

## RELATIONSHIP BETWEEN SECONDARY SCHOOL STUDENTS' SELF-ESTEEM AND TEACHERS' ATTITUDES TOWARDS THEIR TEACHING

**Mahroo Fatima**

M. Phil Scholar, Superior University, Lahore

Email:

**Dr. Muhammad Aamir Hashmi**

Associate Professor, Institute of Education and Research, University of the Punjab, Lahore.

Email: [aamirhashmi.ier@pu.edu.pk](mailto:aamirhashmi.ier@pu.edu.pk)

### Abstract

*This study aimed to examine the correlation between teacher attitudes and student self-esteem at the secondary level. The survey method was chosen as the most effective way to explore this relationship. The study population consisted of male and female secondary schools in the Lahore district. To ensure the reliability and validity of the self-developed questionnaires, a pilot study was conducted with a small group of rural and urban teachers and students. The Cronbach alpha was used to assess the questionnaire's reliability. The researcher collected the data personally, with permission from the school authorities. The questionnaires were returned within a specified timeframe, as agreed upon with the participants. Students were given ample time to complete the questionnaires. SPSS version 16 was used for data analysis. A five-point Likert scale was used to code the data for smooth progress and analysis. The feedback from both teachers and students was entered into SPSS. Percentage, Pearson Chi-square, and two-attribute comparison were employed to determine the relationship between teacher attitudes and student self-esteem. The results revealed a significant and strong positive correlation between teacher attitudes and student self-esteem.*

**Keywords:** Attitude, Self-esteem, Behavior

### Introduction

The Government of Pakistan has adopted the education sector as a means to reduce poverty and improve the lives of its citizens. The government is committed to providing the best education facilities in a short amount of time. However, one of the main reasons for the low educational status in Pakistan is the fragmented and ineffective education system. This has resulted in difficulties in utilizing the country's human resources effectively in the labor market. To address these issues, the government formulated the National Education Policy 1998-2010, which focused on education sector reforms and devolution of power. Additionally, international policies such as Education for All (EFAs) and Millennium Development Goals (MDGs) were incorporated into the national education policy. The Ministry of Education recognized the need to evaluate and update the national education policy in 2005. Teachers play a crucial role in the educational process and their attitudes are vital. They create a positive learning environment that influences students' enthusiasm and achievement. Therefore, teachers' attitudes are not only important for their own well-being and professional growth but also strongly linked to their teaching strategies. Job-related policies such as professional development and curriculum modifications can have an impact on student learning. TALIS, a research initiative, examines various aspects of teachers' attitudes and practices that are significant for school development and effectiveness. Cross-cultural differences in teachers' beliefs, practices, learning environment quality, and job satisfaction are highlighted. Research has shown that many teachers use the same teaching practices they were taught with. To understand the successful and unsuccessful

approaches of teachers, it is important to consider students' previous educational experiences. Effective attitudes and actions must be employed by teachers to have a positive impact on students' lives. By reflecting on past educational experiences, teachers can discuss what they should or should not do in their classrooms.

### **Self-Esteem understanding**

According to one researcher, self-esteem encompasses at least four distinct processes. Firstly, categorization involves individuals placing themselves into various categories based on their social roles and personality traits. This process is influenced by cultural expectations. The second aspect of self-concept involves evaluating one's social role. The third aspect, known as the comparative dimension, pertains to measurable qualities such as intelligence, physical ability, or musical talent. This dimension allows individuals to assess themselves in relation to others. Lastly, the fourth aspect of self-concept relates to the emotional state or overall sense of self-worth. This aspect is commonly referred to as self-esteem.

### **Self-Esteem Components**

There are different components of self esteem and they are as follows *Spiritual self, Material self, Social self and; Bodily self.*

The concept of the four selves, according to James, involves unique approaches to develop each individual's perception of themselves, which cannot be perfectly divided. James' theory of self-esteem is commonly referred to as James' Law, which states:

"With no endeavor there can be no disappointment, with no disappointment no mortification. So our self-feeling in this world depends altogether on what we back ourselves to be and to do. It is controlled by the proportion of our realities to our gathered possibilities; a small amount of which our claims are the denominator and the numerator our prosperity."

