

Self Esteem Issues and Challenges among Female Faculty in Higher Education

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Abstract: Female faculty often face stereotypes that they are incapable of "tough" or demanding jobs and are viewed as less assertive or competent in leadership roles. Some are even perceived as less knowledgeable than male counterparts by both male and female students. While teachers cannot control issues related to salary, teaching assignment, paperwork, class size, student behavior, or support from administrators, they can learn and choose to develop skilled behaviors to deal with stressors. So it enhances their confidence and raises the level of self-esteem; self-esteem has been conceptualized as a "social vaccine" because it inoculates them against vulnerability to a wide range of social illnesses. Self-esteem over a certain threshold is a protective resource for women. There is a huge literature which reported that employment women had more level of self-esteem as compared to unemployment. Many female faculty members report an unseen, unbreakable barrier that keeps them from advancing to the highest academic ranks, regardless of their qualifications. Data shows that while women start their academic careers in high numbers, their representation significantly decreases at senior levels. Studies show that some men are not always comfortable being managed by women, leading female leaders to feel the need to alter their leadership and management styles.

Keywords: Self Confidence, Empathy, Expertise, Learning Mode

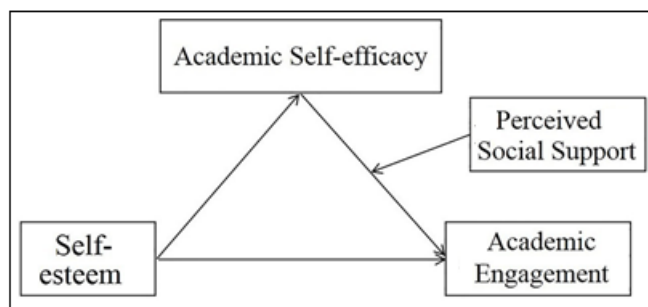
1. Introduction

Self-esteem is a crucial element that significantly impacts a person's mental health and well-being. How we perceive ourselves emotionally significantly impacts how we judge ourselves and our lives. Self-esteem is considered a protective factor for our physical health as an important psychological resource. However, in today's society, where social media and advertising frequently present unrealistic beauty standards, self-esteem and body image have become increasingly critical issues that affect both men and women of all ages. Teacher's role is extremely important in shaping, changing the habits, tastes, manners and the character of the students. Teachers actively share the responsibility for reconstructing a social order, the values and traditional beliefs, which are being eroded by the surge of new ideas and practices. Teachers are the backbone of the society. They are always concerned with mental, physical and spiritual growth of the children who are good citizen and potential leaders of tomorrow. Tomorrow's nation will depend upon the type of citizens trained and educated today in temples of learning. Rosenberg defined self-esteem as the subjective life of the individual, feelings, behavior and in principal thoughts of the individual.

networks of social relationships. Self of any individual appears from communal interface and reveal the character and configuration of the society in which the interface is occurring".

"How an individual evaluates himself or her is called self-concept. Self-concept is considered to have three components: (i) how an individual likes to be called as ideal self; (ii) the opinion of an individual about his image in public known as public self and (iii) real self, the sum of those subjective thoughts, feelings, and authentic needs of the individual".

The concepts of self, self-esteem, and perception of self are interdependent and condition the lifestyle and health habits of individuals, especially adolescents. Self-esteem plays an important role in maintaining college students as a youth, normal psychological status. Research indicates that self-esteem is influenced by several factors, including personal experiences, relationships, and societal expectations. Higher self-esteem is linked to positive emotions, such as joy, optimism, and relaxation, which help mitigate stress and enhance physical health. Additionally, individuals with high self-esteem tend to have healthier relationships and greater life satisfaction.



Source: Guo & Kaderavek. (2010).

The cognitive modality of self consists of multiple identities, with as many identities as the person holds distinct roles in

The social categorization, one subtheme has been identified as social expectations. Here, women have spoken about the expectations from them as individuals and from the roles/duties that they play at the home and work front. The predominant theme in the discussions were the dual roles that women play as career women and as care givers, especially for their children. Many have clearly mentioned the term "double shift" or "second shift" stating that their work starts when the work of men finishes. This has been spoken about in detail in the seminal work of Arlie Hochschild and Anne Machung where they speak about women's second shift at home and the "leisure gap" between men and women.[16] Many women have mentioned that they feel the pressures of working in these dual roles as career

women and as homemakers and caregivers. Several have mentioned that managing these dual roles leads to stress, health issues, and concern about their well-being. This is reflected in multiple studies from Grummell *et al.*^[17] The sense of responsibility toward their children and the tendency to prioritize their family's needs over their personal need, even at the cost of their own health, has been acknowledged by women in this study.

