

IMPACT OF TEACHERS' ATTITUDE ON SELF-ESTEEM OF UNDERGRADUATE STUDENTS

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Abstract

Teachers' attitude affects students in many ways and can shape learning experience. The aim of this study was to assess impact of teacher's attitude on self-esteem of undergraduate students. The main objective of the study was to find out the impact teacher's attitude on self-esteem of undergraduate students. This research study is descriptive in nature. The targeted population of the study were students of undergraduate program and university teachers. Simple random technique has used for selection of respondents from department of education. While instruments were used to collect data self-developed questionnaire. Data has tabulated for analysis mean, standard deviation and regression was used to through SPSS to draw findings. Based on data analysis and interpretation, findings and conclusions has drawn and recommendations for further study in the field has suggested. So, it is concluded that the positive attitude of teachers increased the self-esteem and motivation of the students. If the students feel comfortable in the classroom this will increase their ability of self-esteem in learning process. Increasing positive attitude of teachers has increased students' self-esteem.

Key words: Teachers' attitude, self-esteem.

INTRODUCTION

The Science of Education is a specialized field that centers on two fundamental concepts: "education" and "instruction." Education refers to the essential process of facilitating the acquisition of vital information, skills, attitudes, and comprehension by the younger generations, fostering their character development, and preparing them for active engagement in society (Simel, 2013). Conversely, teaching encompasses the method by which individuals refine their talents acquired during the educational phase, aligning this refinement with their individual capacities. In essence, the Science of Education strives to facilitate the learning and growth of young minds, nurturing well-rounded development that equips them to thrive in communal life and utilize their abilities optimally (Ary et al., 2018).

The pivotal element in education and teaching endeavors is undeniably the teacher. Broadly defined, a teacher is an individual employed in educational institutions, responsible for guiding students towards achieving cognitive, sensory, and behavioral objectives within the framework set by the educational system. In contemporary times, the role of a modern teacher transcends this conventional definition. For Lige et al. (2017) self-esteem "is a belief that one is capable of and deserving of living".

Beyond merely conducting classes, delivering lectures, conducting exams, and assigning grades, the modern teacher assumes additional responsibilities such as organizing, managing, counseling, observing, and evaluating. Moreover, the modern teacher wields significant influence over society, laying a robust groundwork for its future and ensuring the continuity of such positive actions. In essence, the teacher plays a crucial role in shaping society and facilitating its progress towards a promising future (Jan, 2017).

Teachers who possess an attitude characterized by hope, generosity, respect, and joy can have a positive impact on delinquent children with a history of negative behavior (Mellom et al., 2018). Such teachers can bring about changes and improvements in these children's behavior and self-esteem. Conversely, negative behaviors exhibited by teachers, such as sending disrespectful and disobedient



students to the school principal, excluding them from the class, neglecting their problems, and overlooking their significant issues, can have an adverse effect on the students' behavior.

The task of maintaining discipline in the classroom or school setting can present significant challenges, potentially leading to academic setbacks and negative effects on both students and teachers. For children and adolescents, these challenges may result in academic underperformance and contribute to feelings of unease and dissatisfaction among educators. Consequently, nurturing a positive and supportive teacher-student relationship becomes paramount, as it plays a pivotal role in establishing an environment conducive to learning and fostering the success of students. By emphasizing positive interactions and support, teachers can create a harmonious learning space where students can thrive academically and emotionally (Shahzad & Naureen, 2017).

Van Osch, et al. (2020) discuss the concept of self-esteem, highlighting its internal and external dimensions. The internal aspects of self-esteem are divided into three sub-dimensions. The first sub-dimension, called the "Self as Object," pertains to an individual's self-identity. The second sub-dimension, known as the "Self as Doer," involves the actions and self-criticisms of the individual. The third sub-dimension, referred to as the "Self as Observer and Judge," encompasses the values and expectations that influence an individual's self-evaluations.