Self-actualization, Self-Esteem, Love. Affection and Belonging, Safety Needs, Physiological. Survival Needs

### **Maslow's Hierarchy of Human Needs**

In his hierarchy of needs, Maslow also noted that a person's fundamental needs must be satisfied before they can achieve a healthy degree of self-esteem. The steps that are described here are

**Stage 1:** Every person needs food, warmth, and shelter to survive. In a school setting, it is crucial to consider how the absence of these basic necessities affects a child's learning and behavior.

**Stage 2:** In this day and age, it is crucial for every individual to have a secure environment, be it at home, in the classroom, workplace, or even in recreational spaces like the playground, football club, tennis club, and so on. Any form of physical, verbal, or emotional abuse, along with bullying or harassment, greatly compromises the safety of these spaces.

- Stage 3:** Every single balanced individual need to be adored acknowledged and feels a feeling of having a place. The individuals who don't feel a feeling of forlornness and disconnection
- Stage 4:** People require a constructive feeling of self-regard with a specific end goal to like them.
- Stage 5:** Keeping in mind the end goal to achieve the phase of self-completion individuals obliges chances to create internal abilities and potential. Inside of the school giving so as to set this can be energized kids open doors for critical thinking and self-coordinated learning.

### **Self-Esteem of Students**

Self-esteem in students is crucial and subject to alter at any time. Self-concept, self-esteem, self-knowledge, and social self are only a few of the many parts that make up the self (Myers, 2004). Knowledge about oneself, including memories and experiences, is necessary for self-esteem. How one views and judges themselves is known as their self-concept. It includes a feeling of value. The social self contains the numerous roles we play in society, and self-knowledge explains one's expectations (Myers, 2007). For mental health, self-esteem serves as a barrier of defence (Bovier, Chamot, & Perneger, 2004). On the other hand, self-esteem is a social phenomena because it is acquired via socialisation (Mruk, 2006). In addition, a Malaysian research by Uba et al. (2010) discovered that self-esteem diminishes with age, with women having a more pronounced loss than men (Heaven & Ciarrochi, 2008). When their self-esteem is challenged, people with high self-esteem respect themselves and act assertively, in contrast to people with low self-esteem, who are more likely to be passive and keep quiet (Burton et al., 2005). While persons with low self-esteem frequently think negatively, those with high self-esteem are more resilient and interpret their prior experiences favourably (Judge & Bono, 2001). Positive previous experiences can also affect the present, as eighth graders with strong self-esteem frequently perform better in tenth grade. High levels of self-esteem have been linked to greater life satisfaction, according to studies (Diener & Diener, 1995). Higher emotional intelligence, which includes better awareness of one's own and other people's emotions, as well as a more positive cognitive style, are traits of people with a strong core self-assessment (Yaakub et al., 2013). Self-esteem increases with a narrowing of the gap between the ideal and actual selves (Mruk, 2006). The self, according to personality theory, is also said to be made up of the various social roles that people perform (Cast and Burke, 2002). Despite being typically stable, the social environment can have an impact on someone's self-esteem since some behaviours are situationally acceptable and others are not (Cast and Burke, 2002).

### **High and Low Self-Esteem Characteristic**

Due to inadequate desire to look for new career prospects, low self-esteem is also linked to unemployment (Waters & Moore, 2002). Conversely, students who have high self-esteem have the following traits. They see themselves realistically and accept themselves for who they are. They are able to see their advantages and accept their weaknesses. They have little trouble making connections with people. When faced with difficulties, they do not hesitate to take chances. When confronted with novel circumstances or difficulties, they do not feel

overpowered. Since they accept responsibility for their results, they respond favourably to compliments and acknowledgement of their achievements. They are capable of handling errors and mistakes and view them as chances to learn more.

