

Validation of Professional Esteem Scale

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ABSTRACT:

The current research intended to explore the validity of a newly developed Professional Self-Esteem Scale using EFA and CFA. The instrument was administered to a sample of 370 participants selected through a random sampling technique. EFA was performed using principal axis factoring with varimax rotation, which led to the extraction of four factors as indicated by significant eigenvalues, scree plot interpretation and Monte Carlo parallel analysis. Items with cross-loadings or loadings below the threshold were removed to refine the scale. CFA was conducted to confirm the structural adequacy of the extracted model, and the results indicated acceptable model fit. Internal consistency reliability was established using Cronbach's alpha, yielding a value of .821. The findings support the Professional Self-Esteem Scale as a reliable and valid instrument for assessing professional self-esteem of teachers.

Keywords: Professional self-esteem, exploratory factor analysis, confirmatory factor analysis, scale validation, reliability, model fit.

I. INTRODUCTION

Professional self-esteem is the positive perception of people concerning their competence, worth, and value within a chosen profession. It encompasses feelings of efficacy, role clarity, confidence, and perceived respect accorded by one's professional environment. Persons with high professional self-esteem typically manifest greater motivation, stronger professional identity, emotional resilience, and heightened job satisfaction. In spite of these, studies in India are still without a standardized, culturally rooted instrument designed to measure the construct. The available measures also relate to professional identity, occupational self-efficacy, or career commitment but do not conceptualize self-esteem in professional roles as a multidimensional concept. It thus becomes imperative that an

indigenous tool be developed and validated that captures varied dimensions of professional self-esteem. This study fills this void by validating a self-constructed scale to measure professional self-esteem among teachers.

Significance of the study

The study has theoretical significance as it enriches existing literature by offering an empirically validated conceptualization of professional self-esteem within the Indian context. The study has practical value as the tool can be employed by educators, psychologists, career counsellors and organizations to assess professional confidence, training outcomes and workplace behaviour.

Review of literature

Female teachers often report higher professional self-esteem than males, possibly due to stronger

emotional intelligence and communication skills. Younger teachers and those in contract positions may also exhibit higher self-esteem, driven by enthusiasm and adaptability, though findings on experience are mixed (Özmen et al., 2024; Rus et al., 2023; Tabassum & Ali, 2012). Ceylan et al, (2009) found significant relationship between teachers' professional self-esteem and empathy skills both of which are important for pre-school education

Supportive environments, job security, and opportunities for professional development significantly boost self-esteem. Public school teachers tend to have higher self-esteem than private school teachers, and union membership, job security, and school support play important roles (Lantayona & Carreon, 2025; Iqbal et al., 2025; Özmen et al., 2024; Tabassum et al., 2011;). Teachers with higher self-esteem demonstrate greater job satisfaction, productivity, and leadership behaviors. They are better equipped to handle stress, avoid burnout, and foster positive student outcomes (Arion et al., 2023; Gómez-Jorge & Díaz-Garrido, 2024; Vašašová et al., 2021; Iqbal et al., 2025). Professional self-esteem is vital for teachers' effectiveness, satisfaction, and retention. It is shaped by demographic factors, work environment, and professional identity, and in turn, influences well-being, leadership, and

student outcomes. Supporting teachers through professional development, job security, and positive school culture is essential for fostering high professional self-esteem.

Methodology

Sample

In the present study, EFA was conducted on the Professional Self Esteem Scale on a sample of 370 secondary school teachers. The random sampling technique was used to collect the data. The data collected consisted of 234 female teachers and 136 male teachers . According to Nunnally (1978) the sample size required for EFA is based on subject (sample) to item ratio which should be 10:1, equivalent to 10 times the total Item No.. This is in contrast to Gorsuch (1984) and Hatcher (1994) who mentioned that the minimum sample to item ratio for EFA has to be 5:1.

Tool Description

The initial Professional Self-Esteem Scale consisted of 33 items after refining representing four hypothesized dimensions created through literature review, expert evaluation and pilot testing.

