



Association between Religiosity, Self-Esteem and Job Performance among School Teachers

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Article Details:

Received on 12 Oct, 2025

Accepted on 02 Nov, 2025

Published on 05 Nov, 2025

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Abstract

The aim of this study was to examine the relationship between religiosity a with self-esteem and job performance. The independent sample t.test was applied to explore the gender difference among variables. A cross-sectional study was conducted in which researcher used self-report questionnaires to access how religiosity level has influence the Self-esteem and Work performance among school teachers. In present study researcher used Rosenberg Self-esteem scale (Rosenberg, M., 1979) Muslim Religiosity scale (El-Menouar, 2014) and Job performance scale (Limon et al., 2020). Present study was conducted 450 sample consisted 204 Males and 246 Female teachers. Data was analyzed using correlation and independent sample t-test. Present study found negative correlation between religiosity and self-esteem and had found positive relationship with job performance. Researcher found insignificant difference in self-esteem and had significant difference in Religiosity and job performance. Results shows that private teachers were higher in religiosity level then public teachers, while public teachers were higher in self- esteem and job performance. Self-reported scales were used in present study may be cause of self-biasness. A cross sectional study was conducted for future researchers' qualitative long term study should conduct for in-depth and quality of data for long term results.

Keywords: Religiosity, Self-Esteem, Job Performance



Introduction

Teachers play a pivotal role in educational systems by not only delivering academic content, but also shaping social, moral, and psychological development of students (Anwar & Nasreen, 2024). In the Pakistani educational context, understanding the factors that influence teachers' job performance is critically important given the large role teachers have in national development. Job performance in schools can be influenced by a variety of individual and contextual factors, including personal resources such as self-esteem and values such as religiosity.

Self-esteem refers to individuals' overall evaluation of their worth and competence. Individuals with higher self-esteem are more likely to engage proactively in their work, show resilience in the face of challenges, and maintain better professional behaviours. In Pakistan, studies among teachers have found meaningful associations. For example, one study found that teachers' self-esteem together with job-related factors significantly predicted their organizational commitment (Abbas, Khanam & Baig, 2022). Another study reported that self-esteem was positively associated with teachers' motivation and school climate (Hamid, Ahmed & Rashid, 2020). These findings suggest that self-esteem is a relevant personal resource to consider when exploring job performance among teachers.

Religiosity, broadly defined as the degree of religious belief, practice, and internalization of religious values, has emerged as an important psychological and social variable. In the Pakistani context, there is evidence that religiosity is positively related to psychological adjustment (Arshad & Uzair, 2017). Moreover, in organisational research more broadly, higher levels of religiosity have been associated with better employee behaviours, greater work commitment, and improved performance outcomes (Zaharuddin, Auliya & Despiana, 2023). Although direct evidence among Pakistani school teachers is limited, the cultural importance of religion in Pakistan's social fabric suggests religiosity may play a meaningful role in shaping teacher behaviours and performance.

From the theoretical perspective, one might expect that religiosity (e.g., through fostering values of service, discipline, self-regulation and purpose) could enhance self-esteem (by providing a sense of identity, meaning and belonging) and thereby support higher job performance. Alternatively, self-esteem could act as a mediator between religiosity and job performance: teachers with higher religiosity may have better self-esteem which then enables better performance. Or, religiosity may moderate the relationship between self-esteem and job performance (i.e., the effect of self-esteem may vary depending on levels of religiosity).

In Pakistan, the teaching profession faces multiple challenges such as heavy workloads, limited resources, high student-teacher ratios, and sometimes uncertain job conditions. For example, Hanif, Tariq & Nadeem (2011) found several personal and job-related variables (including experience, school system and family factors) predicted teacher stress and job performance in Islamabad. These contextual pressures make it even more important to identify internal and value-based resources (self-esteem, religiosity) that might support better job performance.

Rationale of the Study

Teaching is a profession that demands emotional stability, self-confidence, and a strong sense of purpose. In Pakistan, where religion plays a central role in shaping cultural and moral values, religiosity may serve as a significant psychological and social resource for teachers. Understanding how religiosity influences teachers' self-esteem and,



consequently, their job performance is essential for improving both personal well-being and institutional outcomes in the education sector.

