  Hypothesis

Table 1.2 List of Hypothesis

| Demographic Attributes of Academicians Define the Self-esteem | Regression Analysis | $H_1$ |
|---|---|---|
| Academician's demographic groups have differences of opinion about the self-esteem. | Tests of Significance | $H_2$ to $H_6$ |

### 3.3  Survey Approach

Survey approach enables the researcher to collect every kind of data (Yin, 1994:6) because for measuring attitudes in large populations, surveys are reportedly the excellent vehicles (Sekaran, 2003:257).

### 3.4 Population & Sample

The collection of elements is the population (universities, players, teachers, accountants, administrators, citizens) about which the researcher, based upon the sample information, wish to make inference (Weiers, 1984). In this research project, the population of interest consisted of all the 'Teaching Staff' (380) working in the Gomal University, Dera Ismail Khan. On the basis of a sample or small portion, sampling is a common exercise, used to draw conclusions about a large group. Selecting a necessary quantity of elements from the population is called sampling, so that by studying the sample and accepting the characteristics or properties of the sample subjects, for the possibility to generalize the properties or characteristics to the elements of population (Sekaran, 2003).

### 3.5 Tools for Data Analysis

To the entire empirical world, science is a method of approach. To enable the researcher to state the propositions in the form of 'if-then', it is a mode of analysis. About analysis, there are two types of questions which may be raised (Goode & Hatt, 1952:343). One relates to the tools and techniques of demonstrating the data and the other to the methods of logically ordering them so that questions can be raised and answered (Kothari, 186). Or, "research is simply the process of finding solutions to a problem after a thorough study and analysis of the situational factors" (Sekaran, 1999:2).
- •          Regression Analysis
- •          Tests of Significance (t-Tests & ANOVA applications)

## 4.  FINDINGS OF THE STUDY

### 4.1 Demographic Prediction on the Self-esteem

*Hypothesis # 1 Demographic Attributes of Academicians Define the Self-esteem*

Table 4.1 Model Summary

| R | R Square | Adjusted R Square | Std. Error of the Estimate | F | Sig. |
|---|---|---|---|---|---|
| .252a | .064 | .004 | 1.03849 | 1.065 | .392a |

Table 4.2 Coefficients of Regression

| Model | | Un-standardized Coefficients | | Standardized Coefficients | t | Sig. |
|---|---|---|---|---|---|---|
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 6.188 | .912 | | 6.801 | .000 |
| | Gender | .096 | .196 | .045 | .488 | .627 |
| | Qualification | -.023 | .236 | -.010 | -.095 | .923 |
| | Designation | .162 | .297 | .077 | .544 | .586 |
| | Experience | .051 | .028 | .556 | 1.747 | .084 |
| | Age | -.055 | .031 | -.600 | -1.798 | .075 |

    a.    Predictors: (Constant), Gender, Qualification, Designation, Experience, Age

    b.    Dependent Variable: Self-esteem

**Analysis**

Hypothesis # 1: To predict the self-esteem, five demographic variables were used. In the above table, the description of the criterion variable (self-esteem) was characterized with the help of personal attributes within the sample of the individuals and groups. The analysis shows that the $R^2$ value is only (0.06) which means that just 6% of the variation in criterion variable is due to the demographic variables. Clearly, this is very nominal and insignificant since all the independent variables have the p-values far more than the required critical value of 0.05. So, the hypothesis # 1 is rejected as true.

**4.2 Mean Differences between the Demographic Groups (TOS)**

**A. Role of Gender in affecting the Self-esteem**

*Hypothesis # 2 Males score lower than their Female Counterparts*

Table 4.3 T-test application on Gender-based Groups

| | F | Sig. | t | Df | Sig. (2-tailed) |
|---|---|---|---|---|---|
| Self-confidence | 3.675 | .057 | -1.853 | 133 | .066 |
| | | | -1.966 | 128.183 | .053 |
| Performance | .655 | .420 | -1.154 | 133 | .252 |
| | | | -1.152 | 99.394 | .252 |
| Empowerment | .006 | .938 | -1.333 | 133 | .186 |
| | | | -1.332 | 100.667 | .186 |
| Self-esteem | .023 | .881 | -.384 | 133 | .703 |
| | | | -.377 | 99.308 | .705 |

**Analysis**

The above table of t-Test applications shows that the response on none of the variables (both predictors and criterion) has been changed. On all the variables, the p-values for deciding the rejection or acceptance of the hypothesis are far more than the required value of 0.05. In the light of these analyses, it is declared that the hypothesis # 2 is rejected which means that Null hypothesis is very much true.

