The International Journal of Indian Psychology
ISSN 2348-5396 (Online) | ISSN: 2349-3429 (Print)
Volume 14, Issue 4, October- December, 2026
DIP: 18.01.068.20261404, DOI: 10.25215/1404.068
https://www.ijip.in

Research Paper

Teacher Psychology in Context: A Cross-Cultural Study of Self-Esteem and Organisational Commitment among Senior Secondary School Teachers in Kashmir and Odisha

Firdous Ahmad Sofal[1]*, Mohammad Akram[2], Madhumita Pradhan[2], Manas Ranjan Dash[2], Mohammad Shahid Lone[2], Maheen Farooq[2]

ABSTRACT

Education is a cornerstone of societal development, and the role of teachers in shaping the future cannot be overstated. Self-esteem and organizational commitment are pivotal factors in the professional lives of teachers, influencing their job satisfaction, performance and ultimately, the quality of education they provide. The study was carried out to explore and compare these two critical dimensions among senior secondary school teachers in the culturally distinct regions of Kashmir and Odisha, India. 80 teachers from both states, Kashmir and Odisha, were selected using a stratified random sampling technique. Self-Esteem Scale developed by Santosh Dhar & Upindher Dhar (2012), and Organizational Commitment Scale by Anukool M. Hude & Rishu Roy (2010) were used to collect the data. For data analysis investigator used mean and, S.D. T-test and correlation analysis to analyse the results and test the hypotheses. The findings of the study revealed interesting insights into the self-esteem and organizational commitment levels of teachers in these two regions. Results indicate that senior secondary school teachers in Kashmir exhibit higher levels of self-esteem as compared to their counterparts in Odisha. On the other hand, teachers in Odisha showed a higher degree of organizational commitment as compared to those in Kashmir. The study discusses potential factors contributing to these variations, including cultural influences, workplace conditions, and educational policies. Understanding these differences can be valuable for educational policymakers, school administrators, and teachers themselves in both regions to improve teacher well-being and, consequently, the quality of education. This research contributes to the existing literature on teacher psychology and organizational behaviour, emphasizing the importance of considering.

Keywords: *Self-Esteem, Organisational Commitment, Senior Secondary School Teachers, Kashmir and Odisha*

[1]Assistant Professor, School of Education, Central University of Kashmir, Ganderbal, J&K, India
[2]Ph.D Student, School of Education, Central University of Kashmir, Ganderbal, J&K, India
*Corresponding Author

Received: August 17, 2026; Revision Received: November 07, 2026; Accepted: November 13, 2026

© 2026, Sofal, F.A., Akram, M., Pradhan, M., Dash, M.R., Lone, M.S. & Farooq, M.; licensee IJIP. This is an Open Access Research distributed under the terms of the Creative Commons Attribution License (www.creativecommons.org/licenses/by/2.0), which permits unrestricted use, distribution, and reproduction in any Medium, provided the original work is properly cited.