Religiosity can contribute to an individual's sense of meaning, ethical orientation, and coping mechanisms, which may enhance resilience and positive self-evaluation. Self-esteem, on the other hand, is a key psychological factor that influences motivation, interpersonal relationships, and work performance. Teachers with high self-esteem are generally more confident, committed, and effective in the classroom. However, in the context of Pakistani schools—where teachers often face challenges such as limited resources, high workloads, and social expectations—religiosity might play a buffering role, helping sustain self-esteem and work efficiency. Despite the cultural significance of religion in Pakistan, there is limited empirical research exploring how religiosity and self-esteem interact to affect teachers' job performance. Most existing studies focus on religiosity and well-being or on self-esteem and job performance independently, but rarely examine these variables together in an educational context. Understanding these relationships can provide valuable insights for policymakers, educational administrators, and psychologists in designing interventions that enhance teachers' morale, motivation, and productivity. Therefore, this study aims to examine the association between religiosity, self-esteem, and job performance among school teachers in Pakistan, contributing to the literature on occupational psychology and education by exploring the role of religious and personal factors in professional effectiveness.

Objectives of the Study

1. To explore the relationship between religiosity and self-esteem and job performance among school teachers.
2. To explore the gender difference in religiosity with self-esteem and job performance among school teachers.
3. To explore the influence of religiosity on self-esteem and job performance.

Hypotheses of the Study

H₁: There will be significant relationship between religiosity and self-esteem and job performance among male and female teachers.

H₂: There will be significant relationship between religiosity and job performance among public school teachers.

H₃: There will be significant relationship between religiosity and job performance among private school teachers

H₄: There will be significant difference in level of self-esteem, job performance and religiosity levels among male and female teachers.

H₅: There will be significant difference in level of self-esteem, job performance and religiosity levels among public and private teachers.

H₆: There will be significant influence of level of religiosity on self-esteem and job performance among School teachers.

Method

Research Design

A cross sectional quantitative research method was used in this study. In this study researcher used correlational research design. Random sampling method was use to collect data in public and private sector of schools in Multan, Pakistan. The research design employed in this study aimed to provide a comprehensive understanding of teachers



religiosity level and its relationship with self-esteem and job performance among school teachers.

Sampling Techniques and Sample

The 450 teachers of both from public schools 68% from private schools 32% were selected as sample in present study . Data was collected in Multan, Pakistan. 246 were female and 204 were male teachers of dfferent areas of Multan.

Instruments

Muslim Religiosity Scale (MRS). It is a Likert-type scale, and the scoring method of MRS is Very Important, Rather Important, Rather Not Important, and Not Important at All. It is an internally consistent, self-reported, and valid scale. It measures the reliability of this scale. 81 (El-Menouar, 2014). Rosenberg self-esteem questionnaire (RSE) was introduced by Rosenberg in 1965 and revised by Morris and Rosenberg. It is a 10-item scale and is displayed in Guttman scale format. The scoring method of this scale is: Strongly Agree (SA) Agree (A) Disagree (D) Strongly Disagree (SD) .This scale is valid, internally consistent, and highly reliable, as its reliability is. 92 and a valid scale. It measures the self-worthiness and self-competence of an individual (Rosenberg & M., 1979). Teacher job performance scale (37-item scale). It is a Likert-type scale. Responses to these scales are: Never, Rarely Sometimes, Usually, and Always. It measures task performance, contextual performance, and adaptive performance. The reliability of this scale is.890 (Limon & S, 2020). By using these tools, researchers will investigate the association between religiosity, self-esteem, and work performance among school teachers. The researcher will also find out the gender difference in religiosity, self-esteem, and work performance.

Procedure

It is informed to the participant that his/her anonymity will be protected,it means that his/her provided information will be secured and safe.It will only use for research purpose. Your name will not appear anywhere in this research.Participants have right to withdraw if they feel uncomfortable in providing information to the researcher. Name, Age, Gender, Education, Sector (public, private). Correlation was used to explore relationship between independent and dependent variables with each other. Independent sample t.test was used to comapring independent and dependent variables. Rrgression was used to explore the influence of independent variable on dependent variables.