2. Literature

Goutam.J et.al (2024) explained Self-esteem strongly relates to an individual's overall evaluation of their value and self-worth. The concept involves the beliefs, emotions, and attitudes that a person holds about themselves, and it can be influenced by a variety of factors, including personal experiences, relationships, and societal expectations. Youth and adolescence are seen as a crucial time in life to address these emotional characteristics, social and physiological that impact their development, since higher levels of happiness, lower rates of disease, and improved emotional well-being are all associated with life satisfaction.

Nandita. J (2021) discussed the self-esteem of women will increase with the contentment of living than their achievements. Self-esteem correlated with love in need and being loved. From the above analysis, it can be said that family structure, like a joint family, boosts up the self-esteem of any individual. As the structure gives the required recognition and attention to women this will lead to psychological improvement in the women and encourage them to active and productive life. The more emotionally secure, an individual feel, the more is his/her self-esteem as the confidence level is boosted with emotional security.

Fernandes M. et al (2023) despite extensive research on self-esteem, gaps remain, particularly regarding gender-specific differences in university students. Previous studies have shown that self-esteem levels and their associated factors can vary significantly between males and females due to differing societal pressures and expectations. For instance, males may experience pressure to conform to ideals of strength and dominance, while females often face unrealistic beauty standards.

Mehta (2012) investigated on job satisfaction among teachers to know whether the perception of job satisfaction among teachers was affected by the type of organization (private vs. Govt.) and the gender (male vs. female). Descriptive analysis was made to study the perception of job satisfaction of male vs. female and t-test was used. Result showed that there would be significant difference in the level of job satisfaction of Govt. and private school teachers.

Teachers are leaders within classrooms, while outside of the classroom they are colleagues within the institution (Friedman & Kass, 2002, p. 678). Their self-efficacy, in relation to making an impact within the institution and how they relate to their colleagues, is not necessarily on a par with their teaching self-efficacy within the classroom. Therefore, it cannot be assumed that the same factors are relevant under different conditions as regards self-efficacy. The best way to assess the importance of self-efficacy is in relation to student achievement. In a study by Guo, Piasta, Justice, & Kaderavek (2010, p. 1099), it was found that

children whose teachers had high self-efficacy did better in writing than those whose teachers had lower self-efficacy. However, a difference in vocabulary was not found until the emotional atmosphere in the classroom was studied.

Michelle (2005) examined the relations among executive self, self-esteem and negative affectivity. A cross-sectional and longitudinal study established that self-esteem mediated the relation between executive self and negative affectivity. The study replicated this pattern and examined genetic environmental influences underlying all 3phenotypes

Co variation among the 3phenotypes reflected largely common genetic influences, although unique genetic effects explained variability in both executive self and negative affectivity. Self-esteem is important to provide the required motivation in order to be academically successful, and facilitating students' self-esteem might be a part that supports the schools' academic goals, without making it as an educational priority (Ferkany, 2008).

3. Methodology

Objectives:

- 1) To identify more stress cause factors among women Teachers.
- 2) To know influencing factors to improve self-esteem among them.
- 3) To assess link between performance and self-esteem among Women teacher.

Hypothesis:

H₀₁: There is no associate between self confidence level and self-esteem enhances among women teachers.

H₀₂: There is no significant relation between college management support and self-esteem levels in the job.

H₀₃: There is no significant association between family members support and self-esteem improvement.

Sources of Data

The study is based on data collected from:

Primary Sources: A structured questionnaire will be administered to elicit responses from women faculties working in higher educational institutes in Hyderabad.

Secondary Sources: Publications in Journals, periodicals, internet and textbooks.

Sample:

Women faculty who are working in various UG/ PG colleges in Hyderabad jurisdiction with minimum 3 years of teaching experience.

Sample Size:

A sample of 100 senior Women faculty opinion was considered for data analysis purpose.

Sampling Technique.

Stratified Proportionate Sampling method is being adopted for the proposed study to collect feedback from respondents with structured questionnaire.

Data Analysis:

Experience	Frequency	Percentage
1-5 Years	16	32
5.1-10 Years	19	38
10.1 -15 Years	9	18
Above 15 Years	6	12
Total	50	100

The Academic experience of respondents explaining that, 38 % of respondents got 5-10 years experience and 32 % got 1-5 Years followed by 18% are rich experienced people with 10-15 years and finally 12 % are very seniors in the field of teaching.