We all have an intrinsic sense of who we are - our self. Not only do we possess a highly expanded intellectual self-concept, but we also hold an extremely accessible affective sense of how proficient, adorable, and valuable we are as beings. This worldwide appraisal of one's worth is known as self-esteem. Self-esteem is regarded as a continuous aspect ranging from high to low: people with high self-esteem feel very optimistic about themselves, whereas those with low self-esteem feel indecisive or unreliable about themselves. Actually, negative self-evaluations or self-hatred are unusual and naturally found only in clinical populations (Brown et al., 2001; Leary and MacDonald, 2003). This worldwide evaluation is the most common definition of self-esteem, and is considered comparatively stable (i.e., an individual can be said to have a dispositional level of self-worth). It is also sometimes stated as self-respect, self-centredness, or self-reflection– all of which have the same critical meaning. The paradigm of self-esteem has an extensive and well-established history within the field of behavioural science. Highly competent instructors are central to quality education (Deb & Sofal, 2026). A teacher's quality is assessed based on their instruction and conduct, both of which largely depend on the teacher's capability to adapt to changing situations (Sofal et al., 2024). Self-worth and self-awareness are crucial components of the teaching profession, as they are essential to the process of improving instructors' quality. To put it another way, educators who are aware of their personalities are more adept at adjusting to different circumstances and have greater self-assurance when instructing. This, moreover, enhances the educators' job well-being (Shastri, 2015). Self-introspection and understanding of oneself are the basis of the perception of self-identity (Durodolu, 2018). Self-awareness is fundamental to the idea of self-concept, defined as the set of attitudes one holds about oneself, according to Prasad (2014). Self-worth is an important part of the progress of both educators and Pupils who intermingle in diverse dimensions daily. Teachers' self-worth would also be linked to self-concept because self-concept cruxes on how we think and how we judge ourselves (Brookover, Thomas, & Paterson, 1964; Schoenbach & Rosenberg, 1995). When as teachers, we are conscious of who we are, then we have a self-awareness of ourselves. Unfortunately, if teachers have a biased Self-image of themselves, they may become incapacitated in their teaching profession. Second, self-esteem, it is interconnected with educator's self-image as self-image is how we actually look ourselves (Lawrence, 2006; Brook over, Thomas, & Paterson, 1964; Shavelson, Hubner, & Stanton, 1976; Bong & Skaalvik, 2003, Sofal and Hijam, 2022). Since self-esteem is how we worth ourselves, self-awareness and self-identity enhance to the Equation because they carry the necessary fuel into the instructional and teaching arena of how we think about ourselves as instructors and how we see ourselves sequentially. Teachers are not only demonstrating content in arithmetic, reading, science, art and social studies, but they also model self-esteem to students who are learning everything from them. Hence, the enhancement of Self-esteem of both teachers and learners must be evident and diligent. The improvement of Teacher and student self-esteem should be rooted in the daily lessons across schools, colleges, and universities. Teachers who have a high level of self-worth demonstrate themselves in the classroom as self-confident, relaxed and have an attentive attitude towards students. Teachers who have a high level of self-esteem are more likely to be flexible and empirical in their teaching style. Research findings revealed that teachers' self-concept affects their own behaviour as well as the behaviour of others, including their students. A teacher's level of self-esteem will influence his/her teaching style and ability to build positive relationships with students. Teachers' levels of self-esteem will also influence their insight and potential they have for their students as learners (Burns, 1984, Hijam & Sofal, 2021). "The teacher is in influential position to be capable to "influence a student's Self- Esteem not only through

the use of systematic activities but also through the Establishment of particular caring relationships with students and there is clear evidence that relationships between teach and students can be either conducive to the enhancement of Self- Esteem or conducive towards reducing Self Esteem" (Lawrence D. 2006; Deb & Sofal, 2025). "Most of the investigation on Organisational Commitment has been done by industrial organisational and occupational psychologists." (Mueller, Wallace & Price, 1992). Very little research on Organisational Commitment has been conducted within educational fields. The present study aims to explore the causes and effects of Organisational Commitment among university faculty members. Encouraging Organisational Commitment among the academic staff is crucial because, as noted earlier, employees who are highly committed tend to stay with the organisation longer, perform better, and contribute positively to the organisation beyond their basic duties. Organisational commitment of teachers (Fransson & Frelin, 2016) regarded the relationship between teacher and students as the centre of teacher commitment (Fransson & Frelin, 2016). Presented a teachers' commitment model which comprises four components, namely moral, knowledge/self-confidence/self-efficacy, action and reward/self-esteem. This model constitutes a temporal cycle of teachers' commitment to students, Frelin & Goran (2017). Self-esteem and organisational commitment play significant roles in the quality of work life of the Teacher. Every human being needs Self-worth is one of the basic needs that affects progress, growth, personal, social, emotional and proficient identity (Rather & Sofal, 2026). Self-worth strongly predicts organisational commitment, increasing employee performance (Simmons & Nelson, 2007). Cherabin et al. 2012) reported that organisational commitment is strongly associated with employee self-esteem. For example, employees' capability of high self-esteem plays a constructive role in organisational performance and efficiency because employees perform very healthy mental functioning, activeness and better well-being Grawitch et al., 2006; Russell, 2008). Additionally, it helps improve employees' potential, such as knowledge, capability and creativity. These personality aspects contribute to achieving goals and enhancing work performance. This reflection looks into job satisfaction, organisational productivity and organisational commitment. When organisational productivity and outcomes increase, sometimes organisations raise increments, bonuses and rewards for employees; these kinds of appreciation increase their self-worth. This can also be productive in enhancing organisational competence and encouraging employees' job gratification and commitment (Yang & Chang, 2008). Various studies have reported that self-esteem is a strong predictor of organisational commitment (Kark & Shamir, 2003; Rather & Sofal, 2022).