Following items were prepared under four factors:

Table 1

Factors	Items	Item Description
Faith in one's ability	12	FA1, FA2, FA3, FA4, FA5, FA6, FA7,FA8, FA9,F10,F11,F12
Professional recognition	6	RP1,RP2, RP3,RP4,RP5,RP6
Career Importance	9	IC1,IC2,IC3,IC4,IC5,IC6,IC7,IC8,IC9
Gratitude for line of work	6	GW1,GW2,GW3,GW4,GW6
Total	33	

Table 2

S.No	Item No	Items
1	IC6	I should have a better job than this one
2	IC1	Nothing matters more than my career
3	FA1	I believe I can contribute effectively and efficiently to my field.
4	RP1	I hold my vocation in high regard

5	GW1	I am content with my line of work
6	IC2	My line of work has potential to influence others
7	GW5	I would choose this profession again if given a chance
8	IC3	I have internal conflicts about my career choice
9	IC4	My profession can contribute to significant good deeds for humanity
10	IC5	I often think of switching careers
11	IC7	I am going to stick with my career because I want to
12	GW4	I feel content with career path I have chosen
13	RP2	I consider my line of work to be prestigious
14	GW2	My profession meets the need of my personal aspirations
15	FA2	I am capable of handling my work tasks with excellence
16	IC8	I think I can make great difference in the lives of students
17	RP6	My profession is undervalued by others
18	FA3	I feel confident in my technical skills related to my profession
19	FA4	I trust my ability to solve problem that arise on the job site
20	RP5	I take pride in the quality of my work
21	RP3	I feel respected by my colleagues
22	FA5	I am comfortable taking the lead on projects when needed
23	RP4	I believe my profession contributes positively to the society
24	FA6	I continuously strive to learn and grow in my profession
25	FA7	I feel capable of fostering meaningful relationships with my students
26	IC5	I believe my contributions positively impact my students learning
27	FA8	I handle classroom challenges with confidence
28	FA9	I am comfortable adapting my teaching strategies to meet diverse student needs
29	FA10	I feel confident in my teaching abilities
30	FA11	I believe I can effectively engage my students in learning
31	GW3	Overall, I am happy with the direction my career has taken
32	FA12	I often doubt my ability to meet the demands of my profession
33	GW6	I feel sometimes that I should be working in different profession

Procedure

The participants were briefed about the purpose of the research. Informed consent was obtained and confidentiality was assured. Data were collected through online administration and entered for statistical analysis.

Statistical analysis

To check the internal consistency and reliability of the Professional Self Esteem Scale items the inter-Item Correlation matrix was examined. Cronbach's alpha was calculated to find consistency between the

items in the scale. Items with low inter item correlation ($<.3$) were removed viz. IC6, IC1, FA3, GW5, GW4, RP6, FA12, GW6 and then EFA was performed. Factor Analysis was run with the Principal Component Matrix, extracting four factors with Varimax rotation and the total variance came out to be 53.47%.

On reviewing factor loadings and communalities item FA1 with low communality .298 and weak factor loading IC7 was removed. Again EFA was performed after removing these items.

Table 3

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.849
Bartlett's Test of Sphericity	Approx. Chi-Square	3417.686
	df	253
	Sig.	.000

The table above shows Bartlett's test of sphericity to be significant as $p=0.000$ and KMO measure of sampling adequacy as 0.849 which is considered to be adequate data (Cheung, 2005). The Bartlett's Test of sphericity was carried out to check whether or not the data is from a multivariate normal distribution and the result came out to be significant ($\text{Sig}=.000$, $p<.01$).