Results

Table 1

Table 1 showing the Demographic Characteristics of sample (N=450)

	Demographics	Frequency	Percentage
Gender	Male	204	45.3 %
	Female	246	54.7%
Age	30 to 40 years	227	50.4%
	41 to 50 years	162	36%
	51 to 60 years	61	13.6%
Education	Bachelor	25	5.6%
	Masters	209	46.4%
	M.Phil\Ms	205	45.6%



	Ph.D	11	2.4%
Sector			
	Public sector	306	68%
	Private sector	144	32%

The demographics characteristics are shown in table 1 shows valuable insight into the composition of sample and providing framework of sample. There are two genders are taken in sample male teachers were 45.3 % and female teachers were 54.7%. There was different ages of teachers which starts from 30 to 40 years 50.4%, 41 to 50 years were 36% and 51 to 60 years of teachers were 13.6%. The third demographics characteristic shows in table is education there were different degree holder teachers were taken in sample which start from Bachelor were 5.6%, Master's degree holders were 46.4%, Mphil\Ms degree holders were 45.6% and Ph.D holders were 2.4%. Sample was taken from both public and private school. Public sector teachers were 68% and private sector teachers were 32%.

Table 2

Table 2 showing Alpha reliability of religiosity, self- esteem and job performance Scales.

Scales	No (α)	of Items
MRS (Muslim religiosity Scale)	22	.81
RSC (Rosenberg Self-esteem Scale)	10	.77
JPS (Job Performance Scale)	37	.93

Table 2 showing the Alpha reliability of Muslim religiosity scale ($\alpha = .81$), Rosenberg self-esteem scale ($\alpha = .77$) and Job performance scale ($\alpha = .93$). The results indicates that the scale were used in present study were highly reliable to measure the religiosity, self – esteem and job performance.

Table 3

Table 3 showing comparison of religiosity, self- esteem and job performance among male and female teachers (N=450)

	Male Teacher (n=204)	F. Male Teacher (n=246)			95% CI		Cohen's <i>d</i>	
variables	M(SD)	M(SD)	df	t	<i>p</i>	LL	UL	
Rel	81.279(3.34)	80.845(3.91)	448	1.249	.212	-.24883	1.11660	3.66852
Self	16.642(3.392)	16.71 (3.22)	448	-.221	.825	-.68365	.54520	3.30158
Job	158.803(14.979)	153.69 (15.79)	448	3.49	.001	2.23329	7.97618	15.42956

* $p < .05$. ** $p < .01$

Analysis of mean, standard deviations, t. value and scores among male and female teachers, Results of table 3 shows statistically insignificant difference between religiosity among male ($M = 81.279$, $SD = 3.34$) and female teachers ($M = 80.845$, $SD = 3.91$). There is



insignificant difference among male ($M = 16.642$, $SD = 3.39$) and female teachers ($M = 16.71$, $SD = 3.22$) in self- esteem. There is statistically significant difference among male ($M = 158.80$, $SD = 14.97$) and female teachers ($M = 153.69$, $SD = 15.79$) in job performance.

Table 4

Table 4 showing comparison of religiosity, self- esteem and job performance among public and private teachers ($N=450$)

	Public Teacher (n=306)	Private Teacher (n=144)					95% CI	Cohen's <i>d</i>
variables	M(SD)	M(SD)	df	t	<i>p</i>	LL	UL	
Rel	80.36 (3.99)	82.48(2.29)	448	-5.93	.000	-2.8260	-1.4206	3.53828
Self	17.03(3.66)	15.91(2.16)	448	3.40	.001	.47514	1.76995	3.25978
Job	158.03(16.97)	151.72(11.13)	448	4.06	.000	3.2603	9.36052	15.3575

* $p < .05$. ** $p < .01$

Table 4 presents a comparative analysis of religiosity, self-esteem, and job performance among public and private teachers, with a sample size of 450 teachers (306 public and 144 private). The results indicate that private teachers exhibit higher levels of religiosity, with a mean score of ($M= 82.48$) compared to ($M=80.36$) for public teachers. This difference is statistically significant, as indicated by a t-value of -5.93 and a p-value less than 0.001. Conversely, public teachers demonstrate higher self-esteem, with a ($M=17.03$) compared to ($M=15.91$) for private teachers, supported by a t-value of 3.40 and a p-value of 0.001, signifying a significant difference. Furthermore, public teachers also outperform private teachers in job performance, scoring ($M=158.03$) compared to ($M=151.72$), with a ($t=4.06$) and a ($p < 0.001$), indicating this difference is statistically significant.

