Role of Teacher's Attitude and Attribute in Fostering Students' Self Esteem

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Abstract

This research was aimed at investigating the teacher's role in fostering students' self esteem as assessed by students with the objective to identify the role of a teacher's attitude and attribute in fostering the self-esteem of students at secondary level. This study was guided by the null hypothesis that there is no significant difference between the views of students about the role of teachers' attitude and attribute in fostering their self-esteem. A self developed questionnaire was used as an instrument to collect the required information, data was collected personally. Validity and reliability of the instrument was checked through a pilot run. The respondents of the pilot study were from the population but were not included in sample. The questionnaire was found reliable with a Chronbach Alpha value 0.83. This study was descriptive in nature. All the students studying at secondary level constituted the population of this study. Keeping in view the total strength of the students in different schools at secondary level, 815 students of class 10th were sampled using proportional allocation technique. Chi Square was used for data analysis. The collected data was tabulated and interpreted in the light of objective. Significant difference was found as the respondents agreed regarding the role of teacher's attitude and attribute in fostering students' self esteem. It was concluded that the role of the female teachers was more effective as compared to male teachers regarding their attitude towards their students in fostering self-esteem.

Keywords: Teacher's Attitude, Students' self–esteem.

Introduction

Self-esteem is a constant sense of personal appeal or praiseworthiness[1], it is the occurrence of being proficient to muddle through the basic challenges of life and being preciousness of happiness, it is the calculation of self-confidence (a feeling of personal capacity) and self-respect (a feeling of personal worth)[2]

It is clear from the previous researches that teachers are in an influential position to be able to manipulate children's self-esteem not only through the use of logical activities but also through the organization of particular thoughtful relationships with children. There is clear authentication that relationships between teachers and children can be either advantageous to the enhancement of self-esteem or advantageous towards tumbling self-esteem. Whenever the teacher enters into an affiliation with a child a procedure is set in proposition which results either in the enrichment of self-esteem or in the lessening of self-esteem. Moreover, this process occurs whether the teacher is aware of it or not. Even as some teachers may instinctively boost the self-esteem of children, the indication is that all teachers might well benefit from a wakefulness of the philosophy involved in self-esteem enhancement. Teaching is more successful when the teacher is able to merge an approach which focuses not only on the growth of skills but also on the A second possible reason why teachers have given little celebrity to self-esteem enhancement could be the relative deficiency of guiding principle on how to set about the task. Admittedly most teachers

are aware of the need to provide positive reinforcements and may be recognizable with self-esteem augmentation activities. Child's sentimental state, and on self-esteem in particular. Burns, for instance, drew consideration to the way in which the teacher's self-esteem influences the child's self-esteem[3]. The main purpose of this study, therefore, was to help teachers understand how they can influence the self-esteem of children in the classroom not only by the quality of their associations with children, but also through convenient activities.

Self-esteem enhancement contributes positively towards academic achievement and towards personal and social development.

Vigorous self-esteem is an indispensable constituent for learning. Not considering age, the self-esteem of a learner facilitates or inhibits learning. Learning is combination of intellectual, physical, psychological, social and spiritual growth. In every facet of this learning process there is the potential to spoil, preserve or enhance self-esteem[4]. Self-esteem in most is the appraisals of others, in particular parents and teachers. Teachers' views clearly influence learners' achievements. Protracted or reliable negative appraisals lean to minor learning accomplishment. Students have a tendency to execute in accordance with teacher expectations and healing - self-fulfilling prediction[5] Teachers find that students with stumpy self-esteem demonstrate some or all of the following characteristics such as learning tribulations, social and poignant

problems, behavioral problems, unbalanced home lives, high malingering, and recurrent sickness.

Self-esteem is a significant issue contributing to children's academic achievements as well as an important outcome in its own right. Battle[6] defined the idea of self-esteem as a slanted, evaluative experience which determines the individual's trait awareness of confidence[7].

Statement of the Problem: The students remain deprived of their educational needs and thus miss the way to success due to not getting attention of teacher. The role of a teacher is that of a ladder of success for students; the harsh and ignorant role of a teacher can minimize the students' self-esteem, while fostering their self-esteem in proper way can lead them towards success. Therefore, this study tried to investigate the teacher's role in fostering students' self esteem at secondary level.

Objective of the Study: To identify the role of a teacher's attitude and attribute in fostering the self-esteem of students at secondary level.

Hypothesis: There is no significant difference between the views of students about their teachers' role in fostering their self-esteem at secondary level.

Significance of the Study: Self-esteem is the calculation and essence of one's feelings and beliefs about who we are and as such is of great significance. Self-esteem, or one's sagacity of worth, is often delicate and perceptive to events that occur on a day-to-day basis. Self-esteem is significant for individuals to think about and be able to get benefit of merits and for learning from mistakes. Healthy self-esteem is an indispensable constituent for learning.

Teachers can be influential in creating a classroom atmosphere which nurtures and chains in fostering students' self-esteem. This can be achieved by teaching students that mistakes are part of the learning process. It is significant to authorize and expertise students to evaluate their achievements in a positive and prolific way. This produces self-directed learners. Students need to be expectant to widen support systems both within and outside of the classroom so that they feel self-assured to invite challenges in their learning.

