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Print ISSN: 3006-2497 Online ISSN: 3006-2500Platform & Workflow by: Open Journal Systems**Self Esteem and Life Satisfaction among University Teachers: A Correlational Study****Faiza Abdul Khaliq**

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Email: Jannaeem397@gmail.com**Abstract**

Life satisfaction is an important phenomenon, where self esteem is fundamental and core value for prediction of life satisfaction. The present study determined to explore the relationship between self esteem and life satisfaction. A 120 sample of university teachers with age of 25 to 28 ($M = 33.84$, $SD = 5.69$) were included in the study. In present study using a correlation survey research design, where The Satisfaction with Life Scale (Diener, et al., 1985) and Self esteem Scale (Rosenberg, 1965) were used in the current study. Findings of the present study showed that there is a positive correlation between self esteem and life satisfaction. Moreover, self esteem is a good predictor of life satisfaction. Self esteem helps with the life satisfaction. The results of present study showed that there is a positive relationship between self esteem and life satisfaction. Additionally, the individuals with higher rate of self-esteem also have the high level of satisfaction in their lives.

Keywords. *Self Esteem and Life Satisfaction*

Introduction

Self-esteem is a subject that is heavily researched in both academic psychology and sociology as well as in practical disciplines including social work, education, and clinical psychology and psychiatry. Self-esteem is a subjective assessment of oneself that is influenced by a person's connections with others, experiences, and life successes. Mental well-being and a good self-concept depend on having a healthy sense of self-worth. Setting realistic objectives and achieving them can help you do this. This will boost your self-assurance, assertiveness, and sense of value. Since self-esteem affects all facets of life, it's critical to have a positive, realistic self-perception (Mayo Clinic, 2009). According to Rosenberg (1965), self-esteem describes a positive or negative orientation toward oneself and reflects one's opinion of and value for oneself. According to Skodol (1998), "Self-esteem is the perception of one's own value, respect for oneself, and acceptance of oneself, which is typically associated to an expectation of success in life." The way that self-esteem is typically understood is to involve a balance between one's positive and negative self-perceptions.

Self-esteem has been shown to be consistently correlated with the quantity of things produced in categories including related activities, positive traits, and names of friends by Greenwald et al. (1988).

Life satisfaction is meant by a favorable appraisal of your life's circumstances, at least overall, that compares well to your standards or expectations. It stands for a fundamental norm or ultimate objective of the human experience. A general appraisal of one's opinions and feelings about their life at a certain time, ranging from positive to negative, is called life satisfaction. Life satisfaction is one of the three primary signals of wellbeing, along with positive and negative impacts (Diener, 1984). According to the cognitive theory, a person's sense of life satisfaction is defined as "their cognitive judgement regarding comparisons based on the suitability of their own living situations with the norms" (Diener, Emmons, Larsen, & Griffen, 1985). According to Diener (1984), good reflections on one's life are made up of three elements: a general sense of pleasure with life, few negative effects, and frequent positive effects. However, rather than a total across all areas, Life satisfaction refers to a cognitive, judgement process that is a general appraisal of individual's life. Both positive and negative effects have an emotional impact on a person's subjective well-being (Diener et al., 1985).

According to research, life happiness and self-esteem are positively correlated. The concepts life satisfaction and self-esteem are linked to a person's good emotions. In light of this, it stands to reason that those with higher rate of self-esteem should also have higher rate of life satisfaction (Lucas et al., 1996; Yetim, 2002; Deniz, 2006; Chen et al., 2006; Ceçen, 2008). According to Erol and Orth (2011), Self-esteem helps people feel more satisfied with their lives. Better level of self-esteem and larger level of pleasure are certainly associated with confrontation, emotional expression, self-disclosure, and life satisfaction. (Arslan et al., 2010). Self-esteem and life satisfaction are indicators of one's overall assessment, yet they go in distinct directions (Civitci & Civitci, 2009). While life satisfaction encompasses the individual's assessment of one's life as a whole, including many sectors of life such as school, family, and friends as well as oneself. Life satisfaction represents an individual's views and appraisal of oneself (Civitci & Civitci, 2009). In all cultures analyzed, it has been repeatedly discovered that self-esteem highly predicts subjective well-being, particularly its crucial cognitive component of life satisfaction (Campbell, 1981; Diener & Diener, 1995). Major personality traits were discovered to be significant drivers of life pleasure, according to Diener (1984). The profiles of cheerful persons revealed the following four characteristics: self-esteem, self-control, optimism, and extraversion (Myers & Diener, 1995).