Factor Analysis (Esteem Factors)**KMO and Bartlett's Test**

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.727
Bartlett's Test of Sphericity	Approx. Chi-Square	18.217
	Df	10
	Sig.	0.015

Before we proceed for factor analysis first the researcher tested the eligibility of the data by checking KMO- Bartlett's test which is a measure of sampling adequacy. The KMO value is 0.727 >0.6. Bartlett's Test of Sphericity indicates a measure of the multivariate normality of set of variables (Sig. value is less than 0.05 indicates multivariate normal and acceptable for factor analysis).

The variance matrix indicating 72 % (statistically 65% variance is valid) variance on tested variable, i.e 28 % of other factors are influencing to decide esteem enhance factors.

Rotated Component Matrix^a

	Component	
	1	2
I feel , I teach better compare with others in the institute	0.779	0.058
My Subject expertise is at par with industry standards	0.713	-0.182
I prepare my own pedagogy in teaching	-0.317	0.588
I often do self appraisal and correct myself	0.194	0.765
I take positive attitude towards my life	0.441	0.329

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 3 iterations.

The Rotation component matrix helps in the better interpretation of factors. Since the first factor in the ROTATED COMPONENT MATRIX is heavily loaded with the stress causing factors. The Principle component matrix extracted only 2 most influencing factors whose *Eigen value* is more than 1, among tested 05 factors only 2 is mostly influencing on Stress causers. Those are

- 1) I feel, I teach better compare with others in the institute
- 2) I often do self- appraisal and correct myself

Hypothesis Testing:

H₀₁: There is no associate between self confidence level and self esteem enhances among women teachers.

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	2.146 ^a	4	0.003
Likelihood Ratio	3.822	4	0.431
Linear-by-Linear Association	1.459	1	0.227
N of Valid Cases	100		

a. 2 cells (20.0%) have expected count less than 5. The minimum expected count is 4.00.

The above chi square test indicating the significant value is less than 0.05 (0.003), hence the **Hypotheses Rejected**. i.e the self confidence level in women teachers id definitely a deciding factor of their self- esteem and it's compulsory enhance their self-esteem.

H₀₂: There is no significant relation between college management support and self-esteem levels in the job.

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3.646 ^a	4	.456
Likelihood Ratio	3.822	4	.431
Linear-by-Linear Association	1.459	1	.227
N of Valid Cases	100		

a. 2 cells (20.0%) have expected count less than 5. The minimum expected count is 4.00

The above chi square test indicating the significant value is greater than 0.05 (0.456), hence the **Hypotheses Accepted**. i.e Management support itself is not a deciding factor to improve/ enhance elf esteem and the women teachers expecting more cooperation and support form management in this regard.

H₀₃: There is no significant association between family members support and self esteem improvement.

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	7.189 ^a	8	.001
Likelihood Ratio	7.480	8	.486
Linear-by-Linear Association	1.509	1	.219
N of Valid Cases	100		

a. 7 cells (46.7%) have expected count less than 5. The minimum expected count is 1.00.

The above chi square test indicating the significant value less than 0.05 (0.001), hence the **Hypotheses Rejected**. i.e family members support will give a boost to women teachers to improve and enhance their self-esteem levels in the concern field.

4. Discussion of Result

Several factors conditioned the development of self-esteem. Our results confirm the findings of previous studies,namely,

that socioeconomic and marital status were significantly associated with self-esteem taking into account sex differences. Low socioeconomic level, single status, and university residency were among the risk factors related to less self-esteem than others. Most likely, students from low socioeconomic backgrounds may face financial stress and have limited access to resources, which can impact their self-esteem and social opportunities. Marital status and an intimate relationship are of vital importance regarding mental well-being. Many studies have focused specifically on marriage, which has been found to be associated with better mental well-being compared to other relationship statuses, especially among men. This is similar to our findings, which demonstrated that married students had high self-esteem.

Several studies have lent support to the findings". "Role conflict, role ambiguity, and life satisfaction among Greek physical education teachers, and the extent to which role conflict and role ambiguity predict life satisfaction. The standard multiple regression analysis showed that role conflict and role ambiguity are significant predictors of life satisfaction.

"It is seen that persons who possess high self-esteem respect themselves and other persons also respect them and they also give the same respect to others. They not only understand their own emotions and feelings but also of other person emotions and feelings. But persons who possess low self-esteem do not respect themselves, undermine their own talent, they always feel dejected, worthless, they do not understand their own emotions and always fear to express their own emotions. Several studies have lent to support to the finding.

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