It is obvious from studies on students' self-esteem that teachers are in influential position to be able to manipulate children's self-esteem not only through the use of logical activities but also through the organization of meticulous considerate associations with children.

A few studies have been done on the self esteem of secondary school students, especially in relation in indentifying the role of teacher in fostering students' self esteem has remained almost an unexplored area in Pakistan. Thus this study will attempt to contribute to the enhancement of knowledge in this area and to identify the role of teacher in fostering the self esteem of students. The findings of the research study would be beneficial to those who are involved directly in helping students; moreover, it would also facilitate the task of policy makers and planners to design different strategies for teachers to build the self esteem of their students. It would be an open room for further research, role of teacher will more be explored.

Review of the Related Literature: Role of Teacher: Research studies have focused on the impact of teachers on students' personal worth[8] and the significance of views about children[9]. The relationships between negative and positive statements made by teachers and children's self-talk have been widely discussed[9] and passing positive comments have been found to be more advantageous than unwritten disparagement[10.] The classroom environment in current scenario has been considered to be significant for students[11] and this is renowned by Baker[12] who reported a liaison between students' contentment with the learning atmosphere, and differential teacher feedback and admiration. This study investigated how students perceived their classroom and their relationship with their teacher in fostering their self-esteem.

Attributional Feedback: Teachers who attribute students' accomplishment in an assignment or a presentation to a particular rationale employ attributional feedback. Two main types of feedback have been mentioned in recent studies such as *effort feedback* ('you've been working hard'; 'You're trying really hard') and *ability feedback* ('Well done, you're really smart'; 'Gee you're a good student'). On the other hand, other researchers have emphasized on both effort and ability feedback[13]. Some research has suggested that ability feedback is more significant and esteemed by students[14], although other explorers have recommended that effort feedback is much more favored by Australian primary students[15].

Mueller and Dweck[16] premeditated fifth grade students and found that ability teacher feedback was connected with students' interest in concert tasks, while effort teacher feedback was consistent with concern in learning tasks. After malfunction on a task, students provided with ability feedback were more likely to trait their failure to ability and not effort. Moreover the failure experience resulted in a decline in their performance. In contrast, students receiving effort teacher feedback showed significant improvements in their performance when the initial task was compared to subsequent problem sets and failure seemed to have a positive effect on their performance by encouraging persistence at these tasks. They[17] also pointed out that ability feedback resulted in students lying about their performance to electrify peers, while effort feedback resulted in students giving a truthful account of their performance. In summary, it appears that effort feedback is preferred to ability feedback when considering the consequences of student failure; and it seems that ability feedback creates vulnerability in students while effort feedback fosters hardiness.

Research Methodology

Survey is normally used in education and other behavioral sciences for collection of data; therefore it was used to attain needed information in this study.

Population: All students of Class 10th of district Bannu 4137 in number appeared in 2009 Annual examination of class 9th and promoted to class 10th from Board of Intermediate and Secondary Education, Bannu constituted the population of the study.

Sample: Keeping in view the total strength of the students in different schools at secondary level, 815 students of class 10th were sampled using proportional allocation technique with simple random sampling.

Research Instrument: A questionnaire was developed in the light of the literature review. It was used to collect data from the respondents.

Pilot Study: As the questionnaire was a self developed one, so to check its reliability and validity, only twenty four students were selected including six male and six female students of Urban Schools with three each from English Medium and Urdu Medium. The same selection was from Rural Schools. The schools were personally visited by the researcher and administered the questionnaire among twenty four students randomly taken from these schools. The respondents were asked to give their suggestions freely for the improvement of the questionnaire. The questionnaire was also checked by two Language experts, one of English and the other of Urdu to check the valid items as the questionnaire was prepared in English and its Urdu version was administered among pilot students. The questionnaire was revised in the light of their suggestions. The respondents of the pilot study were from the population but were not included in sample. The questionnaire was found reliable with a Chronbach Alpha value 0.83

Data Collection: Data was personally collected by the researcher. Cooperation of teachers was praiseworthy. Most the filled questionnaires were returned in specific period of time to the researcher on his visits according to the schedule decided with mutual understanding.

Data Analysis: The data was entered in SPSS 16. For each variable category a code was assigned {for example in case of gender, male code was (1) and female code was (2)} Chi Square was computed and reported.

Scale Analysis: Data was entered in SPSS 16 and the frequencies of the responses were generated for each of five response option of the Five Point Likert Scale. The five options and the assigned weight were as follows:

Table-1
Five Point Likert Scale

Weight Scale	Option
1	Strongly disagree
2	Disagree
3	Undecided
4	Agree
5	Strongly Agree

Each dimension was reported and the frequencies of responses for each scale option were tabulated.

Analysis of Hypothesis: One main and five sub hypotheses were tested in this study. Each hypothesis was related to demographic variable. Chi Square was used as a Statistical method to compare the groups. The following Phi value was used as thumb rule to interpret results.