### **Low Self-Esteem Students**

Low self-esteem students are simple to see in a classroom. They frequently act defensively to cover up their lack of self-assurance or feelings of ineptitude. These actions may include bullying, daydreaming, being incredibly bashful, refusing to accept responsibilities, humiliating others, lying or cheating, blaming others, rebelling, boasting, demanding attention, excessive concern about others' opinions, lack of independence, engaging in escapism through truancy or substance abuse. Individuals with low self-esteem are often a result of environments lacking encouragement, love, appreciation for uniqueness, and abundant criticism, ridicule, and sarcasm. Conditional love, lack of recognition, encouragement, and praise for achievements also contribute to low self-esteem. Improving self-esteem positively impacts personal, social, and academic development. Self-esteem is a crucial component for learning regardless of age, as it encompasses intellectual, social, physical, psychological, and spiritual growth. Teachers have the power to influence a child's self-esteem through deliberate exercises and nurturing relationships. Research suggests that teacher-child relationships can either enhance or diminish self-esteem. Teachers who are aware of the hidden curriculum and its impact on self-worth are better equipped to enhance students' self-esteem. Teachers' attitudes towards themselves play a significant role in improving students' self-esteem. By manipulating their attitudes, motivations, and perceptions, teachers can transmit messages to students through verbal and non-verbal means. The non-verbal messages, such as facial expressions and body language, often carry more weight than the actual words spoken. The main purpose of this study is to investigate the relationship between teachers' attitudes towards teaching and the self-esteem of their secondary school students.

### **Objectives of the Study**

- To estimate the teacher's attitude towards teaching at secondary school level
- To find the self-esteem of students studying at secondary level
- To find out the relationship between the teachers attitude towards teaching and self-esteem of their students

### **Research Questions**

1. What is the relationship between the teachers attitude towards teaching and self-esteem of their students?
2. What is the teachers attitude of teaching at secondary school level?
3. What is the self-esteem of the students?

### **Research Methodology**

The survey method was chosen to investigate the attitudes of teachers towards teaching and the self-esteem of students, as it was deemed the most effective way to gather data on these topics. Surveys can range in scale from large-scale investigations to smaller studies conducted by a single researcher. For this study, the population consisted of all SST teachers and students in the 10th class of 167 secondary schools in both rural and urban areas of Lahore district. A sample of twenty public schools was randomly selected for the study. These schools were chosen from secondary schools for both male and female students in Tehsil Lahore. Out of the twenty schools, ten were male secondary schools and the remaining ten were female public secondary

schools. Five male public secondary schools and five female public secondary schools were selected from urban and rural areas respectively. Only teachers and students who were teaching and learning English at the secondary school level were included in the study. Data was collected from a total of 100 SST teachers and 100 students who were accessible and willing to provide the necessary information. Two instruments, a questionnaire for teachers and another for students, were developed by the researcher with the guidance of the supervisor and based on a literature review. These instruments used a 5-point Likert scale and focused on the teachers' attitudes towards teaching and the students' self-esteem. Before distributing the questionnaires, approval was sought from the Headmasters, Headmistresses, and Principals of the sampled schools. Informed consent was also obtained from the participants prior to the administration of the rating scale. The researcher personally collected the data and received excellent cooperation from the teachers. All the filled questionnaires were returned within a specific period of time as agreed upon with the researcher. Both the teachers and students were given ample time to respond to the items in the questionnaires

**Analysis and Interpretations of Data**

Table 1

*Percentage frequency of teachers with respect to strength of attitude*

Attitude's Categories	Percentage
Firm Beliefs	19.5
Moderate Beliefs	55
Weak Beliefs	25.5

Secondary School teachers had firm beliefs 19.5% about attitude towards their students, 55% teachers had moderate beliefs and 25.5 had weak beliefs.

**Teachers Attitude towards their Students**

The attitudes of secondary school teachers towards their students were assessed based on the following statements. The teachers provided their opinions according to their beliefs, and these statements helped identify their attitudes. The responses were analyzed by calculating the mean response value (MRV). A summary of the responses is provided below.

Table 2

*Mean values of Secondary School Teachers Attitude towards their Students*

Statements	% of Responses	MRVs
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Teachers Attitude	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	MRVs
The teacher effectively motivates students to develop a keen interest in academics.	5	10	6.5	18.5	60	4.19
The teacher accommodates students in the class by valuing and respecting their individual differences.	13	6	17	23.5	40.5	3.73
The teacher plays a pivotal role in motivating students to engage in co-curricular activities to enhance their learning progress.	22	4.5	8.5	18.0	47.0	3.64
Counseling services are provided to students by teachers based on their individual needs.	14.5	30	3.5	1	51	3.44
The attitude of teachers can be a determining factor in the dropout rate.	12.7	35.3	4.5	2.9	44.6	3.35

An analysis of teachers' responses, using the mean response values for attitude statements, showed that secondary school teachers are in agreement about motivating students for academic interest. They also agree on the importance of accommodating students in the classroom and valuing their individual differences. Additionally, teachers believe that students are motivated by their teachers to participate in co-curricular activities for the purpose of learning progress. The data indicated that teachers are uncertain about whether counseling services should be provided by the teacher based on student needs, and there is not a unanimous belief among teachers that a teacher's attitude can be used to assess dropout rates.