LITERATURE REVIEW

Muh.et al. 2022 showed that organisational-based self-worth significantly contributes to normative commitment, affective commitment and Continuance commitment. The results indicate that employees' perception of themselves as unique, meaningful and valuable to the organization contributes to their willingness to stay at the organization and devote themselves to the values and goals of the organisation. Habib, 2020 carried out a study on organisational commitment among secondary school teachers in relation to job burnout. The findings revealed that there is no significant difference in the organisational commitment mean scores of male and female secondary school teachers. Results further show that a significant correlation was found between the organisational commitment and job burnout of secondary school teachers, which means that the higher the organisational Commitment, the higher the rating of job burnout and vice versa. Bhat Bilal Ahmad 2019, the main objective of the study was to find out the "personality and self-esteem among physical education teachers and various subject teachers of Kashmir Valley". Findings of the study showed that

Commerce teachers had significantly more self-esteem as compared to Physical Education, Arts and Science teachers. Further, Science teachers have significantly more self-esteem than Arts and Physical Education teachers. Then, Physical Education teachers have significantly more self-esteem compared to Arts teachers. Ahamad, A. 2018, "conducted a study that explored the link between job features, organisational commitment, and employee turnover intentions, focusing on a reciprocation viewpoint. It examined how self-esteem and job characteristics relate to different types of organisational commitment (affective, continuance, and normative) among teachers in various government schools in Karachi, Pakistan. Results showed that self-esteem, co-workers, pay, age, and the nature of work were key factors for affective commitment. For continuance commitment, self-esteem, age, and the nature of work were significant. For normative commitment, the same factors, along with pay and co-worker relationships, played a major role. In conclusion, self-esteem and job aspects such as salary, co-worker relations, and job nature are important factors influencing organisational commitment in teachers." Tunde & Oladipo C., 2013, "Assessed the susceptibility to burnout syndrome among Teachers in relation to personality and self-esteem. The investigator reported that there were significant differences between the levels of self-esteem and personality differences in the teachers' proneness to burnout syndrome. Mustaq et al. 2012, studied the self-esteem of primary, elementary, secondary and higher secondary school teachers based on their educational, occupational aspirations and perceptions about themselves. Findings of the study revealed that no significant difference between primary, elementary, secondary and higher secondary school teachers in self-esteem. Ahmed, M. A. 2012, Carried out a study on job satisfaction among teachers in relation to self-esteem and optimism. The researcher reported that self-esteem was significantly and positively correlated with teachers' job satisfaction, promotion and Nature of work. Tabassum & Ali 2012, "Professional self-esteem of secondary school teachers". Findings revealed that a significant difference was found between male and female teachers regarding their level of professional self-esteem. The researchers reported that female secondary School teachers had higher professional self-esteem as compared to their male counterparts. Zembat & Ceren, 2012, found a weak positive relationship between pre-school Teachers' self-esteem and their attitudes. Akinleke 2012, "The study aimed to discover how anxiety and self-esteem affect academic performance. The result of the study showed that low-anxiety students had higher Grade Point Averages GPAs than high-anxiety students and that there is a positive relationship between self-esteem and Academic performance. Kumari & Jafri 2011**,** investigated the overall level of organisational commitment of teachers of Aligarh Muslim University. They reported that the overall percentage of organisational commitment of female teachers was much higher than that of male Teachers. Jamal 2011**,** carried out a study to determine the impact of occupational stress on secondary school teachers ' organisational commitment. The results of the study showed that there exists a significant and negative correlation between occupational stress and organisational commitment. The Researcher further reported that four components of occupational stress, i.e. workload, students' misbehaviour, classroom resources and poor colleague relations, also predicted the organisational commitment of government school teachers. Chan et al. 2008, studied the impact of teacher efficacy on teacher commitment as a mediator between the role of identification with school and teacher commitment. Researchers reported that teacher efficacy has a significant and positive impact on teacher commitment, and it serves as a mediator between the role identification with school and teacher commitment. It was also reported that perceived organisational politics was negatively correlated with teacher commitment, as reflective dialogue and teaching experience were positively correlated with teacher commitment. Jamal 2007, "Carried out a study to find out the impact of job

satisfaction and teachers' morale on the organisational commitment of secondary school teachers. The findings of the study revealed that a positive and significant correlation was found between organisational commitment and job satisfaction, as well as teachers' morale and organisational commitment. It was also reported that the various components of job satisfaction and teacher morale, i.e. attitude towards working conditions, attitude towards authority, attitude towards the institution, the fairness of policies and behaviour, sense of participation, and regard and identification also predicted the organisational commitment of government school teachers." Abdullah (2000) conducted a study to explore the relationship between achievement motivation, self-esteem, locus of control, and the academic performance of university students in Nigeria. The findings revealed that the psychological variables did not significantly predict students' academic performance. However, the study found that psychosocial evidence suggests that low achievement motivation and poor self-esteem reduce students' interest in striving for higher academic success and passion to contribute positively and efficiently to national development.