The third dimension, which is identity and conduct, plays a crucial role in assessing, comparing, and evaluating the first two dimensions. Additionally, it occasionally acts as a mediator between the Self as Object and the Self as Doer. Understanding these internal dimensions of self-esteem can shed light on how individuals perceive themselves, interact with others, and form judgments about their own actions and behaviors. This article explores the significance of these sub-dimensions in shaping an individual's self-esteem and its implications for personal development and well-being (Folayan, 2020). Prewett et al. (2019) showed when certain attributes of student-teacher relationships and interactions are respected, students are more likely to view their teachers as friends and companions. Teachers who exhibit an adaptable demeanor and avoid rigid and inflexible approaches tend to foster a positive and friendly rapport with their students. This article explores the significance of such characteristics in promoting a supportive and amicable teacher-student relationship.

Furthermore, self-esteem, also known as "self-concept," "self-image," "self-presentation," or "self-evaluation," encompasses an individual's subjective perceptions, attitudes, emotions, physical attributes, and behaviors towards themselves. Understanding the concept of self-esteem can shed light on how individuals perceive themselves and how this perception influences their thoughts, feelings, and actions. This article delves into the multifaceted nature of self-esteem and its implications for personal development and well-being. (Tus, 2020).

Rationale of the Study

The rationale of this study was the necessity to measure the impact of teachers' attitude on self-esteem of under-graduate students, which had given comparatively less significance by the researchers in Pakistan. For the globalization and competing with local and national level as well, universities need to respond for self-esteem of under-graduate students for quickly uprising. As it was obvious that self-esteem is not take place at once, it takes time. In some universities there were lack of teachers' student relationship and communication gap between teachers and students as well and poor connection with students were effected on the behavior and personality badly. So educational universities need to a strong teachers' attitude for enhancing the self-esteem of students as well.

Significance of the Study

Attitude is very important when you are a teacher. It effected on students in many ways and can shape their learning experience. A positive attitude from the teacher affects the student's self-esteem, attitude towards school and school work, the student's self-esteem and as a result personality development. Self-esteem enables students to handle setbacks with ease. Instead of being crippled by failure, resilient children get up quickly, learn from their mistakes, and try again. They accept that failure is a part of life and take more chances as a result - which makes them even more successful later in life. Teaching is much more than saying and explaining. Self-esteem is not only important in its own right; it is also an important predictor of learning and achievement. Students

who are more motivated to learn persist longer, produce higher quality effort, learn more deeply, and perform better in classes and on standardized tests.

Statement of the Problem

In the education system, a condition of being a good teacher was knowing the communication process well. The teacher who tried to understand students' emotions such as interest, fear, and worry, supports students' social activities, appreciates, approves of and compliments them for activities he/she finds of value was made the students feel that they were being thought of, loved and aided, and that the teacher is working for their good. Students of such a teacher were, taking the teacher as a role model, in turn be considerate of others, running to the aid of others, maintaining good relations and positive attitudes. Henceforth, the problem statement for this particular study is impact of teacher's attitude on self-esteem of under-graduate students.

Objectives of the Study

The objectives of study were:-

1. To find out the impact of teacher's attitude on self-esteem of under-graduate students.

Hypotheses of the Study

H₀ There is no significant impact of Teacher's Attitude on self-esteem toward Students.

Models of the Study

The theoretical background of our study were based on the five-stage model of self-esteem by Michele Borba (1989; 1994) and Robert Reasoner (2010). According to them strong, healthy self-esteem is built on five building blocks: security, selfhood, affiliation, mission and competence. Sense of security means that a person (in this case a child) has a feeling of strong assuredness; he or she feels comfortable and safe. A child also knows what is expected of him or she, and he or she is able to depend on other individuals in different situations, and he or she comprehends rules and limits.

