The Attributes of Employee's 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. 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. 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.
Keywords: Self-esteem, Self-confidence, Performance, Empowerment, Academicians, HEIs

1.   INTRODUCTION

In the socio-economic structure of every society, the higher educational institutions (HEIs) have a great importance. They are the sole indicators of societal development and have an important role in the uplift of state economy. In this regard, the academicians are the backbone of these institutions. The matter of great importance is that the workforce must possess a profile of high respect and must strive for the embitterment of their respective department. Implicitly, there are other factors which are operative to elevate the level of self-respect among the faculty members (Irshad, Muhammad & Rashid, 2013). Among them, the self-confidence, performance and the empowerment of the employees are pertinent to be elaborated as all these parameters culminate to define the employee's self-esteem. It is an individual's feeling about himself/herself in which he/she are well aware of their respect and honor. This entire phenomenon is better manifested in the employee's behavior and attitude. The academicians are considered as a simple of respect in every society as they ought to lead the entire nation. Consequently, the teaching faculty must possess the highest level of reverence which is significant to uplift the standards of education (Tahir, Saba & Azam, 2013). In the present work, the self-esteem is a dependent variable whereas the self-confidence, performance, and the empowerment are the independent variables.

At present, universities create human capital and play basic role in political, economic, social and cultural development in the communities. The results of studies performed in the developing and developed countries indicate that the efficiency and effectiveness of the educational system of each country is an index of their comprehensive development (Yasemin & Ibrahim, 2013). Faculty members are as one of the greatest assets of each community and one of the most important elements of the educational system and play very sensitive and crucial role in training skilled and specializes manpower. To update their own attitude, skills and knowledge, teachers must participate in persistent educational research studies; prepared themselves for classes and must strive to progress learning of their students. The important responsibility in teaching and learning process lies on the shoulders of teachers (Konsolas, Anastasiou & Loukeri, 2014). To reach the educational objectives, however, four elements must exists; infrastructures and facilities, curriculum, students and teachers. In the process of education, teacher is the central factor has a significant role in learning-teaching process. To develop the standard of education, fronting the universal challenges, in compliance with the changes, demanded in life of individuals and the institutions, strategies on planned and sustainable 'teachers empowerment' are required to enhance their self-esteem (Christian & Mathew, 2014).

1.1 The Teachers' Self-Confidence
In the socio-economic development of any country, the education plays a vital role. In this regard, the teachers also play a significant role to produce highly skilled and competent workforces. In the same line, if the teachers' self-confidence is high, the education and learning progression can be done successfully and production qualified workforce be possible (Benabou & Tirole, 2002). By some experts, the progress of a country can be done, among them the economists, statesmen and technocrats are important and all these experts get knowledge and training through competent, dedicated and committed teachers. It is the teachers who have prospered in creating

these professionals who later can develop their knowledge in the different fields of the country (Chris & Kristin, 2009). The literature revealed that every teacher has the equal chance and right to take measures to develop their self-confidence. Then, not all teachers had abilities and desire to do accordingly. In the suitability aspect, in the institutional studies, it was revealed that the teachers' self-confidence is really required to develop capabilities in achieving their tasks which gives motivation to improve their professionalism (Chris & Kristin, 2010).

1.2 The Teacher' Performance

The improvement of academic performance in higher education institutions, involves the desire to lay the foundations of development and modernization and providing elements of creativity and excellence in a world of accelerating the products of the human mind. The continuation for the performance of institutions of higher education in recent finds there is deterioration in the quality of services provided by these institutions (Giray & Salman, 2008). Certainly there is a dire need to enhance the performance of the academicians, then a pause of a nature to cause the change in university education and improving the quality of academic performance, through the adoption of mechanisms to improve the performance of the institution. A number of studies revealed the effect of self-esteem which is generally categorized as an emotional aspect which defines the achievement in academic performance (Yang, 2008). In this manner, the researchers in educational psychology have endeavored to investigate the different sorts of association that exist between performance and self-esteem.

1.3 The Teacher's Empowerment

In different management approaches for educational reform, the teacher empowerment concept has been discussed. The empowerment comprises how communities and individuals build and share information in order to improve and change the excellence of their societies and own lives. Through the empowerment, individuals not only achieve and familiarize to change, but donate to change in their environments and lives (Theresa, 2000). Through which the teacher contain autonomy, self-efficacy, professional growth, shared decision making and impact. Another dimension of teacher empowerment is continuous professional development. The professional growth permits the teachers to become reflective professionals, skilled and inquiry oriented (Katzenmayer & Moller, 2001). The literature exposes the variables related to empowerment which includes; the job satisfaction, teacher-student relationships, positive institutional climate and the advanced levels of teacher attendance. By teachers functioning in teams, the empowerment is enhanced, hence greater job autonomy and ownership feeling, information sharing, power and control, enjoying discretion and autonomy (Jay, Alan, Henkin, & Duemer, 2003). It involves teachers to contribute in a central manner in the fortitude of organizational policies and goals and to use their professional decision about the content of the means of instruction and the curriculum.