Significance of the Study

The significance of this comparative study on the self-esteem and organizational commitment of senior secondary school teachers in Kashmir and Odisha lies in its potential to inform educational policies and practices in these regions (Sofal, 2019). Understanding the variations in self-esteem and organisational commitment can help educational authorities tailor support systems and interventions to address the specific needs of teachers in each location. By enhancing teacher well-being and commitment, we can expect to see positive ripple effects on the overall quality of education, as motivated and satisfied teachers are more likely to engage effectively in the classroom and contribute to student success. By conducting this comparative study, we aim to shed light on the regional and cultural nuances that may affect teacher psychology in Kashmir and Odisha. This knowledge can apprise the progress of targeted interventions and policies aimed at improving teacher well-being and, by extension, the quality of education in these regions. Ultimately, the rationale behind this study is to contribute to the broader goal of enhancing educational outcomes and ensuring a more prosperous future for students in Kashmir and Odisha through the empowerment of their educators. Additionally, this study underscores the importance of recognizing the influence of regional and cultural factors on teacher psychology, shedding light on the need for context-specific strategies to improve the working conditions and job satisfaction of teachers, ultimately benefiting the education system as a whole.

Operational Definitions of Terms and Variables

- **Self-Esteem:** Self-esteem refers to "the degree to which the qualities and characteristics contained in one's self-concept are perceived to be positive." (APA, 2023). In the present study, Self-Esteem refers to the score obtained by the sample subjects on the Self-Esteem scale developed by Dr. Santosh Dhar and Dr. Upinder Dhar. This scale consists of 23 items in six dimensions, i.e., Positivity, Openness, Competence, Humility, Self-Worth and Learning Orientation.
- **Organisational Commitment:** Klein and Park (2015) define organisational commitment as "the psychological bond an employee has to their employing organization." In the present study, Self-Esteem refers to the score obtained by the sample subjects on the Organisational Commitment developed by Anukool M. Hyde and Rishu Roy. This scale consists of 30 items in eight factors, leading to a total of 04 dimensions, i.e., belongingness, job satisfaction, optimism and quality of work life.

- **Senior Secondary School Teacher:** In this study Senior Secondary School Teacher refers in two different contexts i.e. Kashmir and Odisha. In Kashmir context, this refers to Post Graduate Teachers which are also called as Senior Secondary School Teachers (+2 Lecturers). In the context of Odisha, Senior Secondary School teachers refer to those teachers who are working at the senior secondary level and are labelled as PGT (post-graduate teachers) teachers.

Objectives of the study

1. To study the level of Self-esteem among Senior Secondary School Teachers of Kashmir and Odisha.
2. To study the level of Organizational Commitment among Senior Secondary School Teachers of Kashmir and Odisha.
3. To compare Odisha and Kashmir Senior Secondary School Teachers on Self-esteem.
4. To compare Odisha and Kashmir Senior Secondary School Teachers on Organisational Commitment.
5. To find the degree of relationship between Self-esteem and Organisational Commitment of Senior Secondary School Teachers.

Hypotheses

1. There is no significant difference in the self-esteem of Odisha & Kashmir Senior Secondary School Teachers.
2. There is no significant difference in the Organisational Commitment of Odisha & Kashmir Senior Secondary School Teachers.
3. There is a significant relationship between Self-esteem and Organisational Commitment of Senior Secondary School Teachers.

Delimitation of the Study

This is not possible for a researcher to conduct a study in the whole province of Kashmir and Odisha state; thus, the study has been delimited about the following aspects.

1. The Study was delimited to the senior secondary school teachers of the Ganderbal district of Kashmir and the Ganjam district of Odisha only.
2. The present study was delimited to the senior secondary school teachers only.

Research Design and Instrumentation:

Population and Sample: In the present study, the population consists of all the senior secondary school teachers of Kashmir and Odisha. To determine the sample size the investigator used the online randomiser software, i.e., Rao's soft sample size calculator and estimated a sample size of 254 teachers at a 95% confidence level. Hence, there were supposed to be a total of 254 teachers, including 153 male teachers and 101 female teachers, in the sample of the study. But, due to the lack of time, finance, resources and the unwillingness of sample teachers, the investigator was able to collect data from only 80 teachers through both offline mode as well as online mode by using Google Forms. The details of the final sample taken for the study are given in the table.