#### Teachers Attitude towards their Students

The attitudes of secondary school teachers towards their students were assessed based on the following statements. The teachers expressed their opinions according to their beliefs, which helped identify their attitudes. The responses were analyzed by calculating the mean response value (MRV). The summary of the responses is provided below.

Table 3

*Mean values of Secondary School Teachers Attitude towards their Students*

Statements	% of Responses					MRVs
	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	
Teachers Attitude						

The teacher displays aggression when students make repeated mistakes.	9.5	2.5	14.0	19.5	54.5	4.07
Positive reinforcement by teachers helps to cultivate morality among students.	10.5	13.5	8.5	39.0	28.5	3.62
The teacher manages group study sessions to promote social development among students.	9.5	15.0	19	18.5	38.0	3.61
The teacher demonstrates patience in response to the student's criticism.	26.5	15.5	3.5	12.5	42.0	3.28
The teacher's interactive behavior in the classroom is a source of facilitation.	30.0	5.0	9.5	21.5	34.0	3.25

Analysis of teachers' responses by computing the mean values of attitude statements revealed that secondary school teachers generally agreed with the following statements: Aggression is shown by the teacher when students make continuous mistakes. Positive reinforcement by the teacher contributes to the development of morality among students. The teacher manages group study sessions for the social development of students. However, the teachers were undecided on the following statements. Patience is shown by the teacher when faced with student criticism. The teacher's interactive behavior in class facilitates student learning. The mean response values for these belief statements were greater than three and less than four.

#### Teachers Attitude towards their Students

The attitudes of secondary school teachers towards their students were assessed based on the following statements. The teachers provided their opinions based on their beliefs, which helped identify their attitudes. The responses were then analyzed by calculating the mean response values (MRVs). Below is a summary of the responses.

Table 4

*Mean values of Secondary School Teachers Attitude towards their Students*

Statements	% of Responses					MRVs
	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	
Teachers Attitude						
Improvement is facilitated by the teacher through feedback.	19.0	0.5	11.0	34.5	35.0	3.66
Incentives from teachers are beneficial for fostering social development among students.	31.5	1.0	4.0	29.0	34.0	3.39

The teacher's attitude is instrumental in altering students' perception.	28.5	10.5	4.0	8.0	49.0	3.38
Differences in the teacher's attitude during instruction of high and low esteem students are evident.	31.5	1.0	4.0	29.0	34.0	3.33
Effective lesson planning by the teacher has the potential to enhance students' self-esteem.	26.5	15.0	9.0	21.0	28.5	3.10

Analysis of teachers' responses on attitude statements revealed that secondary school teachers believe that improvement is managed by the teacher through feedback. The data also showed that secondary school teachers were undecided about whether incentives from teachers are helpful for the social development among students. Additionally, teachers were unsure about whether their attitude is helpful for changing students' perception and about the differences shown in their attitude during the instruction of high and low esteem students. Furthermore, teachers responded that they were undecided about whether appropriate lesson planning by the teacher may improve self-esteem among the students. It is important to note that these beliefs are not firmly held among the teachers.

### Teachers Attitude towards their Students

The attitudes of secondary school teachers towards their students were solicited based on the following statements. The teachers were asked to provide their opinions in accordance with their personal beliefs, and these statements helped identify their attitudes. The responses were analyzed by calculating the mean response value (MRV). A summary of the responses is provided below.

Table 5

*Mean values of Secondary School Teachers Attitude towards their Students*

Statements	% of Responses					MRVs
	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	
Teachers Attitude						
The influence of higher authorities exerts a detrimental impact on teachers' attitudes.	0.0	5.0	20.5	31.0	43.5	4.13
A student's performance is improved when a teacher demonstrates withitness.	10.5	10	6.5	12.5	60.5	4.02



Feedback on homework assignments by the teacher positively influences students' behavior.	10.5	1.5	16.0	24.0	48.0	3.98
The teacher fosters an environment of equality among students.	22	4.5	8.5	18.0	47.0	3.64
The teacher tends to prioritize students with higher economic status in the class.	24	12.5	14	48.0	27.5	3.17

Analysis of the teachers' responses on attitude statements revealed certain findings. Firstly, secondary school teachers agreed that pressure from higher authorities has a negative impact on their attitudes. Secondly, they acknowledged that students' performance improves when teachers demonstrate "withitness." Thirdly, feedback provided by teachers on homework assignments positively influences students' behavior. Lastly, teachers were observed to create an environment of equality among students. Based on the above data, it can be concluded that secondary school teachers were uncertain about the statement suggesting that teachers give priority to high economic status students in the class.