**B. Role of Designation in Changing the Responses**

*Hypothesis # 3 All the designation-based groups are different from each other*

Table 4.4 ANOVA Application to Test the Mean Differences on Designations

| | | Sum of Squares | Df | Mean Square | F | Sig. |
|---|---|---|---|---|---|---|
| Self-confidence | Between Groups | 10.203 | 3 | 3.400 | 3.328 | .022 |
| | Within Groups | 133.857 | 131 | 1.022 | | |
| | Total | 144.058 | 134 | | | |
| Performance | Between Groups | .313 | 3 | .105 | .100 | .960 |
| | Within Groups | 137.403 | 131 | 1.049 | | |
| | Total | 137.719 | 134 | | | |
| Empowerment | Between Groups | 3.787 | 3 | 1.263 | .974 | .407 |
| | Within Groups | 169.798 | 131 | 1.296 | | |
| | Total | 173.583 | 134 | | | |
| Self-esteem | Between Groups | 1.260 | 3 | .420 | .383 | .766 |
| | Within Groups | 143.815 | 131 | 1.098 | | |
| | Total | 145.075 | 134 | | | |

**Analysis**

The above table shows the analysis of designation on groups based. From the descriptive statistics, the variance has been exposed only on the self-confidence where p-value is 0.022. By designation, the remaining variables have been affected. It shows that only self-confidence is significant in the analysis while the other variables are

insignificant. Thus, the hypothesis # 3 is partially accepted.

## C. Changes in Response due to Qualification

*Hypothesis # 4 PhDs are scoring higher than the other groups*

Table 4.5 Qualification-based Mean Differences (ANOVA)

|  |  | Sum of Squares | Df | Mean Square | F | Sig. |
|---|---|---|---|---|---|---|
| Self-confidence | Between Groups | 7.027 | 2 | 3.514 | 3.385 | .037 |
|  | Within Groups | 137.030 | 132 | 1.038 |  |  |
|  | Total | 144.057 | 134 |  |  |  |
| Performance | Between Groups | 3.030 | 2 | 1.515 | 1.485 | .230 |
|  | Within Groups | 134.687 | 132 | 1.020 |  |  |
|  | Total | 137.717 | 134 |  |  |  |
| Empowerment | Between Groups | 8.434 | 2 | 4.217 | 3.371 | .037 |
|  | Within Groups | 165.150 | 132 | 1.251 |  |  |
|  | Total | 173.584 | 134 |  |  |  |
| Self-esteem | Between Groups | .223 | 2 | .111 | .102 | .903 |
|  | Within Groups | 144.854 | 132 | 1.097 |  |  |
|  | Total | 145.077 | 134 |  |  |  |

**Analysis**

In the qualification based groups, the mean differences have been validated on two of the variables (self-confidence and empowerment) showing similar p-values (0.037). According to qualification, by the classification of the sample, the performance and the self-esteem have remained again unaffected. Therefore, the hypothesis # 4 is partially accepted with 50% significant results.

## D. Role of Experience in Organizational Behavior

*Hypothesis # 5 Experience Changes the Reponses on all the Variables*

Table 4.6 t-Test to Check the Mean Differences on Experience

|  | F | Sig. | t | df | Sig. (2-tailed) |
|---|---|---|---|---|---|
| Self-confidence | 4.961 | .028 | 2.046 | 133 | .043 |
|  |  |  | 2.122 | 128.783 | .036 |
| Performance | .012 | .914 | -.952 | 133 | .343 |
|  |  |  | -.970 | 123.252 | .334 |
| Empowerment | .114 | .736 | -.031 | 133 | .976 |
|  |  |  | -.030 | 111.229 | .976 |
| Self-esteem | .011 | .917 | 1.151 | 133 | .252 |
|  |  |  | 1.157 | 118.248 | .250 |

**Analysis**

In the above table, the descriptive statistics shows that due to their less or more experience with the job/work, the responses of teacher are different. Though, only on one variable, the self-confidence, the hypothesis has been validated. The self-confidence p-value is 0.043. Therefore, hypothesis # 6 to some extent is accepted as true.

## E. Impacts of Age on the Responses

*Hypothesis # 6 Higher the Age, Higher is the Score*

Table 4.7 t-Test to Examine Mean Differences on Age

|  | F | Sig. | t | df | Sig. (2-tailed) |
|---|---|---|---|---|---|
| Self-confidence | 14.029 | .000 | 2.363 | 133 | .020 |
| Performance | .377 | .540 | -1.012 | 133 | .313 |
| Empowerment | .675 | .413 | .531 | 133 | .596 |
| Self-esteem | .320 | .573 | 1.344 | 133 | .181 |

**Analysis**

The hypothesis that respondents with higher age score higher on all the variables has been substantiated only on the self-confidence. There is difference of opinion only on one variable (p-value = 0.020) while the responses are similar on all three rest of the variables (p-values = 0.313, 0.596, and 0.181). The hypothesis # 6 is therefore partially accepted as true.

Table 4.8 Summary Table (Demographic Impacts)

|  | GDR | AGE | DSG | QUA | EXP |
|---|---|---|---|---|---|
| Self-confidence | .066 | .020 | .022 | .037 | .043 |
| Performance | .251 | .313 | .960 | .230 | .343 |
| Empowerment | .253 | .596 | .407 | .037 | .976 |
| Self-esteem | .185 | .181 | .766 | .903 | .252 |

## Analysis

The above table shows the summary statistics of the demographic variables between the demographic groups of the respondents. To compute the strength of mean differences, in all the tests of significance, it is clear that the essence of regression analysis is relatively obvious in these tests. From the given summary, the following points are of interest:

1. By the demographic attributes, only predictor variables have been influenced.
2. By four out of five (4/5) demographic factors, self-confidence is the most changed variable.
3. Empowerment has been changed only by 'Qualification' while on the other predictors; four of the variables did not show any effect.
4. In any of the demographic classifications, the performance has not been influenced.
5. About the self-esteem, all the respondents have similar view.

## 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.

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