Table 1.0 shows Sample distributions

State	Male		Female		Total	
	n	%	n	%	n	%
Kashmir	20	25%	20	25%	40	50%
Odisha	20	25%	20	25%	40	50%
Total	40	50%	40	50%	80	100%

Selection and Description of Tools

1. **Self-Esteem Scale (SES).** In order to assess the Self-esteem of educational administrators, a Self-esteem scale developed by Dr. Santosh Dhar and Dr. Upinder Dhar was administered. This scale consists of 23 items in six dimensions i.e., *Positivity, Openness, Competence, Humility, Self-Worth and Learning Orientation*. The reliability coefficient of the tool was 0.87. and the validity was 0.93.
2. **Organizational Commitment Scale (OCS).** To assess the organisational commitment of educational administrators, organizational commitment scale developed by Anukool M. Hyde and Rishu Roy was administered. This scale consists of 30 items in eight factors, leading to a total of 04 dimensions, i.e., *belongingness, job satisfaction, optimism and quality of work life.* The split-half reliability coefficient was 0.89. The validity of the tool was 0.94.

Analysis of data

Table 1.1: Showing the overall levels of Self-esteem among Senior Secondary School teachers (n=80)

Levels of Self-esteem	Frequency	Percentage
Low	32	40.0
Average	23	28.7
High	25	31.3
Total	**80**	**100**

Table 1.1 shows the overall levels of self-esteem among senior secondary school teachers. The results show that 31.3% secondary school teachers possess a high level of self-esteem, while 28.7% exhibit an average level of self-esteem. The results further indicated that a sizeable number of teachers (40%) exhibit a low level of self-esteem.

Table 1.2: Showing the overall levels of organisational commitment among senior secondary school teachers (n=80)

Levels of Organisational Commitment	Frequency	Percentage
Low	4	5%
Below Average	3	3.75%
Average	42	52.5%
Above Average	28	35.0%
High	3	3.75%
Total	80	100%

Table 1.2 shows the overall levels of self-esteem among senior secondary school teachers. The results show that a small chunk of secondary school teachers (3.75%) exhibit a high level of organisational commitment, while as a considerable number of teachers (35.0%) show an average level of Organisational commitment. The results also indicate that a

significant number of teachers (52.5%) at the secondary level exhibit an average level of Organisational commitment. The results also indicate that a small chunk of secondary school teachers possess below-average, and 5% show a low level of organisational commitment.

Table 1.3: Dimension-wise comparison between Kashmir and Odisha Senior Secondary School Teachers on Self-esteem (n=80)

Factors	Division	N	Mean	SD	t-test	Remarks
Positivity	Kashmir	40	24.5750	3.24146	.97	Insignificant at 0.05 level
	Odisha	40	25.5500	5.45353		
Openness	Kashmir	40	21.4250	2.41669	.23	Insignificant at 0.05 level
	Odisha	40	21.2250	4.90153		
Competence	Kashmir	40	13.3000	1.77157	.09	Insignificant at 0.05 level
	Odisha	40	13.3500	2.94871		
Humility	Kashmir	40	17.6250	2.07163	.88	Insignificant at 0.05 level
	Odisha	40	17.0500	3.55867		
Self-worth	Kashmir	40	12.1500	1.59406	.78	Insignificant at 0.05 level
	Odisha	40	12.5500	2.80064		
Learning orientation	Kashmir	40	9.0000	1.26085	.46	Insignificant at 0.05 level
	Odisha	40	8.8250	2.04923		
Overall	Kashmir	40	98.0750	9.28850	.13	Insignificant at 0.05 level
	Odisha	40	98.5500	20.71040		

Table 1.3 shows the mean comparison of self-esteem among senior secondary school teachers from Kashmir and Odisha. The results revealed that no significant differences were found between the two groups on the self-esteem dimensions of positivity, openness, competence, humility, self-worth, and learning orientation. The overall mean scores also indicate no significant difference in self-esteem between Kashmir (M = 98.08, SD = 9.29) and Odisha (M = 98.55, SD = 20.71) senior secondary school teachers, as confirmed by the insignificant *t*-values at the 0.05 level. Overall, the self-esteem levels of senior secondary school teachers in Kashmir and Odisha do not differ significantly across various dimensions of self-esteem.

Table 1.4: Dimension-wise comparison between Kashmir and Odisha Senior Secondary School Teachers on Organisational Commitment. (n=80)

Dimension	State	N	Mean	SD	t-test	Remarks
Belongingness	Kashmir	40	50.8000	5.05457	1.78	Insignificant at the 0.05 level
	Odisha	40	47.0250	12.60746		
Job Satisfaction	Kashmir	40	25.4000	3.08678	1.50	Insignificant at 0.05 level
	Odisha	40	23.8000	5.95797		
optimism	Kashmir	40	4.3500	.62224	1.15	Insignificant at 0.05 level
	Odisha	40	4.1000	1.21529		
Quality of work life	Kashmir	40	45.3250	4.31686	1.51	Insignificant at 0.05 level
	Odisha	40	42.4000	11.38555		
Overall	Kashmir	40	125.8750	11.56074	1.66	Insignificant at 0.05 level
	Odisha	40	117.3250	30.43816		

