

Impact of Self Esteem and Happiness on Teachers of Government and Private Universities of India

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ABSTRACT

A happy person would perceive the world in a completely different way as compared to an unhappy person. The present study is done to evaluate the difference between the level of self-esteem and happiness of teachers who are working in Government Universities and Private Universities of India. 150 University teachers who are working in various universities of India were included in the sample, out of which 75 teachers are working in Government Universities and 75 teachers are working in Private Universities of India. The Coopersmith Self Esteem Inventory (CSEI) - An Adult Version (Coopersmith, 1981) was used to measure the level of self-esteem Oxford Happiness Scale (Michael Argyle and Peter Hills, 1989), was used to measure the level of happiness among teachers. After applying t-test, the level of significance, in case of self-esteem, came out to be 0.01 level, and in case of happiness, level of significance is 0.05 level, which means there is a significant difference in the level of self-esteem and happiness between two groups. This data will help to reflect in the issues and will help to build up a healthy environment, which will automatically improve the overall performance of the University.

Keywords

Self-esteem, Government, Private, University, Teachers

Introduction

Teaching is one of the noble professions. A teacher is the one who prepares the child for the upcoming exams and develops a child's mental as well emotional health. A teacher has an important role in shaping the personality of the person. Youths are the one who has to take care of the country in the future. So, it's very important that youth should have positive thinking among themselves. And this positive thinking can be inculcated by a good teacher only. The mentality of a teacher shapes the society. A teacher should never be partial and should treat every student in the same manner. Teachers are like the backbone of a society and forms the character of a person. Teachers help in establishing a standard of excellence in the academic performance of the student. Because of this reason, teachers need to have a high level of commitment towards their duties and responsibilities.

The education system is changing day by day. Once there was a time when the students had to walk a long way to reach their education institution. But now, with globalisation, government has opened various universities in almost each and every state of India. Even private universities are also opened in various states. But due to the pandemic, that has occurred all over the world, whole education system had to shift to

online mode. Many teachers who are not familiar with the technology had to face problems in adjusting themselves with the changing demand of teaching. Also, with this online shift in mode of teaching, the work load is also changed, depending upon the type of university the teacher is working.

Self Esteem

Self-esteem is the mental status of a person that how he/she is dealing with the situations in his/her life. Self-esteem also acts as an indicator of psychological wellbeing of a person (Ruderman et al., 2002). Self-esteem refers to an overall evaluation that includes one's worth or value in life (Rosenberg, 1989; Rosenberg et al., 1995). Self-esteem is the combination of beliefs and emotions. It includes feeling of victory, feeling of pride, feeling of shame, feeling of despair and feeling of worthlessness. Maslow's need hierarchy theory of motivation has mentioned the term self-esteem. It states that self-esteem needs have two aspects. One is the lower one and the other is the higher one. The lower one comprises of the need for the respect from others, the need for status, fame, glory, recognition, attention, reputation, appreciation, dignity, even dominance. The higher version involves the need for self-respect, including such feelings as confidence,

competence, achievement, mastery, independence, and freedom.

Happiness

Happiness is a concept which is very subjective in nature. The definition of happiness varies with person to person. Can happiness be measured? Or can we say smiling is a way of expressing happiness. What brings happiness in a person's life? Achievement in his life or family relations? The answers are many. Positive feelings in a person brings happiness. But the feeling of positiveness depends upon personality.

Happiness is a term which is changing from time to time. The present definition of happiness is different from the traditional definition. New concept of happiness has emerged over time. The definition of happiness has based on the requirement of current age, and has become an essential need in modern societies. (Baysal & Aka, 2013).

Theoretical Perspectives

A students' success is depended upon the way the teacher teaches the student. Whether the teacher is working in private university or government university, if a teacher is motivated towards its work, then he/she will be able to give better knowledge to the students. But on the contrary, if the teacher has low self-concept, then it will affect the teaching process as well. Self-esteem plays a role in determining the work performance and the motivation level of the teachers. Motivation is like the degree of readiness one has towards his/her work. According to Hoy and Miskel (1987, p. 176), employee motivation is the complex forces, drives, needs, tension states, or other mechanisms that start and maintain voluntary activity directed towards the achievement of personal goals. In short, Dessler (2001) defined motivation as the intensity of a person's desire to engage in some activity.