The results of the current study can provide us a better understanding of the factors in life that are thought to boost good feelings. Additionally, it can aid in the comparison of self esteem and life satisfaction results between cross-cultural studies of Pakistani population and other population. Comparatively, it also highlights the fact that earlier studies have focused on adults or students, whereas this study has chosen university teachers.

Objectives

1. To identify the correlation between Self-esteem and Life satisfaction among University Teachers
2. To study the effect of Self esteem on Life satisfaction among university teachers.

Hypotheses

1. There would be positive relationship between Self-esteem and Life satisfaction among University Teachers.
2. There would be positive impact of Self Esteem on Life Satisfaction among University Teachers.

Method

Research design

In the present study, a correlational survey research design was used.

Sample

A total of 120 university teachers from three Universities of Quetta Baluchistan (Sardar Bahadur Khan Women's University 26%, University of Baluchistan 55%, and Baluchistan University of Information Technology, Engineering and Management Sciences, 18%) participated in the present study. 55% of the individuals were males and 45% were females. Individuals' ages ran from 25 to 48.

Instruments

The instruments were used in the current study are followings.

Satisfaction with life scale (SWLS). The satisfaction with life scale (SWLS) was used to assess Life satisfaction. The scale was created as a tool to evaluate a person's cognitive assessment of their level of contentment with their overall quality of life (not a measure of either positive or negative affect). The SWLS is a brief scale with only 5 statements. This five-item scale is graded on a seven-point Likert scale, with points ranging from (1) strongly disagree to (7) strongly agree. The greater score denotes greater life satisfaction. It appears that the Satisfaction with Life Scale has acceptable psychometric qualities. In the current investigation, Cronbach's alpha was calculated to be .79. (Diener, et al., 1985).

Rosenberg Self-Esteem Scale (RSES). Self esteem Scale (Rosenberg, 1965): A 10-item scale evaluates both positive and negative thoughts around oneself to decide one's general self-worth. All items are responded on a 4-point Likert scale, with the range being (1) strongly disagree to (7) strongly agree. The greater score denotes stronger self esteem. Items 2, 5, 6, and 8 are scored in reverse. In the current study, the Rosenberg self esteem scale's Cronbach's alpha score was .67.

Procedure

The questionnaires were distributed to the university teachers and collected the data through survey. Everyone who took part was asked to identify their age, gender, and affiliated university. It was made clear that participation was optional, unidentified, and that individuals had the right to revoke their consent at any time and that the data would be kept confidential. Following the data collection from 120 participants, IBM SPSS was used to evaluate the data. The results and discussion were compiled after the analysis.

Results

Table 1

Demographics of participants. (N= 120)

Demographic Variables	f	(%)
Gender		
Male	66	(55.0)
Female	54	(45.0)
Age		
25-35	73	(60.8)
36-48	47	(39.2)
Affiliation		
SBK	32	(26.7)
UOB	66	(55.0)
BUIITEMS	22	(18.3)

Note f = frequency; % = percentage; SBK= Sardar Bahadur Khan Women's University; UOB= University of Baluchistan; BUITEMS= Baluchistan University of Information Technology, Engineering and Management Sciences.

Table 1 shows the demographics details of the contributors including 66 males (55.0%) and 54 females (45.0%) aged 25 to 48 ($M = 33.84$, $SD = 5.69$). The sample is taken from male and female university teachers of Quetta Baluchistan.