1.4 The Teacher's Self-esteem

The multi-cultural, competitive and global environment in which the teachers functions seats higher demands in terms of institutional success on their capacity to comprehend and manage the effect of emotions and the associated behaviors (Martin, 2005). The efforts for progress is thus gradually shifting to the development of teacher's attributes for example healthy self-esteem, self-motivation, self-management and the dimensions for relating emotionally intelligent with students and colleagues in the educational context. In the related literature, it was witnessed that the teacher's self-esteem is used as a cause or result variable to explain the educational achievement (Kinicki & Kreitner, 2006). The success of the institutions is one of the most important topics that have been debated for centuries in the educational settings. The failure or success is a variable that can be associated with many factors for example teacher attitudes, anxiety, learning methods, external features, personality traits and familial features (Kavussanu, 2007).

Academicians are the backbone of the educational institutions, without teachers, these institutions are considered the body without soul. Definitely the teachers having elevated self-esteem can teach the students in effective manner, but it is needed to measure these phenomena, at what level the self-esteem can plays its role in learning process (Miyagawa, 2010). On their students, the teachers have a very momentous and enduring impact. This impression encompasses firming up self-esteem in the classroom that is allied with improved learning and motivation. Thus it contains not only the teaching of specific academic abilities, but as significantly, the nurturing of self-esteem of the student (Nurul & Marof, 2011). Teachers may not require additional time to use approaches to develop self-esteem that can go hand-in-glove with teaching academic skills. If something that emphasis upon self-esteem can make a more exciting, sustaining learning and teaching environment. The self-esteem strategies, also, do not require any additional funds, financial assistance or a budget by the teachers, but rather the caring, sensitivity and respect of teachers (Nasreen et al., 2012).

2. DISCUSSIONS

In any educational system, the excellence of teaching is a key factor which is poor in Pakistan. To become a teacher, the low level of educational qualifications required is the main reason behind. For academics,

particularly for higher education teachers, the continuous professional development is a dynamic issue (Hussain & Mahmood, 2010). The professional development of tertiary level teachers is desirable not only for the teachers themselves but also for the interest of the learners. Though, for higher education teachers, developing professionalism is relatively a big challenge. For higher education, a teacher needs to go abroad which requires much sacrifice, money and time and a very few academics can manage all these. Therefore, for many, the professional development leftover an unfulfilled dream (Malik et al., 2011). So, the self-esteem can be a great tool in the professional development for the university teachers.

In psychology, the actions give rise to feelings which means that there is no impression without expression. The utmost standing frequently verves to those professions that make available the most substantial economic rewards, by this standard, teaching leaves much to be desired (Yajiong, Bradley & Liang, 2011). One key to self-reliant teaching is the active planning which activates with setting clear objectives and goals. By considering the ways to address these objectives some consistent efforts are needed like self-assessment exercises activities, demonstrations, examining one's attitudes and values, speaking skills or writing, teaching specific critical thinking and lastly identifying the significant personal implications. The better the variety and diversity found in one's instructional aims, the easier it will be for the teacher to sustain students' concentration (Lauren, 2011). Additionally, in terms of experiences, skills, attitudes and specific knowledge faculty members can obviously perceive students' development. Few things will augment a teacher's self-esteem and self-confidence more than observable signs of students' growth and satisfaction.

3. CONCLUSION

For socio-economic development, education provides the base. A poor quality educational system may be one of the causes why poor countries do not develop. The excellence of education, in Pakistan, is on the deterioration due the fact that the government has introduced radical measures in enriching the quantity and quality of education. The quality of teachers particularly at higher level is still debatable. It is obvious that without the transformation of teachers we cannot change the education system for refining the quality of education. For this purpose, in the public sector higher educational institutions, a series of educational reforms were introduced but their dream appeared to be narrow, therefore, they unsuccessful to make any considerable impact upon the quality of teaching process and teachers. Eventually, "it additionally affected the quality of education being offered" in higher educational institutions. The education system of Pakistan is facing many challenges regarding the empowered, competent, dedicated, committed, esteemed and confident teachers.

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