Abraham Maslow's Hierarchy of Needs

Abraham Maslow's (1943, 1970) has given need-based theory of motivation which is, so far, the most widely recognized theory of motivation. According to this theory, Maslow has discussed the five needs of a person, namely, physiological, security, affiliation, esteem, and self-actualization. The physiological needs include the basic needs of a person which is essential for survival like food,

water, clothing, and comfortable work conditions etc. The security needs include the need for safety, protection against threats, job security etc. Affiliation needs include the needs of being loved, accepted, and be a part of a group etc. Esteem needs include the need for recognition, respect, achievement, autonomy, independence etc. Finally, self-actualization needs, which are the highest in the level of Maslow's need theory, include realizing one's full potential or self-development. Understanding one's capability or whatever one is capable of doing. According to Maslow, we try to fulfil our needs and once, one need is satisfied, it is no longer a need. When one need is fulfilled, we move to the next level of hierarchy. Also, there are many studies which aimed at validating Maslow's theory but had failed to find substantiation in support of the need's hierarchy (Ifinedo 2003; Lawler & Suttle 1972), although many continue to find Maslow's hierarchy model very attractive (Naylor, 1999).

Herzberg et al.'s Two Factor Theory Herzberg

Mausner and Snyderman's (1959) two-factor theory is heavily based on need. They have carried out several studies to explore the various factors which can be a cause of satisfaction and dissatisfaction. They have focussed on two factors. One is Motivator needs which is also known as job satisfaction. It refers to the motivation of employees to high job performance. They are internal needs. For example, worker's level of achievement, recognition, advancement, career development and growth. The other is Hygiene needs, which is also known as job dissatisfaction. It is related to the promotion and maintenance of health. They are the external needs, such as company policy, supervision, interpersonal relations, working conditions, salary. When hygiene needs are satisfied, the result is not necessarily job satisfaction. After application of this theory in an educational set up, improvement can be seen in teaching, as there will be an increase in teachers' motivation after the fulfilment of the needs.

ERG theory given by Alderfer

Alderfer has talked about three needs that is related to self-esteem in a work place. First one is existence needs, which is the lowest need. It is concerned with physical survival, and include the needs for food, water, shelter, and physical safety.

Organisation can satisfy these needs through pay, benefits, safe working conditions, job security. The second one is relatedness needs. It involves interaction with other people, and satisfaction these social relationships bring in terms of emotional support, respect and recognition and belonging. These needs can be satisfied on the job by interactions with co-workers and mentors and off the job by family and friends. And the third one is growth needs, which focuses on the personal growth and development. These needs can be satisfied by using skills and abilities to the fullest. These are not arranged in hierarchy. All the needs can influence a person at the same time. Therefore, satisfaction of one set of needs does not automatically lead to the emergence of higher needs.

Various Universities can make efforts to apply these theories as it will affect the student's performance in an examination because of the better understanding of the concept. Motivated teachers would have high self-esteem and would be able to integrate professional knowledge among students and would also improve the interpersonal and intrapersonal relationship. High self-esteem would also lead to commitment in teaching and the workplace have been found to be enhanced by psychic rewards (acknowledgement of teaching competence), meaningful and varied work, task autonomy and participatory decision-making, positive feedback, collaboration, administrative support, reasonable work load, adequate resources and pay, and learning opportunities providing challenge and accomplishment (Firestone & Pennel, 1993; Johnson, 1990; Rosenholtz, 1989).

According to Maslow's five stage model, self-esteem lies under self-actualisation. Once self-esteem has been satisfied and achieved only then can the individual move on to reach full self-actualisation, which very few people have been said to reach (Maslow, 1943). Happiness is a feeling of well-being, which evokes positive thoughts and emotions in a person's life (Myers & Diener, 1995), in other words, we can say that it is the sum of the satisfaction or the fulfilment of desires and positive emotions of an individual from their life (Kangal, 2013).

In a research done by Diener and Larsen in 1984, revealed that positive and negative affect in various work and leisure situations was more due

to persons with a percentage of 52% than to situations which was 23%. There are some findings or researches from various researchers which reveals that young women report greater happiness with more positive effect as compared to young men (Diener et al., 1999). Whereas Diener and Larsen (1984) in their research suggested that there was no gender difference reported level of happiness.

There were many studies that have examined the definitions, correlates, and predictors of happiness (e.g., Argyle, 1992, 2001; Diener, 1984; Eysenck, 1990; Myers, 1992; Seligman & Csikszentmihalyi, 2000; Vitterso & Nilsen, 2004).