Table 1.4 shows the mean comparison of organizational commitment among senior secondary school teachers of Kashmir and Odisha. The findings reveal that no statistically significant differences were found across any of the dimensions of organizational commitment. On the dimension of belongingness, Kashmiri teachers (M = 50.80, SD = 5.05) obtained slightly higher scores than Odisha teachers (M = 47.03, SD = 12.61); however, the difference was not significant (t=1.78). Similar results were found for the dimensions of job satisfaction, optimism, and quality of work life, where differences in mean scores between Kashmiri and Odisha teachers were small and statistically insignificant. For the overall organizational commitment score, Kashmiri teachers (M = 125.88, SD = 11.56) again scored higher than Odisha teachers (M = 117.33, SD = 30.44), but the difference was not statistically significant (t=1.66).

Table 1.5 showing the Correlation analysis of Self-esteem and Organisational Commitment of Senior Secondary School Teachers (n=80)

Variable	Correlation	Level of significance
Self-esteem Vs. Organisational Commitment	r=.570	Significant at the 0.01 level

Table 1.5 shows that the correlation value (r=.570) between self-esteem and organisational commitment among secondary school teachers suggests a moderate positive relationship. This implies that as teachers' self-esteem increases, their organisational commitment and vice versa. The correlation indicates that teachers with strong self-esteem are more likely to demonstrate high levels of organisational commitment. These findings highlight self-esteem as a significant contributing factor to success in organisational commitment among teachers.

Major findings of the study are as follows

1. It was found that the majority of senior secondary school teachers fall under a low level of self-esteem.
2. Findings of the study showed that the majority of senior secondary school teachers fall under an average level of organisational commitment.
3. The analysis and interpretation of the results of the study revealed that there was no significant difference in the self-esteem of Odisha & Kashmir Senior Secondary School Teachers with respect to state, which means that the self-esteem was the same for Kashmir and Odisha senior secondary school teachers.
4. The findings of the study revealed that there was no significant difference in the organisational commitment of Odisha & Kashmir senior secondary school teachers with respect to state, which means that the Organisational Commitment was the same for Kashmir and Odisha senior secondary school teachers.
5. It was found that there is a significant relationship between self-esteem and organisational commitment among senior secondary school teachers.

DISCUSSION

The main objectives of the present study were to examine the levels of self-esteem and organisational commitment among senior secondary school teachers, to compare teachers from Odisha and Kashmir on these two variables, and to determine the degree of relationship between self-esteem and organisational commitment among senior secondary school teachers. Findings of the study show that there is no significant difference between

self-esteem and organisational commitment of Odisha & Kashmir Senior Secondary School Teachers. It means teachers from both states have a similar level of self-esteem and organisational commitment. These results are in line with the study of Mustaq et al. (2012), which found no Significant difference between primary, elementary, secondary and higher secondary School teachers on self-esteem. Various other studies also showed similar results to those of Tabassum & Ali (2012), Habibl (2020) revealed that there is no significant difference in the organisational commitment mean scores of male and female secondary school teachers, i.e., both groups showed similar organisational commitment.

Further, it showed that a moderate positive correlation between self-esteem and organisational commitment. The correlation indicates that teachers with strong self-esteem are more likely to demonstrate high levels of organisational commitment. These findings highlight self-esteem as a significant contributing factor to success in organisational commitment among teachers. The results were also supported by various previous research that a positive association existed between workplace spirituality and organisation-based self-esteem (Geh, 2009; Milliman et al., 2003; Riasudeen & Prabavathy, 2011). Paradise and Kernis (2002) found that high self-esteem was associated with greater well-being. Twinomugisha (2008), concluded that there was a positive relationship between self-esteem and academic achievement. Habibl (2020), found that there was a significant correlation between organisational commitment and job burnout of secondary school teachers, which means that the higher the organisational Commitment, the higher the job burnout and vice versa.

Thus, it is concluded that self-esteem is one of the most significant contributors to organisational commitment; self-esteem and components of the Job (i.e., salary, relationships with coworkers, & nature of work) are the significant predictors of the organisational commitment (i.e., affective, continuance & normative) among a sample of teachers. To increase teachers' motivation, loyalty to the organisation, and general job satisfaction, it is critical to boost their sense of self-worth.

REFERENCES

Abdullahi, O. E. (2000). Relationship among achievement motivation, self-esteem, locus of control and academic performance of Nigerian. *Nigerian Journal of Guidance and Counselling*, *7*(1), 130-141.

