

Research Article

Comparison the Self-Esteem among Different Designated Teachers of Undergraduate College

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Article History

Received: 27.02.2021

Accepted: 06.04.2021

Published: 22.04.2021

Journal homepage:

<https://www.easpublisher.com>

Quick Response Code



Abstract: College teachers are the pivot of an educational system. Self-esteem of teachers affects their personal, professional as well as social development, happiness, satisfaction and adjustment. The present study focuses to compare the self-esteem among the three categories of Undergraduate college teachers. Therefore, the present study was designed to find out the self-esteem level of designation-wise college teachers and to find out the difference of self-esteem among designation-wise undergraduate college teachers. For this purpose, total 270 Undergraduate (Associate Professors=90, Assistant Professors= 90 and Part-time & Guest teachers= 90) College teachers were used. Descriptive survey design was used in this study. The data was collected through Random sampling technique and using by Self-esteem scale [1]. Mean, SD, Percentage, ANOVA & t-test were used for analysis the data. The study observed that 51.11% of Associate Professor, 33.33% Assistant Professor and 15.56% part-timer and guest faculty are extremely high Self-esteem. 47.78% Associate Professor, 64.45% Assistant Professor and 70% Part-timer and guest are normal self-esteem. While 1.11% Associate professor 2.22 % Assistant Professor and 14.44% part-timer and guest are low self-esteem. The present study found that there is a significant difference in regard to self-esteem score among designation-wise (Associate Professor, Assistant Professor and Part-time and guest faculty) Undergraduate college teachers. The present showed that there is a significant difference in regard to self-esteem score between Associate and Assistant Professors of Undergraduate college. The research found that there is a significant difference in regard to self-esteem score between Associate Professors and Part-time & Guest teachers of Undergraduate college. The study also found that there is a significant difference in regard to self-esteem score between Assistant Professors and Part-time & Guest teachers of Undergraduate college.

Keywords: Self-esteem, Undergraduate College teachers, West Bengal, India.

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INTRODUCTION

The concept of self-esteem is initiated by William James in 1890. According to James [2], self-esteem is a product of perceived competence in domains of important aspect of mental health. This means self-esteem is derived from thinking. We are good at things that have significance to us, but not those we don't personally value. In this sense, Rosenberg [3], stated that the basic concept of self-esteem is that each individual has an internal worth and has internalized certain values. These internal values make the people feel that they are significant as human beings and

everyone regularly aspires to improve that worth. It is an individual's overall evaluation of one's self-worth or self-image. According to Maslow's need hierarchy theory of motivation, the esteem needs have two versions, a lower one and a higher one. The lower one is the need for the respect of others, the need for status, fame, glory, recognition, attention, reputation, appreciation, dignity, even dominance. The higher form involves the need for self-respect, including such feelings as confidence, competence, achievement, mastery, independence, and freedom. According to Blascovch & Tomake [4] define self-esteem as generally as an evaluative component of the self-

concept, a broader representation that includes cognitive and behavioural aspects as well as evaluative or affective ones. Besides, Garry [5], defined that Self-esteem is focused upon feeling of personal worth's and the level of satisfaction regarding one's self.

Workplace self-esteem of an individual specifies his/her professional position and acceptance in that professional role in respect of his or her personal self-regards. Besides, Payne [6], defined that workplace self-esteem can be defined as the feelings of worth or value employees feel within their workplace. It also means the extent to which employees believe that they can satisfy their needs by participating in roles within the workplace [7]. According to Chan et al., [8] workplace self-esteem reflects employee's self-perception about importance, meaningfulness, effectiveness, competence, and worthiness within their workplace. Employees with high self-esteem, who feel as meaningful, effectual and worthwhile in the workplace which they work for [9]. Besides, Diener and Diener [10] showed that high Self-esteem has been regarded as one of the basic requirements of personal well-being, happiness and adjustment. On the other hand, Sahu, S et al., [11], revealed that individuals with higher self-esteem are more satisfied with their lives, less interpersonal problems, achieves more, lower psychological problems like anxiety, depression, etc. and physical illness than those with lower self-esteem.

