

The Factors Affecting Teachers' Self-esteem in the Higher Educational Institutions:

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Abstract

Lack of investment in the human resources, in the developing countries is the core issue which has hit the socio-economic sectors to an extent. Consequently, there is dearth of the competent and high profile human capital in the education sector. The empowerment is like a tonic which empowers the employees' psychologically, socially and financially. It promotes a kind of contentment, job satisfaction and self-esteem among them. It results in personal growth, elated feelings, confidence and self-control which lead to a soft relationship between employer and the employee. Moreover, it makes the employees utilize their knowledge and skills, professional autonomy, potentials and capabilities thus enabling them to withstand their decisions, assume risks and taking appropriate actions. The empowerment not only benefits the institution but it is also followed by the high self-esteem on the part of the employees. It will yield not only high output rather there will be a significant improvement in the academic standard as well.

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

1. INTRODUCTION

The education plays a significant role in the socio-economic growth of every country and the introduction of the new technology in educational institutions has become mandatory. Education also plays its significant role in the success of a human in each and every discipline. Education provides the abilities to the students that enhance their skills, prepare them physically and develop them mentally. Teachers are the backbone of the educational institutions, without teachers, these institutes are considered the body without soul. A number of educational researches have proved strong positive correlation between self-confidence, performance, empowerment and self-esteem. The self-esteem is one of the earlier and oldest concepts which can be defined as the comparison of actual self and ideal self. The teachers with high self-esteem can teach the students in effective manner, but it is needed to measure these phenomena, at what level the self-esteem can play its role in learning process.

The self-esteem is the confidence in one's ability, attitudes, commitments and values. The self-esteem is a multifaceted phenomenon which consists of three components; self-evaluation, worthiness and competence. In self-concepts or self-image, a person's self-esteem is one of the main factors and measured to be a main cause in human behavior. Such as self-esteem has been examined and conceptualized in a variety of ways in the sociological, psychological and educational contexts (Tahir et al., 2013). The ownership of high self-esteem has optimistic behavioral benefits. The self-esteem can affect many characteristics of human behavior which includes the level of confidence, personality, learning, performance and empowerment (Bruno & Njoku, 2014). In an educational setting, self-esteem has been well-thought-out as one of the most significant factors in defining failure and success in the institution. On the other hand, there are undesirable facets of self-esteem that can cause negative effects on behaviors.

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. The modest relationships between performance and self-esteem do not show that high self-esteem clues to noble performance (Zarei et al., 2012). In its place, high self-esteem is partially the outcome of better performance. The employees' performance is measured by means of what an individual ensures and what he doesn't ensure (Tahir et al., 2013). The literature reveals that which one be influenced by the other, specifically, either it is self-esteem which carries about educational success or, on the contrary, it is academic success which increases the self-esteem. The literature identified 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 (Shahzadi, Javed, Pirzada, Nasreen & Farida, 2014).

2.1 The Teachers' Self-confidence

In his/her work life, apart from all the sound effects created by the teacher, he/she should also improve development and growth in their own which comprises proficient change and potentials for leadership that he/she obtains in their professional life (Akhsanu & Sufean, 2013). The literature revealed that self-management boosts constant development and self-learning to make sure the work quality in a changing environment process which comprises five stages: affiliating and planning, environmental analysis, directing and developing, executing, appraising and intensive care. By assuming leadership skills, a self-motivated teacher will be able to

improve his/her profession that develops his mindset and professional life (Sharma & Agarwala, 2013). The related literature identified the succeeding skills that were established by teacher leaders; managing the work, using resources, dealing with the process, institutional diagnosis, building skill, trust and relationship and confidence in others.

2.2 The Teacher' Performance

The teacher's effectiveness 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 focus on the behaviors of the students. Mohammad (2012) described that extraordinary teacher's focus on measuring the students with their practical eye. So, the individual attention is also considered the important aspect of performance in teaching process. The literature focused on sustained use of motivational tools in class room so; it is also an aspect of teacher's performance. Teaching style is also considered important in teaching process. It is developed with emotional strength, peer relationship and commitment. Tahir (2013) described that it is possible to differentiate a competent teacher with others. It is just possible with teaching style. Teachers also play their role in the providing the guideline to the students in their academic problems. To provide the guideline to the student is also the important aspect of the teacher's performance. The teacher is good problem solver for the students and there is a strong relationship of teaching method with effectiveness of the teacher.

2.3 The Teacher's Empowerment

The empowerment is a kind of process which can be explained under the heads of cultural empowerment, sharing of information, enhancement of competency level, vesting autonomy to an extent, provision of resources and betterment of supportive measures. The benefits of employee's empowerment were being categorized and the constraints in this regard as well (Theresa & Kline, 2008). Theoretical foundations of the teacher's empowerment were examined in the literature extensively thus providing a sound framework about the subject. The focus of this study is to conclude that on the part of the teacher, his/her empowerment is a key towards innovation, competency and modernization in the contemporary corporate culture. Employers of the both public and the private sectors do aspire to bring about certain changes in the working format of their workforces (Shauna, Meyerson, Kinsler, 2010). Still, the phenomenon of empowerment is hindered by the vested interests of the employers and other stakeholders around.