Table 5

Table 5 showing the influence of religiosity on self- esteem among school teachers (450).

95%confidence Interval for B								
Model	B	Std.Error	Beta	t	p	Lower bound	Upper bound	
1	constant	30.543	3.381	9.035	.000	-.68365	.54520	
	Rel	-.110	.044	-.118	-2.505	.013	-.24883	1.11660

* $p < .05$. ** $p < .01$

Table 5 showing linear regression analysis exploring the influence of religiosity level on self- esteem level among school teachers. Constant (self- esteem) variable ($B = 30.543$, $t = 9.035$, ($p < .001$) results shows that there is significant positive influence between self-esteem and religiosity ($B = -.110$, $t = -2.505$, $p .013$). Teachers with higher religiosity level are also high in self- esteem level.

**Table 6**

Table 6 showing the influence of religiosity on job performance among school teachers (450).

						95%confidence Interval for B		
model		B	Std.Error	Beta	t	p	Lower bound	Upper bound
1	constant	61.797	15.690		3.939	.000	2.23328	7.9761
	Rel	1.163	.193	.273	6.011	.000	-.24883	1.1166

*p< .05. **p<.01

Table 6 showing linear regression analysis exploring the influence of religiosity level on job performance level among school teachers. Constant job performance ($B = 61.797$, $t = 3.939$, ($p < .001$) results shows that there is significant positive relationship between self-esteem and religiosity ($B = 1.163$, $t = 6.011$, $p .000$). Teachers with high religiosity level were high in job performance level.

Table 7

Table 7 showing association of religiosity, self- esteem and job performance among male and female teachers (N=450)

Variables	M	SD	RB	RR	RD	RE	RK	RC	Self	JTP	JCP	JAP
RB	11.8556	.54957	1	.297**	.169**	.264**	.165**	.158**	-.092*	.229**	.209**	.230**
RR	15.4067	1.13712		1	.335**	.151**	.066	.126**	-.139**	.214**	.095*	.152**
RD	7.6756	.66846			1	.219**	.246**	-.015	-.007	.066	.035	.096*
RE	14.6511	1.56821				1	.317**	.151**	-.191**	.214**	.222**	.173**
RK	11.2733	1.12412					1	-	.063*	.166**	.116*	.130**
RC	20.1800	1.53389						1	-.106*	.070	.008	-.030
Self	16.6800	3.29808							1	-.168**	-	-
JTP	69.8644	6.45849								1	.309**	.078**
JCP	35.0822	5.73505									1	.515**
JAP	51.0667	6.40747										1

*p< .05. **p<.01

Table 7 showing the means (M) and standard deviation (SD) of all variables along with correlation coefficient. Table of correlation indicates that Religiosity Beliefs (RB) ($M = 11.8556$, $SD = .54957$) are significantly positive correlate with RE, job performance and negative correlation with self- esteem. Religiosity Rituals (RR) ($M = 15.4067$, $SD = 1.13712$)



had strong positive relationship with RB and RE. RR had also positive relationship with Task based performance and job contextual performance (JTP,JCP). According to the evidence of correlation coefficient Religiosity Devotion RD ($M = 7.6756$, $SD = .66846$) had moderate positive relationship with RR and JCP. The results indicates that (RE) Religiosity Experience ($M = 14.6511$, $SD = 1.56821$) had strong positive relationship with Religiosity Beliefs and Religiosity Rituals (RB, RR). It had also strong positive relationship with self-esteem and all sub scales of job performance, results show that Religiosity Experience (RE) had strong negative correlation with Religiosity Consequences (RC). (RK) Religiosity Knowledge ($M = 11.2733$, $SD = 1.12412$) had moderate positive relationship with religiosity devotion (RD). RC ($M = 20.1800$, $SD = 1.53389$) shows moderate negative correlation with (RE) religiosity experiences and Self -esteem. Self-esteem ($M = 16.6800$, $SD = 3.29808$) indicates negative correlation with all subscales of religiosity and job performance. JTP ($M = 69.8644$, $SD = 6.45849$) shows positive correlations with Religiosity Beliefs Religiosity Rituals, Religiosity Experience, job contextual performance and Job adaptive performance (RB, RR, RE, JCP, JAP). Job contextual performance JCP ($M = 35.0822$, $SD = 5.73505$) had strong positive relationship with Religiosity Rituals, Religiosity Experience, Task based performance, job contextual performance and Job adaptive performance (RR, RE, JTP, JAP. JAP) ($M = 51.0667$, $SD = 6.40747$) shows positive correlations with Religiosity Experience, Task based performance, job contextual performance (RE, JTP, JCP). Results indicated that religiosity beliefs and experiences are positively associated with job performance. However, self-esteem had negative associations with religiosity beliefs experiences, potentially indicates conflict in religiosity rituals and self-esteem.