Operational Definitions

Self-Esteem

In this study, the term self-esteem is used to describe teacher's professional position, acceptance, competency, and fulfilment of professional demands and expectations in his or her job.

College Teachers: In this study, College teachers refers to under graduate (B. A/B.Sc./B. Com) Degree College teachers affiliated to University of Calcutta, West Bengal. Here researcher has included three categories of college teachers' i.e.

- Associate Professor
- Assistant Professor
- Part-time & Guest lecturer

REVIEW OF LITERATURE

Jan, F et al., [12] revealed that the self-esteem is a continuous personal evaluation of his/her self-validness and feeling of self-esteem is created due to the need for positive attention and the need for others positive attention includes feedback, warm and lovely behaviour, respect, intimacy, acceptance and kindness from the environment especially the teachers. Tabassum, F., & Ali, A. M. [13] showed that there was no significant difference in the level of professional self-esteem of arts and science teachers. The research

also found that there was a significant difference in the level of professional self-esteem of overall male and female teachers. They also showed that there was no significant difference in the level of professional self-esteem of rural and urban secondary school teachers. Vigeneshvaran K et al., [14] revealed that female teachers have more self-esteem than male teachers. On the other hand, they showed that teachers who teach science subject are having less self-esteem than the teachers who teach arts subjects. Shah, K., & Pathak, S [15] revealed that there was no significant difference between secondary and higher secondary school teachers on self-esteem. This study also found that there is no significant difference between male and female school teachers in relation to self-esteem. On the other hand, they also showed that there was no significant difference between secondary and higher secondary school teachers experience more than 10 years and less than 10 years' experience on self-esteem. Dey, K. B et al., [16] indicated that positive correlation between job satisfaction and self-esteem of the teachers. Zafar, N et al., [17] revealed that self-esteem and job satisfaction were not affected by gender or type of school. Cevik, B. G [18] found that satisfactions with life, teacher efficacy and self-esteem had important role in teachers job satisfaction. This study also found that teachers with high self-esteem were found to have high job satisfaction. They also concluded that low level of self-esteem may lead to experiences of dissatisfaction in profession for the teachers.

Objectives of the study

- To find out Self-esteem level of designation-wise college teachers.
- To find out the difference of Self-esteem among designation-wise college teachers.

Hypotheses:

- **H₀:** There is no significance difference with regard to Self-esteem score among designation-wise (Associate Professor, Assistant Professor and Part-time & Guest teacher) college teachers.

METHODOLOGY OF THE STUDY

Population: The target population for the study are the undergraduate college teachers, affiliated to University of Calcutta, West Bengal, India.

Sample & Sampling Technique: Random sampling technique was used to data collection for this study. Total sample to be taken for the study was 270 undergraduate college teachers from various colleges of affiliated to University of Calcutta. The sample has been stratified in terms of designation wise (Associate Professor, Assistant Professor and Part-time & Guest teachers) The description of the sample design is given below, in the Table-1.

Table-1: Sample design of college teachers

Associate Professor	Assistant Professor	Part-time & Guest	Total
90	90	90	270

Research design: The descriptive survey research design was used in this research.

Research Tools: The following research tools was used for this study.

Personal Information Sheet: The personal data sheet developed by investigator was used to collect information about their name, gender, age, educational qualification, designation.

Self-esteem Scale: This scale was developed by Dr. Santosh Dhar and Dr. Upinder Dhar [1]. It has 23 items. This scale has six factors like positivity, openness, Competence, Humility, Self-worth, and Learning orientation. It is a five-point Likert type scale namely Strongly Agree, Agree, Neutral, Disagree, and Strongly disagree. The reliability of this scale is 0.87, which was calculated on the basis of split half method.

Variables of the study

Independent Variables: Designation of college teachers (Associate Professor, Assistant Professor and Part-time & Guest Teacher).