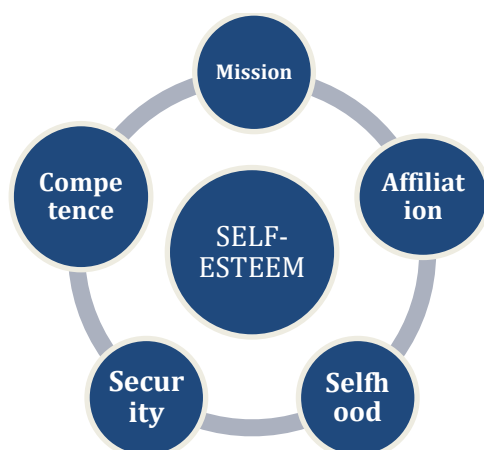


Figure 1: The five-stage model of self-esteem

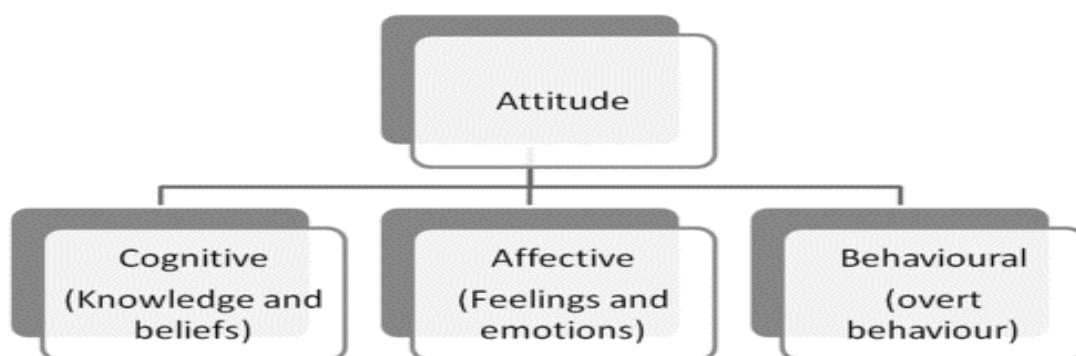
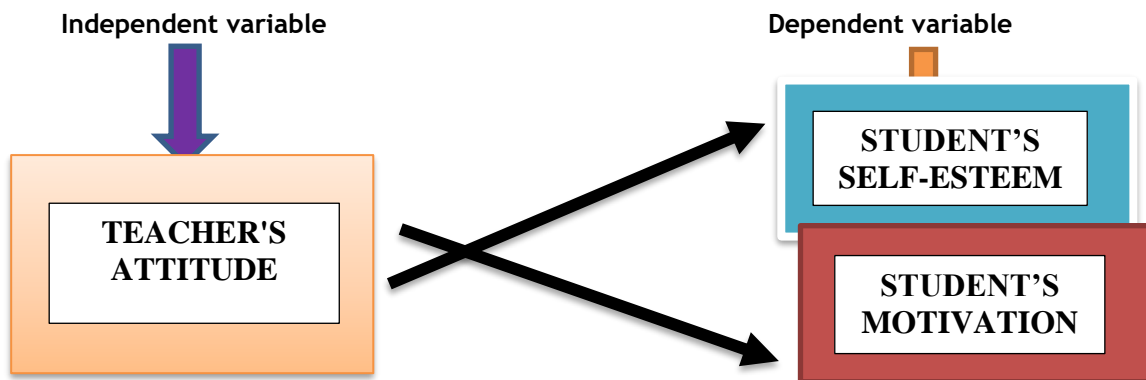


Figure 2: ABC model (1969)

Conceptual Framework of the Study



According to Bruner (2020), education is about gaining skills and information. It also entails enabling individuals to learn how to do things and enable them to think about what they learn. It's equally crucial for educators to educate techniques to discover and utilize information. The Role of Teachers in Education, teachers have a crucial role in education, most particularly in the lives of the students they educate in the classroom. Generally, the job of a teacher in education extends beyond instruction (Kizi & Ugli 2020).

Teachers and Students Relationship

The significance of the teacher-student connection is discussed in detail, which is a great resource for anybody interested in learning more. One of the most significant determinants of a successful learning environment is the quality of the teacher-student interaction. Students' success, school involvement, and academic motivation are all affected by their teacher-student relationships, and this is no different (Zee et al, 2020).

According to Asrar, et al (2018), Relationships that foster a sense of belonging among students and teachers go a long way toward getting kids excited about participating in class activities. In order to foster a positive learning environment, it's critical that teacher-student interactions be encouraging. Student learning and education experiences are greatly affected by the teacher-student interaction.