Research Question

1. Is there any significant difference in level of self-esteem teachers who are working in Government Universities of India and teachers who are working in Private Universities of India?
2. Is there any significant difference in level of happiness of teachers who are working in Government Universities of India and teachers who are working in Private Universities of India?

Hypothesis

1. There will be a significant difference in the level of self esteem of teachers working in Government Universities and the teachers working in Private Universities.
2. There will be a significant difference in the level of happiness of teachers working in Government Universities and the teachers working in Private Universities.

Methodology

Data Collection and Sample Selection

The present study was conducted to measure the level of self-esteem and happiness among the teachers working in various Universities of India. Data was collected from 150 teachers with the help of google forms. The link for filling up the form was shared with the teachers through mail and the teachers were asked to fill up the form as per their convenient time. The sample was divided into two groups- one group having teachers who are working in Government Universities of India and teachers who are working in Private Universities of India. Each group having 75

participants. Only those teachers who are working as University Lecturer, were included in the sample. Coopersmith Self Esteem Inventory- An Adult Version (Coopersmith, 1981) was used to measure self-esteem of the teachers. Oxford Happiness Scale (Michael Argyle and Peter Hills, 1989) was used to measure the level of happiness among teachers.

Tool Used:

1. Coopersmith Self-esteem Inventory

The Coopersmith Self-Esteem Inventory (CSEI) was originally designed to measure children's self-esteem. However, it was modified by Ryden (1978) for use on adults. The CSEI (Coopersmith, 1981) contains two forms: (1) The Adult form (ages 15+); and (2) The School form (ages 8-15 years). The 58-item School form generates the following subscale scores: (1) General self (26 items) (2) Social self-peers (8 items) (3) Home-parents (8 items) (4) School-academic (8 items) (5) Total self (50 items) (6) Lie scale score (8 items). The Adult version is a 58-item checklist measure of attitudes toward oneself. For each item, participants answer whether the statement provided is "Like Me" or "Not Like Me". A version of S. Coopersmith's (1967) Self-Esteem Inventory, modified for use with adults, was found to have a test-retest reliability of approximately .80 for 32 adult women over periods of 6-58 weeks. Correlation of the scores with the Marlowe-Crowne Social Desirability Scale for 51 college students was .47. Use of the Lie scale on the Self-Esteem scale to identify subjects whose self-reports were markedly influenced by a social desirability factor reduced this correlation to .32

2. The Oxford Happiness Questionnaire

The Oxford Happiness Questionnaire was developed by psychologists Michael Argyle and Peter Hills at Oxford University in 1989. Oxford happiness questionnaire (OHI) has 29 items which measures personal happiness of a person. The

theoretical basis of the questionnaire is the definition of happiness by Argyle and Crossland (they provide an operational definition of happiness, that it is the structure that has three major parts which include the frequency and degree of positive affect, the average level of satisfaction during a period, and lack of negative emotion). The test has been widely used in researches related to happiness. Argyle et al. reported the reliability of the Oxford questionnaire with a Cronbach's alpha coefficient of 0.90 and test-retest reliability in seven weeks of 0.78. The concurrent validity of the questionnaire was reported to be 0.43.

Data Analysis

Once the data was collected, the data was analysed using SPSS 23.00 and Mean, Standard Deviation, and Independent Sample t test were used for checking the level of significance.

Results

Independent sample t test was used for testing group difference between two groups in the level of self-esteem and happiness. Table1 shows the mean score and Standard Deviation of Self Esteem of teachers working in Government University and teachers working in Private University in India. Table 2 shows the degree of freedom and level of significance, which is 0.01 level. Significant difference was found in the level of self-esteem between the two groups, which is proving our hypothesis1.

Table 1 (Self-Esteem)

University	N	Mean	Std. Deviation	Std. Error Mean
Government	75	36.08	6.151	.710
Private	75	34.65	9.457	1.099

Table 2 (Self-Esteem)

	Levene's Test for Equality of Variances		t	df	Sig. (2-tailed)	t test for Equality of Means		95% Confidence interval of the Difference	
	F	Sig.				Mean Difference	Std. Error Difference	Lower	Upper
Equal variances assumed	14.285	<.001	-1.097	147	.275	-1.431	1.305	-4.011	1.148
Equal variances not assumed			-1.094	125.146	.276	-1.431	1.309	-4.022	1.159

assumed									
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Also, after application of Independent sample t test, significant difference was being found in the level of happiness among teachers working in Government University and teachers who are working in Private University. Table 3 shows the mean score and Standard Deviation of Happiness of teachers working in Government University and teachers working in Private University in India. Table 4 shows the degree of freedom and level of significance, which is at 0.05 level. Significant difference was found in the level of

happiness between the two groups, which is proving our hypothesis2.