Table 2

Descriptive /psychometric properties and their correlation matrix (N=120)

Scales	M	SD	α	Sk ^a	Ku ^b	SWLS	RSES
SWLS	24.73	5.775	.793	-.834	.200	-	.517**
RSES	29.72	3.926	.666	-.011	1.26	.517**	-

Note. ** $p < .01$. = SWLS=Satisfaction with Life Scale; RSES=Rosenberg Self-Esteem Scale

^a Standard error = .221; ^b standard error = .438

Table 2 shows the value of mean 24.73, Standard deviation 5.775, and the value of Cronbach's alpha .793 that indicates good internal consistency for satisfaction with life scale. For Rosenberg Self Esteem Scale, the value of mean is 29.72, standard deviation is 3.926 and the value of Cronbach's alpha for RSES is .666. The table also denotes skewness and kurtosis for both scales which lies in acceptable range. More the table shows that Self-esteem has a significant positive relationship with life satisfaction ($r = .517**$, $p < .001$) among University Teachers.

Table 3

Regression Coefficient of Self-esteem and Life Satisfaction (N=120)

Variable	B	β	F	R ²	SE
Constant	2.197***				3.465
RSES	.758***	.517	43.363	.27	.115

Note, *** $p < .001$ SWLS=Satisfaction with Life Scale; RSES=Rosenberg Self-Esteem Scale

Table 3 shows the effect of Self esteem on Life satisfaction. The R^2 value of .27 shows that the predictor variable explained 27 % variance in the outcome variable with $F (1, 118) = 43.069$, $p < .001$. The results show that Self-esteem positively predict Life satisfaction ($\beta = .517$, $p < .001$).

Discussion

The primary goal of the present study was to investigate the relationship between Self esteem and Life satisfaction, as well as the impact of Self esteem on Life satisfaction among university teachers of Quetta Baluchistan. The analysis of the data revealed a significantly moderate positive ($r = .51$) association between university teachers' Self esteem and Life satisfaction. On the adult population, studies on Self esteem and its relationship to Life satisfaction have been done (Proctor et al., 2009). Additionally, it was shown that there is a link between Self esteem and Life satisfaction. A key positive psychology concept is Life satisfaction. The sense of progress toward significant life objectives is one of the variables that individual uses to assess their overall quality of life (Pavot & Diener 2008). The results of the current study indicated that Self esteem has a significant impact on Life satisfaction since a high degree of self-esteem corresponds to a high level of satisfaction with life. A person's overall assessment of his or her personal value is reflected in their level of self-esteem. Life satisfaction is boosted by having high Self esteem.

A higher sense of self-esteem is a sign of life satisfaction. Confrontation, emotional expression, self-disclosure, and life satisfaction all have a favorable correlation with self-esteem (Arslan et al., 2010). Positive feelings are linked to a person's self-esteem and level of contentment in life. Because of this, it is assumed that people with high levels of self-esteem will also have high levels of life satisfaction (Cecen 2008; Chen et al., 2006).

Conclusion

The purpose of this article was to explore how self esteem and life satisfaction between the university teachers correlate to one another. As per findings of this study, self esteem and life satisfaction are significantly moderate positive correlation among the university teachers. The association between self-esteem and life satisfaction was theorized to exist. All of the hypotheses were supported by the study's findings. As a result of their connections to people's positive emotions, self-esteem and life satisfaction are associated. The study's findings also revealed that the better one's self-esteem, the more satisfaction in the life. It included as that for better life satisfaction, an individual must have positive sense of self-worth.

Limitations / Suggestions

1. The assessment was conducted among university teachers who were now working; subsequent research should be possible with professors who are unemployed and educators. Additionally, the example was specifically picked from Quetta, a Baluchistan's city that has been greatly developed and reduced in size. For a more effective agent test, it is advised to include participants from many other nations, metropolitan regions, and Baluchistan's urban communities.
2. The study only looked at how Self esteem affected Life satisfaction, however it is advised that future researches also take into account how much Life satisfaction can influence Self esteem.

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