Dependent Variable: Self-esteem score.

Procedure

The sample was collected from randomly selected various Undergraduate colleges affiliated to University of Calcutta at Kolkata, Howrah, Hooghly in West Bengal. The permission was taken from the Principals or TIC of randomly selected colleges. A briefing about nature and purpose of the study was given to the participant to develop the rapport. The researcher was assured that all information taken from the participants will be kept confidential. After establishing rapport, Personal information sheet and Self-esteem Scale was administered to all the participants to determine their self-esteem level.

Statistical Techniques

The SPSS version 21 was used for statistical analysis like Descriptive statistics (mean, standard deviation, percentage) as well as inferential statistics (ANOVA) to the data.

RESULT AND DISCUSSION

Self-esteem level of Teachers

Table-2: Showing level of Self-esteem of designation-wise College Teachers

Sl. No	Self-esteem Level	Designation of the teacher						Total	
		Associate Professor		Assistant Professor		Part-time & Guest		No	%
		No	%	No	%	No	%		
1	High (98 & more)	46	51.11	30	33.33	14	15.56	90	33.33
2	Normal (81-97)	43	47.78	58	64.45	63	70	164	60.74
3	Low (80 & below)	1	1.11	2	2.22	13	14.44	16	5.93
Total		90	100	90	100	90	100	270	100

Self-esteem level of college teacher of Associate Professor, Assistant Professor and Part-timer and guest faculty is shown in the above table. It is observed that 51.11% of Associate Professor, 33.33% Assistant Professor and 15.56% part-timer and guest faculty are extremely high Self-esteem. 47.78 %

Associate Prof., 64.45 % Assistant Prof. and 70% Part-timer and guest are normal self-esteem. While 1.11 % Associate prof, 2.22 % Assistant Prof. and 14.44% part-timer and guest are low self-esteem. The result shown in following line graph.

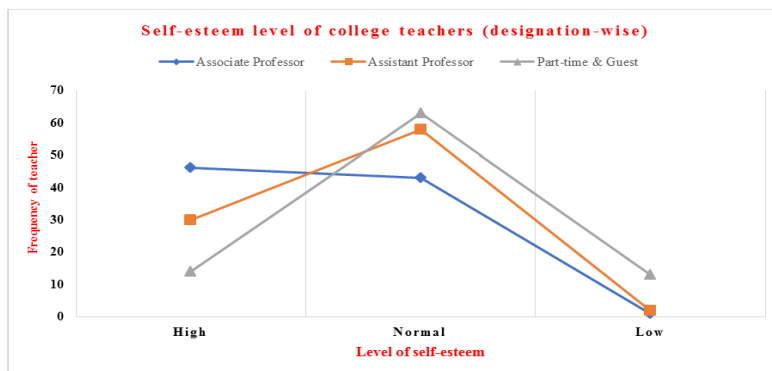


Fig-1: Line Graph on Self-esteem level of College teachers (Designation-wise)

H₀: There is no difference with regard to Self-esteem score among designation-wise (Associate Professor, Assistant Professor and Part-time & Guest) college teachers.

Table-3: Showing descriptive statistics of Self-esteem among college teachers

Designation of College teachers	N	Mean	Std. Deviation	Std. Error
Associate Professor	90	97.49	8.235	0.868
Assistant Professor	90	94.34	6.717	0.708
Part-time & Guest teachers	90	88.26	8.470	0.892
Self-esteem Score	270	93.36	8.709	0.530

Table-4: Showing One-way ANOVA of Self-esteem among designation-wise college teachers

ANOVA						
Self-esteem Score		Sum of Squares	df	Mean Square	F	Sig.
	Between Groups	3966.496	2	1983.248	32.214	.000 (*)
	Within Groups	16437.933	267	61.565		
	Total	20404.430	269			

There is no significant difference with regard to self-esteem score between Assistant Professor, Associate Professor, Part-time & guest lecturer of college is rejected at 0.05 level of significance as F-value (32.214) is greater than critical value (3.04).