Table 3 (Happiness)

University	N	Mean	Std. Deviation	Std. Error Mean
Government	75	4.51	.693	.080
Private	75	4.32	.831	.097

Table 4 (Happiness)

	Levene's Test for Equality of Variances		t	df	Sig. (2-tailed)	t test for Equality of Means		95% Confidence interval of the Difference	
	F	Sig.				Mean Difference	Std. Error Difference	Lower	Upper
Equal variances assumed	4.535	.035	-1.489	147	.139	-.186	.125	-.434	.061
Equal variances not assumed			-1.487	141.722	.139	-.186	.125	-.434	.061

Discussion

Results of our study showed difference in level of self-esteem among teachers who are working in Government University and teachers who are working in Private University. The results mean that teachers who are working in Government University have high self-esteem as compared to the teachers who are working in Private University, as the mean score of teachers working Government University is 36.08 which higher than the mean score of teachers who are working in private University which is 34.65 According to Locke, McClear, and Knight (1996), "A person with a high self-esteem will view a challenging job as a deserved opportunity which he/she can master and benefit from, whereas a person with low self-esteem is more likely to view it as an undeserved opportunity or a chance to fail" (p. 21). In fact, research suggests that individuals with high self-esteem maintain optimist thinking in the face of failure, which helps to achieve success in the future and thus future satisfaction is attained. (Dodgson & Wood, 1998).

Another result of our study showed difference in level of happiness among teachers who are working in Government University and teachers who are working in Private University. The results

mean that teachers who are working in Government University are happier as compared to the teachers who are working in Private University, as the mean score of teachers working Government University is 4.51 which higher than the mean score of teachers who are working in private University which is 4.32

If we talked about the job pattern of teachers who are working in private university, they have huge work pressure. But the main reason of low self-esteem and happiness could be job security. In Government University, there is a job security. Once a person is joining as a lecturer in a Government University, he/she does not have to worry about the stability of job. He/she can be rest assured of security of the job, which is not in case of a teacher working in private university. He/she had to worry about the stability of the job. There is nothing fixed, but it becomes difficult for a person who is 50years of age and has spend half of life in a particular university and if, suddenly he is being called and asked to give his resignation. So, the fear of loosing job is always in the mind of a person working in private sector. This fear can be one of the causes of low self-esteem and unhappiness among teachers.

Also, the job or work load and the salary whatever they are getting, with respect to the work that they

are getting, can be another cause of low self-esteem and unhappiness among teachers working in Private University. Sometimes, they feel that the pay that they are getting is not enough or they deserved more than that, according to the level of time and work they are performing.

Another factor could be the pension plan. As a Government employee, one is entitled for pension, but this is not in case of a person working with Private University. There are other factors also, which compels the teacher working in Private University to compare his/her position with the teacher working in Government University. Though the teachers working in Government Universities are also working very hard in their own field but still a comparison remains in the mind of a teacher who is working as well as in the mind of a society.

One more reason for this low self esteem can be the shift of teaching technique due to pandemic. Due to COVID19, whole world has to face the negative sides of this pandemic. Due to lock down all over world, face to face teaching is shifted to online mode. But everybody is not comfortable with this mode. Everybody is not familiar with the technology part. But a teacher who is working in private University, is being forced to learn and adapt themselves with the technology, otherwise they will have to lose their jobs. So, sometimes, who is not at all friendly with the technology, will face problems with adapting with the new way, and might feel frustrated which can lead to low self-esteem.

It has been said that positive self-concept may help the person to perform well that leads to promotion. Peretomode (1991) and Whawo (1993), have suggested that the higher the prestige of the job, the greater the job satisfaction. In our society as a profession teaching is the noble and respectable job by nature of work. The person who had high self- esteem may have high preference of teaching for this task identity. A person who is happy would deliver better in his/her job as compared to the person who is not so happy

Conclusion

To conclude, if teachers have low self-esteem and are not happy with their work profile, it will affect the academic result of the student, which would also affect the country's future. So, private

Universities should work in this field to increase the self esteem of their employees as it will automatically would affect the happiness level, and also affect their University's position. Measures should be taken, so that teachers should not feel low about themselves as they are working in private University. They should also feel the importance which will help in boosting the self esteem of a teacher.

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