Ahmad, A. (2018). The relationship among job characteristics organisational commitment and employee turnover intentions: A reciprocation perspective. *Journal of Work-Applied Management*, *10*(1), 74-92.

Ahmad, B. B. (2019) Comparative study of personality and self-esteem among physical education teachers and various subject teachers of Kashmir valley.

Akinleke, W. O. (2012). An investigation of the relationship between test anxiety, self-esteem and academic performance among polytechnic students in Nigeria. *International Journal of Computer Applications, 51(1), 47-50.*

American Psychological Association. (2023). *Self-esteem. In APA Dictionary of Psychology. https://dictionary.apa.org/self-esteem*

Bong, M., & Skaalvik, E. M. (2003). Academic self-concept and self-efficacy: How different are they really? *Educational psychology review*, *15*, 1-40.

Booth, M. Z., & Gerard, J. M. (2011). Self-esteem and academic achievement: a comparative study of adolescent students in England and the United States. Compare: *A Journal of Comparative and International Education, 41(5), 629-648.*

Brookover, W. B., Thomas, S., & Paterson, A. (1964). Self-concept of ability and school achievement. *Sociology of education*, 271-278.

Brown, J. D., Dutton, K. A., & Cook, K. E. (2001). From the top down: Self-esteem and self-evaluation. *Cognition and Emotion, 15*(5), 615–631. https://doi.org/10.1080/02699930143000004

Burns, R. B., Dobson, C. B., Burns, R. B., & Dobson, C. B. (1984). The self-concept. *Introductory Psychology*, 473-505.

Chan, W. Y., Lau, S., Nie, Y., Lim, S., & Hogan, D. (2008). Organizational and personal predictors of teacher commitment: The mediating role of teacher efficacy and identification with school. *American educational research journal, 45(3), 597-630.*

Cherabin, M., Praveena, K. B., Azimi, H. M., Qadimi, A., & Shalmani, R. S. (2012). Self-esteem, job satisfaction and organizational commitment of faculty members of secondary level teacher training programme in Mysore (India). *Life Science Journal*, *9*(4), 204-214.

Deb, J. P., & Sofal, F. A. (2026). TPACK to I-TPACK: a systematic analysis of I-TPACK (integrating intelligence or artificial intelligence with technological pedagogical content knowledge). *International journal of Emerging Voices in Education*, *2*(1), 01-11.

Deb, J. P., & Sofal, F. A. (2025). TPACK-LK (Technological Pedagogical Content Knowledge with Learner Knowledge) of Pre-Service Teachers: A Systematic Review. *Research Review International Journal of Multidisciplinary*, *10*(12), 171-188.

Durodolu, O. O. (2018). Information literacy, self-concept and metacognitive ability of teacher-librarians at the University of Zululand.

Fransson, G., & Frelin, A. (2016). Highly committed teachers: What makes them tick? A study of sustained commitment. *Teachers and Teaching*, *22*(8), 896-912.

Frelin, A., & Fransson, G. (2017). Four components that sustain teachers' commitment to students–A relational and temporal model. *Reflective Practice*, *18*(5), 641-654.

Grawitch, M.J., Gottschalk, M. and Munz, D.C. (2006) The Path to a Healthy Workplace: A Critical Review Linking Healthy Workplace Practices, Employee Well-Being, and Organizational Improvements. Consulting Psychology Journal: Practice and Research, 58, 129. https://doi.org/10.1037/1065-9293.58.3.129

Habib, H. (2020). Organizational Commitment among Secondary School Teachers in relation to Job Burnout. *Journal of Education, 8(3), 72-76.*

Hijam, A. H., & Sofal, F. A. (2021). NEP-2020 and Educational ideals of Maulana Abul Kalam Azad: Place and Relevance. *Journal of Research & Innovations in Education*, *7*(1), 78-96.

Jamal, M. (2011). Job stress, job performance and organizational commitment in a multinational company: An empirical study in two countries. *International Journal of Business and Social Science, 2(20).*

Jamal, S., Hasan, A., & Raheem, A. (2007). Predictors of organizational commitment of secondary school teachers. Edutracks, 6(8), 37-40.

Kark, R., Shamir, B., & Chen, G. (2003). The two faces of transformational leadership: Empowerment and dependency. *Journal of Applied Psychology, 88*(2), 246–255. https://doi.org/10.1037/0021-9010.88.2.246

Kumari, S., & Jafri, S. (2011). „Level of Organizational Commitment of Male and Female Teachers of Secondary Schools". *Journal of Community Guidance & Research, 28(1), 37-47.*

Klein, H. J., & Park, H. (2015). *Organizational commitment. In International Encyclopedia of the Social & Behavioral Sciences: Second Edition (pp. 334–340). Elsevier.*

Lawrence, D. (2006). Enhancing self-esteem in the classroom. *Enhancing Self-esteem in the Classroom*, 1-224.

