

# The Employees' Self-Esteem: A comprehensive Review

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## Abstract

In the available literature, diverse terms such as self-efficacy, self-concept, self-confidence and self-esteem are often used inconsistently and interchangeably as they may denote to dissimilar ideas about how individual think about themselves. This requires the emotion, attitude and psychomotor measurements of human personality. In the society, employees as human beings “live where their sense of self-worth evolves from the frequent” exchanges with others. Negatively or positively, this sense of self-worth, affects their entire life and certainly their professional life too. The self-esteem can be defined as the degree to which the individual believes himself to be successful, worthy and capable. The literature reveals that the self-esteem is significant to an employees' identity, responsiveness and that low and high self- esteem would influence behavior in negative and positive ways.

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

## 1. INTRODUCTION

In this research, researcher has needed to determine the parameters of the teacher's performance and the different dimensions of the self-esteem. Moreover, it is the principal responsibility to build that kind of work conditions which would allow for productive and creative relationships between the performance, empowerment, self-confidence and self-esteem of the teachers, enforcing in this way the professional development of the teaching staff. In this study, researchers are going to measure this specific relation on university teachers. So, this study will provide a significant field contribution in the body of knowledge.

There is a reasonable difference between the self-esteem and self-confidence as both carry the same concept and the spirit behind. Both are the instincts of a person which are most relevant to each other in many respect. In the present circumstances, it is important to comprehend their roles in the overall profile of a teacher of the higher educational institution (Miyagawa, 2010). The teacher with self-esteem behaves in a different way altogether as compared to the person who possesses no such characteristics. The confidence level of such teacher will also be high both in the classroom as well as a member of the institution (James, 2011). The self-esteem denotes to how you feel about yourself, how you respond to the people queries, to which extent you participate in the academic and other discussions and last but not the least how you profess your knowledge before your pupil (Nasreen, Azra, Azeem & Naveeda, 2012). In fact, the self-esteem is in other words self-respect emanates from one's experiences and situations he/she had faced during the course of their domestic, academic and the professional life. The quality of self-confidence is often inherited by the person due to the family heritage as well but it is not a definite phenomenon (Akhsanu & Sufean, 2013).

### 2.1 The Employees' Self-Confidence

In almost, all the cultures, the self-confidence are generally viewed as a valuable asset of the individual. The literature revealed that developed self-confidence increases the motivation of the individuals with a devolved curiosity in his/her performance to shape and sustain his/her self-esteem. The literature also revealed that the demand side of self-confidence identified the three main causes that why individuals may possibly desire confident self-view; a motivation value, signaling value and consumption value (Chris & Kristin, 2009). Firstly, individuals may originate value from thinking glowing about them and on the other hand, find a deprived self-esteem agonizing. Secondly, have faith in wrongly or rightly that one keeps positive potentials may make it at ease to encourage others. Lastly, confidence in his efficacy and abilities can benefit the individual to assume additional determined goals and continue in the expression of adversity. The principle of the motivation concept is that individuals have inadequate awareness of their own capabilities and more usually of the ultimate costs of their activities (Chris & Kristin, 2010).

### 2.2 The Employees' Performance

Institutions for surviving and thriving in a competitive world are forced to focus a major part of their efforts on processes and functions that play a key role in refining their performance. In the current system, improvement of individual and organizational performance is one of the major goals of any live and active organization (Omolayo, 2005). Because of the efficiency and effectiveness of optimal performance in the organization, it always has been considered by managers and experts such that it has become an independent area of organizational studies and organizations for surviving and thriving in a competitive world are forced to focus a

major part of their efforts on processes and functions that play a major role in improving their performance. Today, for improving employee performance, the researchers count many factors (Griffin, Neal & Parker, 2007). Some of them include leadership, relationships with colleagues, physical conditions of work, wages, job security, promotion, personality factors, supervision, personal characteristics, equality and organizational structure. Nowadays, the performance evaluation is a strategic tactic for integration of human resources accomplishments together with policies of profession and the institutions use complex and innovative approaches for evaluating the employees' performance (Byrne, & Hochwarter, 2008).

### **2.3 The empowerment**

The organizations are in search of the workforces who respond creatively and precede the initiative to the challenges of the job; at both the organizational and individual levels empowerment has become important. The empowered employees are usually more contented with their job, effective and committed. Empowerment in the place of work is a standard impression that has infused both the scientific and popular literature (Short, Greer & Melvin, 1994). Through the wise utilization of human resources, the notion of empowerment is thoroughly associated with this thrust to increase organizational success. The empowerment is a value element of organizational success and decision-making techniques which play a vital part in a group maintenance and development (Spreitzer, Janasz, & Quinn, 1999). Additionally, it was argued that both informal associations and formal job features distress the capability of employees to achieve their work. Likewise, structural mobility and the opportunity for personal progression effect job achievements. These issues together define the degree to which an individual feels empowered. The empowered employees are usually more contented with their job (Siegall & Gardner, 2000).