Benefits of positive Teacher-student relationship

Krane et al, (2017) discussed that in the classroom and across the school, a good working connection between students and teachers may have a significant beneficial impact on learning outcomes at all levels of the institution. There has been a steady growth in the favorable interaction between instructors and pupils, as well as parents and administrators. It-Promotes Academic Achievement- While pleasant and supportive connections may not guarantee academic success on their own, students who develop close ties with their instructors tend to fare better on tests than those whose relationships with teachers are strained.

Positive teacher-student relationships aid in the development of students' sense of self-worth, which is particularly important for students with learning disabilities and those from modest socioeconomic backgrounds. There are several benefits to having an effective student-teacher partnership, including a teacher's professional growth (Summers et al., 2017).

Teacher's Attitude

As per Saloviita (2020) opinion the way teachers perceive and think that may lead to the action they will take related to their teaching practices in the class. As long as you think of attitude as a personal, internal matter, it is going to remain intangible and you will remain out of your depth. Feelings are on the inside. Observable behavior is on the outside. Attitude is just the translation of feelings into behavior. No matter how intrinsic the source may be, it is only the external behavior that can and must be managed.

Teacher's Attitude towards Undergraduate Students

As per Saloviita & Consegna (2019) opinion teachers' attitudes toward their students have been associated with differential teachers' expectations and, in turn, with students' educational pathways.



Theories of social cognition can explain the link between attitudes and behavior. In this regard, the distinction between implicit and explicit attitudes is worth to be considered, whereby implicit attitudes are automatically activated when the attitude object is present and guide automatic behavior. In contrast, explicit attitudes infer deliberation and reflection, hence affecting controlled behavior.

Student's Self Esteem

Self-esteem is the degree to which students feel satisfied with themselves and feel valuable and worthy of respect. This information is designed to help teachers respond to students who may need support. It is not intended to be used as a diagnostic tool or to replace the use of formal assessments employed by mental health professionals. Additionally, it is important to consider the context of the situation, individual differences, and cultural and linguistic considerations (Minev, et al 2018).

Self-Esteem of Undergraduate Students

Self-esteem the measure of our belief in our own ability to achieve goals and succeed at challenges is widely understood to have a significant impact on our day-to-day lives. When you feel confident as a student, you're able to navigate college semester after semester and handle large and small challenges along the way. Keep in mind that the confidence you create as a student will be the building blocks for your professional career (Ahmed, et al 2017).

Teachers' Attitude and Self-Esteem of Student

Weisskirch, (2018) examined that while it depends on many factors for the teacher to achieve the assumed mission apart from themselves, the quality of the relationship established between the teacher and student is among the prominent factors that enable the student to reach the target behaviors. Considering the role of educational institutions as the protective factor for students and the efficiency of teachers in this process, the main purpose of this research was determined as examining the effect of the perceived teacher behaviors on the self-esteem of students and their attitudes towards learning.

Impact of Teacher's Attitude on Self-Esteem of Student

Teachers play an important role in nurturing a student's sense of dignity and self-worth. Research about resilience highlights the significant influence of even one adult to help children with learning and attention problems become increasingly hopeful and successful. The most important findings of the research evidenced that teachers' positive attitudes have positively influence students' personality as well as their life performances. Based on these findings teachers' role in lifespan education as beyond a simple knowledge transformation is discussed. A positive attitude from the teacher affects the student's motivation, attitude towards school and school work, the student's self-confidence and as a result personality development (Mbuva, 2017).

Students' Academic Achievement Due To Self-Esteem

Noronha, et al (2018) discussed that research has also documented that high self-esteem plays an important role in academic achievement, social and personal responsibility. Those who have higher academic achievement tend to feel more confident in contrast those who lack confidence in themselves achieve less. Self-esteem also can have a marked effect on academic performance. Low self-esteem can lessen a student's desire to learn, her ability to focus, and her willingness to take risks. Positive self-esteem, on the other hand, is one of the building blocks of school success; it provides a firm foundation for learning.

Research Methodology

Research design

This research study was descriptive in nature.