Therefore, it can be said that there is a significant difference with regard to Self-esteem score ($F_{obs} = 32.214 > F_{0.05, 2, 267} = 3.04$) among designation-wise (Associate Professor, Assistant Professor and Part-time and guest) college of teachers.

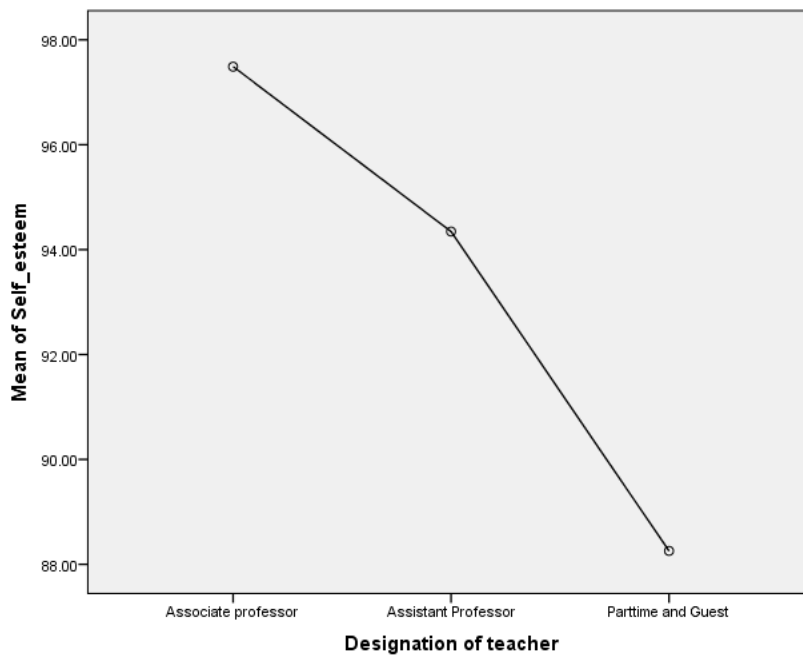


Fig-2: Showing Means plot of self-esteem score among designation-wise college teachers

The mean plot (above) of designation-wise college teachers shows self-esteem score of Associate Professor, Assistant Professor and Part-time & Guest teachers of college.

So, it is further hypothesized below to find out which group differs from another group.

- H₀-a: There is no significant difference with regard to self-esteem score between Associate and Assistant Professor of college.
- H₀-b: There is no significant difference with regard

to self-esteem score between Associate Professor and part-time & Guest faculty of college.

- H₀-c: There is no significant difference with regard to self-esteem score between Assistant Professor and part-time & Guest faculty of college.

H₀-a: There is no significant difference with regard to self-esteem score between Associate and Assistant Professor of college.

H₀-a is tested by employing ‘t’ test. The result is presented in below table.

Table-5: Showing t-test of Self-esteem between Associate Professors and Assistant Professor of college

Self-esteem Score	Designation of teachers	N	Df	Mean	SD	Std. error mean	t-value	p-value	Remarks
	Associate Professor	90	178	97.49	8.235	0.868	2.807	.006	Significant (p>0.05 level)
	Assistant Professor	90		94.34	6.717	0.708			

There is no significant difference with regard to self-esteem score between Associate and Assistant Professor of college is rejected at 0.05 level of significance as t-value (2.807) is greater than critical value (1.98). Therefore, it can be concluded that there is a significant difference with regard to self-esteem score

between Associate and Assistant Professors of college ($t_{obs} = 2.807 > t_{0.05}, 178=1.98$).

H₀-b: There is no significant difference with regard to self-esteem score between Associate Professor and part-time & Guest faculty of college.

H₀-b is tested by employing 't' test. The result is presented in below table.