### **2.4 The Self-esteem**

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, Morrigan, Rifkin & Zanko, 2003). The self-esteem is established by the collaboration of worthiness and competency.

The self-esteem can be best defined as the degree to which the "worthiness" of a person is evaluated. It is the evaluative aspect of self-concept. The self-esteem is the summary of a set of evaluative decisions of the self as component, virtuous, successful and worthiness. The self-esteem seems to be both a trait and a state (Melinde, Nico & Johan, 2006). As a trait, self-esteem differs in its typical levels. As a state, it fluctuates in response to circumstances. Self-esteem is simply defined as the opinion you have about yourself, your purpose in life how you think others see you, your achievements and the job the individual. The self-esteem involves your weakness and strengths, how you relate to others and your social status as well as your ability or independence to stand on your own feet (Obidigbo, 2006). In the words, self-esteem refers to individuals' attitude towards oneself or evaluation of oneself or individuals' opinion which may be negative, positive or neutral. Self-esteem is compatible with humility and self-acceptance. The self-esteem simply allows you to be yourself and to raise the value of the potentials you have along with enabled you to respond to others in a productive and positive way (Obidigbo & Obidigbo, 2012).

## **3. DISCUSSION**

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).

In relationship with institutional outcomes and success, the job performance is a very significant criterion. Something a single person does is labeled as the job performance and it is the analysis of the quality

and output of job performance dealing with the place of work. It most usually denotes to the work standard that relates to productivity and quality. The performance must be engaged toward institutional objectives that are pertinent to the job. Consequently, performance does not comprise events where effort is used toward accomplishing marginal goals (Irum, Ayesha, Shagufta & Farida, 2014). In analysis of job performance, it is mandatory to realize the features of the job the individuals are finishing along with the goals that the individuals are working to accomplish. The basics of job performance comprise support, motivation, responsiveness, thoroughness and knowledge (Hanna, 2014). To set the objects for job performance involves outlining the features of the job performance and creating goals that signify the description and work to attain these objectives.

The employee empowerment has become very much significant while framing the policies pertaining with development strategies and socio-economic credibility of the academic institutions. The empowerment has become a multidimensional phenomenon which enfolds both socio-economic, psychological parameters and self-esteem, which are explicitly linked (Stander & Rothmann, 2010). The empowerment imparts both psychological and power for prospective management based upon employee own perception and skill. It is that power of an employee which does not only motivate rather leads his/her co-worker. It is that extent of mindset by which the teacher can format his/her own course of action to achieve the goal as set by the institution (Sahar & Bagher, 2011). In this regard, he/she becomes able to communicate and assert with the students with a more convincing manner to sustain the policies as furnished by their high ups.

The common marks of low self-esteem comprise the feeling like a feeling failure or depressed and hopeless, a lot of the time feeling tired, living bored with life and yourself, to get things done having little motivation, thinking negatively about possible opportunities and abilities and desiring your life was healthier (Fouzia & Ali, 2012). Low self-esteem correlates with blindness to reality, rigidity, irrationality, fear of the new and unfamiliar, low self-worth, lack of self-confidence, social-anxiety, depression, feelings of inadequacy, inappropriate rebelliousness or inappropriate conformity, controlling behavior or an overly compliant defensiveness and toward others. This can become one's enduring personality trait (Nasreen et al., 2012). Generally, the common signs of low self-esteem are, emotional turmoil and consistent anxiety, unable to accept compliments, always accentuating the negative, inability to trust one's own opinions, overly concerned about what others think, self-neglect, constantly depressed, eating disorders, socially withdrawn, always quitting and resigning and unable to take on challenges arrogant and extreme self-defensive behavior (Tahir et al., 2013).

#### 4. CONCLUSION

The government must stride to attract, develop and retain high performing teachers who are motivated, skilled, more qualified and competent. It should put in place realistic and attractive professional compensation packages, models of staff recognition and other all-round motivational programs. Additionally, aspects of job enlargement, opportunities for promotion, pay increments, bonuses and luncheons, good performance measures that foster career development should be in place. The universities have staff development policies that are documented but majority of the staff cannot attest to their effectiveness and their implementation. The relevant literature shows that there is no significant difference in job performance based on the selected academic staff development practices in public universities. There are no clear and staff appraisal structures in these universities. Universities should use other motivational strategies alongside faculty development to improved job performance. Such may include reward, recognition, promotion, participation, building self-esteem, self-confidence and empowerment strategies. There should be well designed faculty appraisal procedures to evaluate the faculty as well as inspire further improvement in performance.

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