Participants

Participants of this study were students of undergraduate program and university teachers who are taking classes of undergraduate program

Population

Population were the total collection of all students of undergraduate program and university teachers who are taking classes of undergraduate program.

Inclusion Criteria for Universities:

- International Islamic University, Islamabad, Air University and The National University of Modern Languages, Islamabad were be taken.
- Department of Education were be taken from these universities.
- BS program was taken.
- Undergraduate students of 1st semester to 8th semester were be taken.

Limitation

Limitation of this study would be the qualitative data collection phase that may be impacted or influences the findings and conclusion of the study

Sampling Technique

- Stratified sample technique was used for selection of semesters.
- Simple random sampling was used for student's selection from specific strata's.

According to Gay (1987) suggests that 10% of large and 20% of small population as minimum may be selected. The sample size against population of 1064 is 212. Through this process, approximately 20% of each strata would be selected as sample. The following table shows the division of the population.

Targeted Population

Universities	Students 1 rd To 8 th Semester Education
The National University of Modern Languages , Islamabad	376
Air University	326
International Islamic University, Islamabad	362
Total	1064

Selection Sample for Study

Universities	Total Students 1 rd to 8 th semester Education	Sample (~20%)
The National University of Modern Languages , Islamabad	376	75
Air University	326	65
International Islamic University, Islamabad	362	72
Total	1064	212

INSTRUMENT

Questionnaire

In this research study one self-developed questionnaire was used. Questionnaire was used for under graduate students. Questionnaire was divided into three parts .For assess the self-esteem of students the section I was based on *Five stage model of self-esteem* consists of 15 items which were divided into five domains namely security, selfhood, affiliation, mission and competence (Appendix A). For

assess the teachers' attitude towards students questionnaire section II was based on *ABC model* consists of 9 items which were divided into three domains namely A (affect), B (behavior), and C (cognition). (Appendix A). The participants were rated each item on a scale that are Strongly Agree, Agree, Undecided, Disagree and strongly disagree in this study.

Pilot study of instruments

Pilot study were conducted by researcher for the validity and reliability of instruments.

- **Validity:** the validity (construct & content) of the instruments (questionnaire) was determined through the experts working in different universities and colleges. The suggested changes were addressed and tool is modified as required.
- **Reliability:** The reliability of instruments (questionnaire) is determined through Cronbach's alpha and all the statements are found reliable, that the value of alpha is acceptable. Reliability statistics for Teachers' attitude style questionnaire, self-esteem and motivation scale for students was 0.915, 0.812 and 0.780 respectively.

Data Analysis

Data was tabulated for analysis mean, standard deviation and regression were used to through SPSS to draw findings. Based on data analysis and interpretation, findings and conclusions were drawn and recommendations for further study in the field will be suggested.

Ethical Consideration

Ethical aspects of the research, which was essential not just for this monograph but may also be useful in other studies from a measurement process. Ethical planning was vital and essential. A researcher had a responsibility to protect study participants by adhering to the principles for the protection of human beings. Considering the participants include teachers and students, data was gathered from them via observation and personal visits by the researcher, approval from the relevant authorities were necessary. To protect the safety of the participants, this research were address ethical guidelines. Throughout the course of the research method, informed consent, fraud prevention, and confidentiality will be considered.

RESULTS AND DISCUSSION

The purpose of this particular research study is to assess the impact of teachers' attitude on self-esteem of undergraduate students. This chapter deals with analysis of both quantitative and qualitative data.

Results

The results of the analysis of data and their interpretations are given below.

Participation Rate of Respondents

Table 4.1: Participation Rate of Respondents (Quantitative)

Universities	Students (Quantitative)
National University of Modern Languages	35%
Air University	31%
International Islamic University, Islamabad	34%
Participation Rate	100%

Table 4.1 represents the actual sample and participation rate of the respondents. The respondents include university teachers (qualitative) and students (quantitative). The data was collected from 3 universities. Respondents included 6 teachers and 212 students of universities.

Distribution of students Regarding Universities



University	Students (Quantitative Part)	Percentage
National University of Modern Languages	75	35%
Air University	65	31%
International Islamic University, Islamabad	72	34%
Total	212	100%

Table 4.2 shows the university wise distribution of respondents. 35% students from National University of Modern Languages, 31% students from Air University and 34% students from International Islamic University, Islamabad of the total sample size.