Table-6: Showing t-test of self-esteem between Associate Professors and Part-time & Guest faculty of college

Self-esteem Score	Designation of teachers	N	Df	Mean	SD	Std. error mean	t-value	p-value	Remarks
	Associate Professor	90	178	97.49	8.235	0.868	7.415	.000	Significant (p>0.05 level)
	Part-time & Guest	90		88.26	8.470	0.892			

There is no significant difference with regard to self-esteem score between Associate Professor and Part-time & Guest teacher of college is rejected at 0.05 level of significance as t-value (7.415) is greater than critical value (1.98). Therefore, it can be concluded that there is a significant difference with regard to self-esteem score between Associate Professors and Part-

time & Guest teachers of college ($t_{obs} = 7.415 > t_{0.05}, 178=1.98$).

H₀-c: There is no significant difference with regard to self-esteem score between Assistant Professor and part-time & Guest faculty of college.

H₀-c is tested by employing 't' test. The result is presented in below table.

Table-7: Showing t-test of self-esteem between Assistant Professors and Part-time & Guest faculty of college

Self-esteem Score	Designation of teachers	N	Df	Mean	SD	Std. error mean	t-value	p-value	Remarks
	Assistant Professor	90	178	94.34	6.717	0.708	5.343	.000	Significant (p>0.05 level)
	Part-time & Guest	90		88.26	8.470	0.892			

There is no significant difference with regard to self-esteem score between Assistant Professor and Part-time & Guest teacher of college is rejected at 0.05 level of significance as t-value (5.343) is greater than critical value (1.98). Therefore, it can be concluded that there is a significant difference with regard to self-esteem score between Assistant Professors and Part-time & Guest teachers of college ($t_{obs} = 5.343 > t_{0.05}, 178=1.98$).

Professor and Part-time and guest faculty) college teachers.

RESEARCH FINDINGS

- Self-esteem level: It is observed that 51.11% of Associate Professor, 33.33% Assistant Professor and 15.56% part-timer and guest faculty are extremely high Self-esteem. 47.78 % Associate Prof., 64.45 % Assistant Prof. and 70% Part-timer and guest are normal self-esteem. While 1.11% Associate prof, 2.22% Assistant Prof. and 14.44% part-timer and guest are low self-esteem.
- The study found that there is a significant difference with regard to self-esteem score among designation-wise (Associate Professor, Assistant

- The present showed that there is a significant difference with regard to self-esteem score between Associate and Assistant Professors of college. Therefore, it can be safely concluded based on the sample that Associate Professors are more self-esteem on their job than Assistant Professors of college.
- The research found that there is a significant difference with regard to self-esteem score between Associate Professors and Part-time & Guest teachers of college. Therefore, it can be said that Associate Professors are more self-esteem on their job than Part-time & Guest teachers of college.
- The study found that there is a significant difference with regard to self-esteem score between Assistant Professors and Part-time & Guest teachers of college. Therefore, it can be said that Assistant Professors are more self-esteem on their job than Part-time & Guest teachers of college.

CONCLUSION

From findings of the present study it can be concluded that there is a significant difference with regard to self-esteem score among designation-wise (Associate Professor, Assistant Professor and Part-time and guest faculty) college teachers. The Study also concluded that Associate Professors are more self-esteem on college than Assistant Professors and Part-time & Guest teachers. Besides, Assistant Professor are more self-esteem on college than Part-time & Guest teachers.

Self-esteem is eminent for teachers so that they may be proceeding in their profession with confidence, attachment, devotion and without any fear of failure [13]. But the college heads need to take care of factors affecting on teachers' self-esteem.

Limitations of the study

The study was limited to Undergraduate (B. A/B. Sc/B. Com) Degree College (except principal or teacher-in-charge) teachers affiliated to University of Calcutta, West Bengal.

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Cite This Article: Dipankar Das & Md. Kutubuddin Halder (2021). Comparison the Self-Esteem among Different Designated Teachers of Undergraduate College. *East African Scholars J Edu Humanit Lit*, 4(4), 190-195.