### Students Self Esteem

The self-esteem of the students was assessed based on the following statements. The students were asked to express their opinions according to their own beliefs, and these statements helped identify their self-esteem. The responses were then analyzed by calculating the mean response value (MRV). A summary of the responses is provided below.

Table 6

#### Mean values of Students self-esteem

Statements	% of Responses					MRVs
	Strongly agree	Agree	Undecided	Disagree	Strongly disagree	
Students Self-esteem						
Students often feel motivated by their teachers' feedback.	52.5	41.5	1.5	4.5	.0	4.42
Students are taught by the teacher while valuing their individual differences and considering their unique needs.	43.0	52.0	3.5	0.5	1.0	4.36
The teacher encourages students to participate in co-curricular activities based on their individual needs.	42.5	51.0	5.0	1.0	0.5	4.34

The teacher offers counseling services to all students, taking into consideration their individual learning needs.	39.5	56.0	3.5	1.0	.0	4.33
Teachers' withitness increases the class attendance rate.	36.0	56.5	5.5	2.0	.0	4.27

Analysis of student responses by computing the mean response values as self-esteem statements revealed that students believe in feeling motivated by teachers' feedback. They appreciate being taught by teachers who esteem their individual differences. Students also believe that teachers should motivate them to participate in co-curricular activities according to their needs. Additionally, students feel that teachers should provide counseling services to meet the requirements of all learners. Furthermore, students believe that teachers' awareness and attentiveness in class increase the attendance rate.

### Students self-esteem

The self-esteem of students was assessed based on the following statements. The students expressed their opinions according to their beliefs, which helped identify their self-esteem. The responses were analyzed by calculating the mean response value (MRV). A summary of the responses is provided below.

Table 7

#### *Mean values of Students self-esteem*

Statements	% of Responses					MRVs
	Strongly agree	Agree	Undecided	Disagree	Strongly disagree	
Students Self-esteem						
The teacher becomes irritated when students make repeated mistakes.	33.5	61.5	3.0	2.0	.0	4.27
The positive reinforcement provided by a teacher serves as a catalyst for moral development.	38.5	51.5	7.0	3.0	.0	4.26
The establishment of a study circle by the teacher promotes socialization among its members.	33.5	58.5	8.0	.0	.0	4.24
The teacher patiently acknowledges and addresses the mistakes made by the students in the class.	28.0	59.5	9.5	3.0	.0	4.23
The teacher facilitates the students' learning through effective interaction.	30.0	64.0	5.0	.0	1.0	4.22

Analysis of students' responses by computing the mean values of their self-esteem statements revealed several key findings. Firstly, students believed that teachers can be irritating when they consistently make mistakes. On the other hand, they also acknowledged that teachers' positive reinforcement plays a crucial role in their moral development. Additionally, students recognized that group formation, facilitated by the teacher, is an effective means of socialization within the classroom. Furthermore, students appreciated teachers who demonstrate patience when they make errors in class. Lastly, students perceived that teachers enhance their learning experience through proper interaction and guidance.

**Comparison between Secondary School Teachers Attitude towards their Students on Gender Basis**

The mean score difference of male and female teachers attitude were calculated

Table 8

*Comparison between Secondary School Teachers Attitude*

Variable	Group	N	Mean	SD	T	Sig.
School Teachers Attitude	Male	50	3.47	.88728	-.447	.702
	Female	50	3.52	.89020		

\* Significant at 0.05 level

The p-value (.702) is clearly over the level of significance of 0.05 as shown by the table above. Because of this, we are unable to prove that there is no substantial difference in the attitudes of male and female instructors towards their students. Thus, we draw the conclusion that the attitudes of male and female secondary school instructors towards their students are comparable.

**Comparison between Students self-esteem of 10<sup>th</sup> class on Gender Basis**

The mean score difference of male and female students self-esteem were calculated.