The teacher's leadership factors like; support for collegiality, support for shared decision making, respect, decisiveness, visibility, recognition and vision which really affect the empowerment, including resourcefulness and problem solving, commitment to common goals, reflection, involvement in decision making, caring and confidence (Yajiong, Bradley & Liang, 2011).

2.4 The Teacher's Self-esteem

The assessment of one's abilities that are appropriate for a specific profession is the professional self-esteem. The professional self-esteem is a structured vision of one's value in the work role built upon an appraisal of the self about the observations believed about: ability in professional interactions and capacity to accomplish own role prospects. It clarifies that specialized self-esteem is attained through the contentment of professional demands, expectations and competency (Jayeoba, Sholesi & Lawal, 2013). The same description also highlights the significance of professional acceptance and position of individuals that in true sense makes them professionals. Generally, the self-esteem (professional) is that mental, behavioral and emotive state that marks an individual in real sense a real professional. In the teaching profession, its need is keenly felt, as teachers are in a straight line working together with the entire personality of their students. This interface desires commitment, sense of possession and devotion which are directly related "not only with their mind but also with their" wholehearted affection with their profession (Mehmet, 2014). The self-esteem at professional level is prominent for teachers so that they may be continuing in their profession with attachment, confidence and short of any anxiety of failure.

3. DISCUSSION

The professional behavior is critical to effective work performance of all employees including the teachers. The teaching profession requires a high degree of professionalism as required in the teacher's code of conduct, professional ethics, high performance and generally 'expected' norms for teachers by the society given the important role teachers play in molding students, guidance and overall students' academic performance (Cemal et al., 2013). The literature revealed that the teacher's professional behavior has not been consistent with their professional call. The proper understanding and appreciation of the underlying motivational factors affecting the professional behavior of teachers is critical to effective management. The poor professional behavior has been put forward as a precursor to low morale and is said to lead to poor work performance. Low morale emanates from lack of motivation and failure by employers to address employee needs, drives and capabilities. Good work

performance and professionalism are said to go hand in hand. Highly motivated teachers perform better, thus enhancing their professional growth through training and experience (Safura, Fariman, Hossein & Hosseini, 2014). A sense of identity and distinctiveness also increases translating into professional growth. How the teachers behave at work, is not simply a result of random influences but the behavior is caused.

Teachers' quality is broadly believed as an important element of academic performance; however, there is slight agreement as to what definite characteristics that make a noble teacher. Though it is crystal clear that the amount and quality of training an individual receives is a logical place to start for determining personnel quality (Patrick & Wemba, 2014). It is equally true that the teacher's feelings, behavior, attached value and the environment determines the amount of effort put in for the attainment of institutional objectives (Touama, 2014). To assess the performance of individual faculty in the institutions by integrating planning and review in the areas viz., Feedback from students, the teacher's self-appraisal and assessment by peers and results of university exams by providing a structure online interactive interface that possesses potential related assessment data of faculty in educational institutions. Through facilitating the teachers, with their full potential, the performance evaluation practice signifies one component of attaining high levels of student performance (Jyothi, Parvathi, Srinivas & Althaf, 2014).

The literature revealed numerous factors like; follow-through on teacher involvement and decisions, trust, visibility, providing supportive resources, reaction and admiration which improved the teachers' empowerment. The greater innovation, greater motivation, high energy, enthusiasm, positive attitude and capability to admit criticism were itemized as elements of teacher empowerment (Kaid, Kamal, Nawawil & Asma, 2012). The continuous professional development is apparent as empowering the teachers can grow their own confidences as experienced individuals. Once the teachers have faith in that their performance and behaviors can create a change in the lives of students, they will have self-esteem (Mahmood & Fereydoon, 2013). With a strong sense of self-esteem, the teachers enthusiastically accept challenging tasks that may arise in the process of institutional change. In the same line, in the higher educational institutions, the teacher's self-esteem is thought to be a fundamental element. "Without a significant degree of teacher autonomy, institutional control may deny teachers the very power and flexibility they need to create effective change (Amir & Fatemeh, 2014)".

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.

4. CONCLUSION

From the relevant literature, it is revealed that the self-esteem is a continuous personal evaluation of his/her self-validness. The self-esteem is a kind of existential validness judgment. This trait is general in human being and is not limited and transient. This feeling of self-esteem is created due to the need for a positive attention. The need for others' positive attention includes feedbacks, warm and lovely behavior, respect, intimacy, acceptance and kindness from environment especially the teachers. The low self-esteem may lead to feelings of hopeless, depressed and negative thinking about you. Though, for many people there is help existing to modify undesirable rational and there are many techniques and strategies offered to build self-esteem. A professional teacher is one who is able to perform his/her duty with great potential and enthusiasm. The teacher professionalism is a course from immaturity into maturity which is hampered by various personal and contextual factors. A teacher is someone who should be modeled and obeyed. The government tries to place a teacher profession in high priority to improve the professionalism of teachers; it is in line with their prime roles in the process of education and development.

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