Leary, M. R., & MacDonald, G. (2003). Individual differences in self-esteem: A review and theoretical integration in M.R.Leary & J.P.Tangney (Eds.) *Handbook of self-Identity* (pp.401-418). The Guilford Press.

Mueller, C. W., Wallace, J. E., & Price, J. L. (1992). Employee commitment: Resolving some issues. *Work and occupations*, *19*(3), 211-236.

Mustaq, N., Shakoor, A., Azeem, M., & Zia, N. (2012). Self-Esteem's difference among primary, elementary, secondary and higher secondary schools teachers. *International Journal of Humanities and Social Science, 2(1), 200-205.*

Prasad, R. (2014). Effect of teacher training programme on self-concept, self-confidence, teaching competency, and role commitment of special teacher trainees. *American Journal of Educational Research*, *2*(12A), 22-30.

Rather, R. A., & Sofal, F. A. (2026). Academic administration of Indian school system: A study on emotional intelligence of school academic administrators in relation to various background variables. *Management in Education*, *40*(2), 117-125.

Rather, R. A., & Sofal, F. A. (2022). Challenges for teacher education in India: A study of faculty perceptions with special reference to gender and type of institutions. *Towards Excellence*, *14*(1).

Russell, J. E. A. (2008). Promoting Subjective Well-Being at Work. *Journal of Career Assessment*, *16*(1), 117-131. https://doi.org/10.1177/1069072707308142

Sam, M. R. F., Bellani, E., & Wahyuni, S. (2022). The contributing role of organizational-based self-esteem to organizational commitment. *Advances in Social Science, Education and Humanities Research, 639, 186–190. Atlantis Press. https://doi.org/ 10.2991/assehr.k.220305.027*

Shastri, F. C. (2015). A study on the self-concept of teachers working in government, aided and unaided colleges in Rajkot. *International Journal of Information Research and Review*, *2*(3), 571-575.

Shavelson, R. J., Hubner, J. J., & Stanton, G. C. (1976). Self-concept: Validation of construct interpretations. *Review of Educational Research, 46*(3), 407–441. https:// doi.org/10.2307/1170010

Simmons, B. L., & Nelson, D. L. (2007). Eustress at work: Extending the holistic stress model. *Positive organizational behavior*, 40-53.

Sofal, F. A. (2019). Educational Journey in the State of Jammu and Kashmir: Facts, Figures and Interventions. *The Communications*, 103.

Sofal, F. A., Ansari, M. I. Y., Akram, M., & Pradhan, M. (2024). Gender Differences in Professional and Digital Competencies among Secondary School Teachers in Jammu and Kashmir: A Descriptive and Correlational Analysis. *i-Manager's Journal on School Educational Technology*, *20*(2), 1.

Sofal, F. A., & Hijam, A. H. (2022). Vision of Pandit Madan Mohan Malaviya towards changing role of teacher in the 21st century with special reference to NEP-2020. *Towards Excellence*, *14*(4).

Tabassum, F., & Ali, M. A. (2012). Professional self-esteem of secondary school teachers. *Asian Social Science*, *8*(2), 206.

Theoretical integration. In M. R. Leary & J. P. Tangney (Eds.), *Handbook of self and*

Tunde, A. O. (2013). Influence of personality and self-esteem on teachers' proneness to burnout syndrome in Lagos Metropolis. *American Journal of Applied Psychology*, 1(1), 7-13.

Twinomugisha, S. R. (2008). The relationship between self-esteem and academic achievement. *Journal of Education & Practice, 6(1), 213-309.*

Zembat, R., & Gursoy, R. C. (2012). Effects of pre-school teacher's self-esteem on teacher attitudes. *Procedia-Social and Behavioral Sciences*, 46, 2983-2988.

Acknowledgment

The author(s) appreciates all those who participated in the study and helped to facilitate the research process.

Conflict of Interest

The author(s) declared no conflict of interest.

How to cite this article: Sofal, F.A., Akram, M., Pradhan, M., Dash, M.R., Lone, M.S. & Farooq, M. (2026). Teacher Psychology in Context: A Cross-Cultural Study of Self-Esteem and Organisational Commitment among Senior Secondary School Teachers in Kashmir and Odisha. *International Journal of Indian Psychology*, *14*(4)*,* 784-796. DIP:18.01.068.2026 1404, DOI:10.25215/1404.068