Table 9

*Comparison between Students self-esteem of 10<sup>th</sup> class*

Variable	Group	N	Mean	SD	T	Sig.
Students self-esteem	Male	50	3.45	.85965	-1.260	.217
	Female	50	3.57	.82355		

\* Significant at 0.05 level

It is clear from the table above that the p-value (0.217) is greater than the significance level of 0.05. As a result, we fail to reject the null hypothesis, indicating that there is no significant difference in self-esteem between male and female students. Therefore, both male and female students hold similar beliefs regarding self-esteem.

**Relationship between the teachers attitude and self-esteem of their students**

To answer the 8<sup>th</sup> question of the study ‘Pearson Correlation’ test was applied

Table 10

*Relationship between the teachers attitude and self-esteem of their students*

Variables	Teachers Attitude	Self-Esteem of Students
	1	.696"
	0.696	1

\* Significant at 0.05 level

Table 10 shows a strong and substantial positive link between teachers' attitudes and pupils' self-esteem. Given that the null hypothesis can be rejected with a p-value of 0.001, we can say that there is a linear connection or link between the attitudes of the instructors and the students' self-esteem. The correlation value of 0.69 further indicates a significant association between these variables.

DiscussionThe purpose of this study was to look into the connection between students' self-esteem and teachers' attitudes. The goal was to investigate this connection and test the idea that there isn't really a connection between the attitude of the instructor and the self-esteem of the students. To better understand the terms attitude and self-esteem as well as the connection between teachers' attitudes and students' self-esteem, research questions were designed. A literature review was conducted to identify indicators of self-esteem and attitude, which were used to develop questionnaires. The questionnaires were validated through expert opinion and the reliability was ensured through cronback alpha. Data was collected and the results revealed that teacher's feedback had no impact on the student learning process. These findings are supported by statements from various authors. For example, Crama M. Hales (November 1978) stated in their article "Accommodating Individual Differences" that teachers who accommodate students' individual differences are successful in promoting independence and responsibility in students. Jan Jeter's article on teacher expectancies and classroom behavior found that interactive behavior from teachers can increase students' abilities and potential for success. Shirliv Lesech's article on learning outcomes emphasized the positive effects of effective planning on student performance and generic skills. Additionally, Kounin (1970) and Kounin and Doyle (1975) highlighted the importance of "withitness" in maintaining class discipline and improving student learning. Lastly, Todd Fenley's article on homework assignments emphasized the positive impact of feedback on student behavior. Overall, this research suggests that teacher attitude may not significantly affect student self-esteem, but other factors such as accommodating individual differences, interactive behavior, effective planning, and providing feedback on homework assignments can positively influence student performance and behavior.

## Conclusion

The main focus of this research study was to explore the relationship between teacher attitudes and student self-esteem. The objectives were centered around assessing the self-esteem of students, and questionnaires were developed to measure both teacher attitudes and student self-esteem. The research was conducted in the district of Lahore, including both male and female secondary schools. A total of twenty schools were randomly selected, consisting of five male and five female schools from urban areas, as well as five male and five female schools from rural areas. The participants in the study included teachers and students who were willing to provide the necessary information. Data was collected from a sample of 100 teachers and 100 students.

After interpretation of data the result is shown as:

1. Secondary school teachers attitude towards their students was not firm as showed weak or moderate by mean responses value of their respondent. They had believed on various aspects of attitude that they should use these aspects to acquire the teaching learning goals.
2. The result showed that majority of the students had firm belief about self-esteem. It indicates that teachers self-esteem depends on their teaching attitude.
3. Both male and female secondary school teachers have similar attitude towards their students.
4. Both male and female Students have similar beliefs about self-esteem.
5. There is a linear relationship or association between the teachers attitude and self-esteem of their students. (.69) value shows that there is a strong relationship between variables.

## Recommendations

1. It is found in my study that teachers should motivate students for academic interest but they should also have a written plan of motivational strategies to accommodate the students according to their individual differences.
2. The teachers should also give the character feedback to students.
3. Teachers should devolve practical activities manually to guide the students.
4. Normally in public schools there is a gap between teachers and students regarding socialization so the teachers should try to enhance the socialization between students and teachers.
5. It is recommended that research may be conducted by enhancing population and sample size. It is also recommended that the study may be conducted by using mix method approach.

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