23 items were retained after Exploratory Factor Analysis showing 56.06% variance

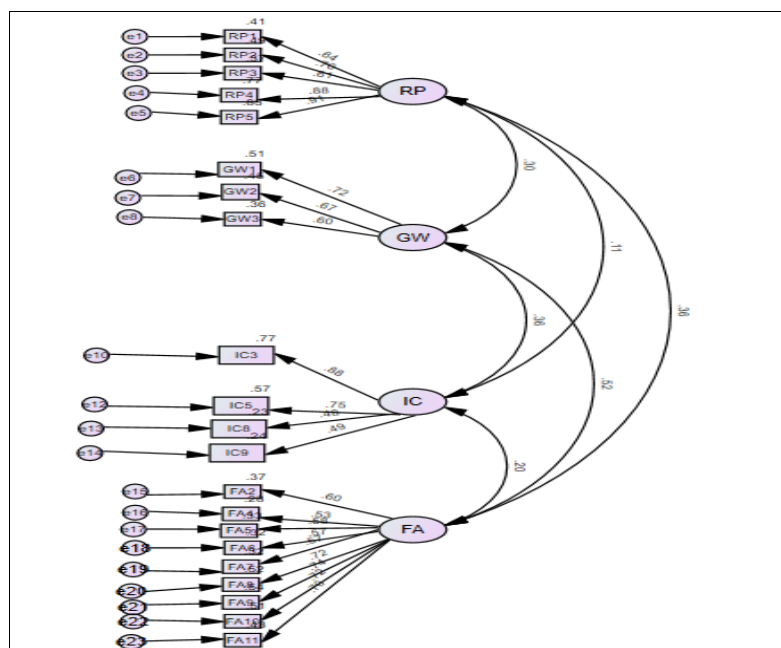
extracting four factors. Reliability of Professional Self Esteem Scale was with 23 items was found to be .779

AMOS 23 was used for Confirmatory Factor Analysis and to confirm model fit indices on sample of 290 with 186 female teachers and 104 male teachers. Removing item IC2 and IC4 reporting weak factor loadings in first model of CFA gave better fit indices which are mentioned in table below

Table 4

Model Fit Indices for Professional Esteem Scale

Measure	p-value	CMIN/df	RMR	SRMR	RMSEA	GFI	IFI	TLI	CFI
MODEL FIT	.000	1.932/182	.044	.064	.057	.900	.924	.912	.924
BENCHMARK	>.05	>3	<.05	<.08	<.08	>.900	>.900	>.900	>.900



Number of identified factors and confirmed items in Scale of Professional Self -Esteem

Professional Self Esteem Scale	Factors	Items Confirmed after EFA
	Faith in one's Ability	9
	Professional Recognition	5
	Career Importance	4
	Gratitude with Line of Work	3
Total		21

Reliability Statistics of Professional Self Esteem Scale

Factors	No. of Items	Cronbach Alpha	Average Variance Extracted	Composite Reliability
Faith in one's Ability	9	.857	.411	.861
Professional Recognition	5	.853	.575	.868
Career Importance	4	.745	.451	.755
Gratitude with Line of Work	3	.700	.442	.703
Professional Self Esteem	21	.819		

RELIABILITY ANALYSIS

Cronbach's alpha value for the final set of items of the Professional Self Esteem Scale was found to be 0.819. This obtained value of Cronbach's alpha illustrates high internal consistency among the Professional Self Esteem scale items. Gliem and Gliem interpreted that the reliability coefficient has a range between 0 to 1. The closer the value of alpha to 1, the greater will be the internal consistency. The average variance extracted (AVE) of all the factors is greater than 0.40 on our scale and the same is suggested by studies of Fornell & Larcker and Farooq. The composite reliability coefficient (CR) of all the factors of obtained value of Cronbach's alpha illustrates high internal consistency among the Professional is greater than the threshold value of 0.70 as suggested also by Fornell & Larcker. Therefore, the reliability analysis suggests that the

Professional Self Esteem scale is internally consistent

CONCLUSION

The validated Professional Self-Esteem Scale demonstrates robust psychometric properties. EFA revealed a clear factor structure, and CFA confirmed the theoretical alignment of items. The reliability indices suggest that the instrument consistently measures the construct. The tool can be applied across academic, organizational and counselling contexts to assess professional identity, confidence and role satisfaction. The Professional Self-Esteem Scale is a reliable and valid tool for assessing professional self-concept across different populations. Future studies may consider testing the scale across broader samples, different cultural backgrounds, and longitudinal settings.

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