In inferential statistics hypothesis are checked

Table 4.3 Impact of Teacher's Attitude on Student's self esteem

Model Summary									
Change Statistics									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.844 ^a	.712	.915	9.33198	.915	2778.166	1	320	.000
a. Predictors: (Constant), Teacher's Attitude									
ANOVA ^b									
Model	Sum of Squares			Df	Mean Square		F	Sig.	
1	Regression	28017.087		1	28017.087		791.703	.000 ^a	
	Residual	11330.033		320	35.022				
	Total	39348.120		321					
a. Predictors: (Constant), Teacher's Attitude									
b. Dependent Variable: Student's self esteem									
Coefficients ^a									
		Unstandardized Coefficients		Standardized Coefficients					
Model		B	Std. Error	Beta	T	Sig.			
1	(Constant)	12.687	3.0658		3.348	.001			
	Teacher's Attitude	.902	.032	.844	28.130	.000			
a. Dependent Variable: Student's self esteem									



Table 3 shows that in model summary R^2 (coefficient of determination) is 0.915 which means 91.5% of variation in students' self-esteem is due to teachers' attitude. $F(1,320) =$, $p=791.703$. p value is less than 0.05. So, regression equation significant. Hence for every one (1) unit increase in teachers' attitude (x) the self-esteem of students. (y) is predicted to increase by 0.902 Units, by keeping other variables constant. So H_0 is rejected.

DISCUSSION

This study were an attempt to explore the impact of teachers' attitudes on the self-esteem of undergraduate students is a significant aspect of the educational experience. A thorough and well-structured research investigation can be carried out. A thorough and well-structured research study on assessing self-esteem and motivation among undergraduate students can provide useful insights into the elements impacting academic achievement and general well-being (Baumeister et al., 1985). Another study of this finding proves that a study can have consequences for educational institutions, policymakers, and educators in terms of developing targeted interventions that promote good learning environments and student achievement (Hue et al., 2008).

Moreover, According to the finding of another study, Komarraju & Dial (2014) discovered that understanding undergraduate students' self-esteem levels is critical since these psychological aspects influence academic performance and personal growth. Increased academic engagement, tenacity, and a positive attitude toward learning are connected with high self-esteem and strong motivation. Low self-esteem, on the other side, may lead to academic disengagement and a loss of interest in pursuing educational goal (Heimpel., 2002).

According to the finding of another study Simel (2013) discovered that teachers who respect self-esteem recognize that students' ideas of themselves may have a substantial impact on their academic achievement and personal growth. Students who have a good self-image are more likely to participate actively in learning, take academic risks, and persevere in the face of obstacles. Teachers who understand this significance are more likely to establish a friendly and loving classroom climate that develops a sense of belonging and encourages students to voice their opinions without fear of being judged (Ingram et al., 2016).

Moreover, numerous studies have demonstrate that to find out the teacher's attitude on self-esteem of under-graduate students. Teachers that realize the importance of self-esteem in learning notice that motivated students are more attentive, engaged, and willing to participate in class activities (Harlen & Deakin, 2003).

CONCLUSION

In the light of study's finding and statistical analysis, the following major conclusion were drawn: The impact of teachers' attitude on self-esteem of undergraduate students is undeniably significant. A friendly and helpful teacher may enhance students' self-esteem, leading to improved confidence and belief in their talents. When teachers trust in their students' abilities and convey high expectations, students are more likely to thrive academically. A negative or unsupportive attitude, on the other hand, might undermine students' self-esteem and reduce their enthusiasm to actively participate in the learning process. Thus, attitudes among teachers influence students' general well-being, academic achievement, and personal development.

Recommendation

After conducting this study, the recommendation were given below:

1. Provide professional development and training programs for teachers that focus on developing positive attitudes towards students, emphasizing the importance of fostering self-esteem.
2. Encourage teachers to establish strong teacher-student relationships characterized by approachability, empathy, and active listening, which can enhance students' self-esteem.

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