Table 8

Table 8 showing association of religiosity, self- esteem and job performance among Public teachers (N=306)

Variables	M	SD	RB	RR	RD	RE	RK	RC	Self	JTP	JCP	JAP
RB	11.79	.6544	1	.284**	.203**	.283**	.216**	.115*	-	.278**	.268**	.330**
RR	15.21	1.254		1	.375**	.137*	.097	.051	-	.275**	.163**	.286**
RD	7.67	.678			1	.282**	.287**	.015	-	.091	.098	.183**
RE	14.53	1.698				1	.402**	.141*	-.155**	.307**	.281**	.254**
RK	11.33	1.122					1	-	.074	.158**	.086	.124*
RC	19.80	1.590						1	-.141*	.141*	.072	.116*
Self	17.03	3.660							1	-	-.106	-
JTP	70.15	6.761								1	.577**	.664**



JCP	35.64	6.143	1	.661**
JAP	52.23	6.616	1	

*p< .05. **p<.01

Table 8 showing the correlations among religiosity, self-esteem, and job performance variables specifically for public teachers. The table presents various correlation coefficients, illustrating the relationships between these variables. For instance, the correlation between RB (an aspect of religiosity) and RR (another religiosity dimension) is 0.284, which is significant at the $p < 0.01$ level. Similarly, there is a notable negative correlation between self-esteem (Self) and one dimension of job performance (JTP), with a coefficient of -0.360, significant at the $p < 0.01$ level. This suggests that as self-esteem increases, this particular aspect of job performance tends to decrease among public teachers. The table reveals various significant relationships, both positive and negative, indicating complex interconnections between religiosity, self-esteem, and job performance dimensions

Table 9
Table 9 showing association of religiosity, self- esteem and job performance among private teachers (N=450)

Variables	M	SD	RB	RR	RD	RE	RK	RC	Self	JTP	JCP	JAP
RB	11.99	.0833	1	0.99	.086	-	.086	-.002	-.081	.106	.035	.010
RR	15.80	.6822		1	.280**	.076	.087	0.12	-.162	.079	-.007	-.031
RD	7.66	.6477			1	.039	.154	-.108	.065	-.001	-.158	-.149
RE	14.90	1.213				1	.123	.026	-	-	.082	.046
RK	11.14	1.121					1	-	.287**	.069	.167*	.088
RC	20.97	1.030						1	-.027	.173*	.025	-.117
Self	15.91	2.169							1	-.010	-.094	-.105
JTP	69.25	5.737								1	.187*	.190*
JCP	33.88	4.544									1	.371**
JAP	48.58	5.137										1

*p< .05. **p<.01

Table 9 showing similar correlations but focuses on private teachers. Here, the correlation between RB and RR is slightly higher at 0.280, significant at the $p < 0.01$ level, indicating a strong relationship between these religiosity dimensions. The relationship between self-esteem and JTP (a dimension of job performance) is negative, with a correlation coefficient of -0.187, significant at the $p < 0.05$ level, suggesting a modest inverse relationship. Various



other significant correlations are present, highlighting the intricate interplay between different aspects of religiosity, self-esteem, and job performance among private teachers.

Discussion

In this section, the results of present study were discussed. First of all the main purpose of researcher to conduct this study was to explore the relationship between Level of Religiosity, self-esteem and job performance. The second aim of conducting this study was to see the gender difference and influence of independent variable on dependent variables. There results of present study revealed there was significant negative correlation between religiosity level and self-esteem. RE religiosity Experiences had positive relationship with self- esteem. In past researches there was positive correlation between religiosity scale and self-esteem such as Sherkat & Reed, (1991) present study was specifically conducted on teachers but there was literature available in support of results of present study, here are some researchers also found negative correlation (Ahmed & Munir, 2014). It is possible that a negative relationship of religiosity with self-esteem among teachers, that a self-esteem measured by Rosenberg self-esteem scale may be low due to the connection with Religiosity. There is a chance that if the self-esteem may be measured specific for teaching purpose and teacher student communication, and teaching competence may be this kind of self-esteem finds positive relationship. It is also possible that a person with high level Religiosity may be cause low self-esteem because he or she believed that there is a super power exist. They have to give all accounts of whole life. He may be treated in life after death according to actions of present life. This may be prove him weak internally that there is nothing in its control, it may be a cause of low relationship with religiosity (Farooq & Zaman, 2018). The research also explored the association between religiosity level, and job performance because teachers are building our nation. They are shaping the minds of their students. It was assumed by researcher that if teachers have high religiosity level then it is better for our future generation. Employees with high level in religious work also perform high in organization. Culture context also cause of better work performance due to ethic consideration (Khan & Qureshi, 2016). The results of present study revealed there is positive correlation between Religiosity and job performance. Results also shows that there is a significant difference between males and females in Religiosity and job performance. Motivation and support to employees may cause of good performance (Ali & Al-Owaihian, 2008). The results indicate that private teacher's exhibit higher levels of religiosity, this difference is statistically significant. Conversely, public teachers demonstrate higher self-esteem as compared to private teachers. Signifying a significant difference. Furthermore, public teachers also outperform private teachers in job performance, indicating this difference is statistically significant. (Smith & Doe, 2015). The result suggests that as self-esteem increases, this particular aspect of job performance tends to decrease among public teachers. The table reveals various significant relationships, both positive and negative, indicating complex interconnections between religiosity, self-esteem, and job performance dimensions (Acosta-Gonzaga, 2023). There results of present study revealed there is a significant correlation between religiosity and job performance. The present study had reported that there is a positive correlation between religiosity and job performance. We know that teachers had understand the main role of religiosity, they can easily understand that a religion is a basic source of living because a belief give mean of life. If the teachers had high connection with super power or ALLAH Almighty they may be more honest with



their duty in teaching process. Islam is a most popular and a religion which is followed all over the world. Islam had a big social circle therefore it is a cause of communication and give a sense of supporting others, the sense of resilience is a cause of better job experience. There results of present study revealed there is insignificant difference in Self-esteem between male and female teachers. Present study show too small difference which is considered insignificant there may be several reasons such as female teachers can be higher in job satisfaction which may be lower self-esteem level, because female have to face more challenges in daily life. Similar social and developmental experiences may cause of this type of result (Mullis & Chapmman, 2000).

The results of present study revealed there is insignificant difference in religiosity level among male and female teachers.(Akbar, Shah & Khan, 2020). The results of present study revealed there is significant difference in job performance among male and female teachers. Balance in job life and other responsibilities and support of organization may be cause of this result. A women with lot of responsibilities and more stressors in life may be cause of lower job performance as compared to males (Ng & Sears, 2010). Present research also explored that there is significant positive influence between self- esteem and religiosity, teachers with high religiosity also high in self-esteem, results also explored high in religiosity influence positively on job performance. Religiosity enhance coping mechanism in employee. Moral frame work and community and relation with high power may be the cause if influence in job performance (Weaver et al., 2002).

Conclusion

Religiosity is a basic of Muslims, it is very complex and difficult to measure but researcher used available tool which was reliable. It does not necessary that a person who follow Islam in daily life is more religious, it might be possible a person who do not follow all duties, prayers etc in routine but in his inner he have strong belief in ALLAH. In past researches religiosity and self-esteem, in some studies job performance and self-esteem is already measured but on general public. Present study was done specifically conducted to explore these variables are treated only on highly qualified teachers. The minimum education of participants was Masters, which means highly mature sample was taken to conduct present study. The relationship or Independent variable with self-esteem and Religiosity comes negative, there is insignificant difference among male and female teachers in self-esteem, while there is significant difference among males and females in job performance. Religiosity significantly positively influence self-esteem and job performance.

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