"Phi" Value Effect Size: < 0.1 = Weak Significance Difference, < 0.3 = Modest Significance Difference, < 0.5 = Moderate Significance Difference, < 0.8 = Strong Significance Difference, ≥ 0.8 = Very Strong Significance Difference.

Analysis and interpretation of data: The collected data was entered in SPSS version-16 and analyzed according to the objectives and hypothesis of the study using Chi-Square as a statistical tool.

The detailed data tabulation and interpretation of each category is as under.

Descriptive Analysis: In this part Chi Square was applied as statistical tools. The scale and weight used for Descriptive Analysis are as follows.
i. Scale: SDA = Strongly Disagree, DA = Disagree, UD = Undecided, A = Agree, SA = Strongly Agree, ii. Weight: 1=SDA, 2=DA, 3=UD, 4=A, 5=SA

This table shows that there is significant difference between the observed and expected frequencies for the statement "My teacher greets me with a smile while meeting me" at point 0.05 level of significance. Therefore, the respondents are agreeing with the statement with (x^2= 9.98, p= 0.00). There is significant difference between the observed and expected frequencies for the statement "My teachers give me dignity." at point 0.05 level of significance. Therefore, the respondents are agreeing with the statement with (x^2= 5.76, p= 0.00) There is significant difference between the observed and expected frequencies for the statement "My teacher gives me respect." at point 0.05 level of significance. Therefore, the respondents are agreeing with the statement with (x^2= 6.27, p= 0.00).

Table-2
Role of Teacher's attitude and attribute in fostering their self-esteem

S. No	Statements	F	SDA	DA	UD	A	SA	x^2	P
1	My teachers greet me with a smile while meeting me.	fo	13	32	55	259	456	9.98	0.00
		fe	163	163	163	163	163		
2	My teachers give me dignity.	fo	21	45	92	330	327	5.76	0.00
		fe	163	163	163	163	163		
3	My teachers give me respect.	fo	10	43	92	324	346	6.27	0.00
		fe	163	163	163	163	163		
4	My teachers try to reinforce the importance of my educational needs.	fo	18	48	70	315	364	6.53	0.00
		fe	163	163	163	163	163		
5	My teachers actively listen to me.	fo	20	47	51	327	370	7.13	0.00
		fe	163	163	163	163	163		
6	My teachers acknowledge my dreams and problems.	fo	25	42	90	324	334	5.78	0.00
		fe	163	163	163	163	163		
7	My teachers show high expectations from me.	fo	27	39	130	281	338	4.88	0.00
		fe	163	163	163	163	163		
8	I am given importance in educational problems.	fo	26	35	105	330	319	5.57	0.00
		fe	163	163	163	163	163		
9	I can easily share my educational problems with my teachers.	fo	35	50	74	321	335	5.62	0.00
		fe	163	163	163	163	163		
10	My teachers give importance to students' individual qualities.	fo	44	60	95	305	311	4.38	0.00
		fe	163	163	163	163	163		
	Over all	fo	239	441	854	3116	3500	6.85	0.00
		fe	1630	1630	1630	1630	1630		

fo = frequency observed   fe = frequency expected

There is significant difference between the observed and expected frequencies for the statement "My teachers try to reinforce the importance of my educational needs." at point 0.05 level of significance. Therefore, the respondents are agreeing with the statement with (x^2= 6.53, p= 0.00). There is significant difference between the observed and expected frequencies for the statement "My teachers actively listen to me." at point 0.05 level of significance.

Therefore, the respondents are agreeing with the statement with (x^2= 7.13, p= 0.00). There is significant difference between the observed and expected frequencies for the statement "My teachers acknowledge my dreams and problems." Therefore, the respondents are agreeing with the statement with (x^2= 5.78, p= 0.00). There is significant difference between the observed and expected frequencies for the statement "My teachers show high expectations from me." Therefore, the respondents are agreeing with the statement with (x^2= 4.88, p= 0.00). There is significant difference between the observed and expected frequencies for the statement "I am given importance in educational problems" Therefore, the respondents are agreeing with the statement with (x^2= 5.57, p= 0.00). There is significant difference between the

observed and expected frequencies for the statement "I can easily share my educational problems with my teachers" Therefore, the respondents are agreeing with the statement with (x^2= 4.88, p= 0.00). There is significant difference between the observed and expected frequencies for the statement "My teachers give importance to students' individual qualities." Therefore, the respondents are agreeing with the statement with (x^2= 5.57 p= 0.00). Overall there is significant difference between the observed and expected frequencies regarding Students' views about Teacher's attitude and attribute in fostering their self-esteem. Therefore, the respondents are agreeing with the statement with (x^2= 6.85, p= 0.00). Thus the hypothesis "There is no significant difference between the views of students about their teachers' role in fostering their self-esteem at secondary level" is rejected

Findings: Significant difference was found as the respondents agreed regarding Teacher's attitude and attribute in fostering their self-esteem with x^2 = 6.85 and P = 0.00.

Conclusion

The role of the female teachers was more effective as compared to male teachers regarding their attitude towards their students in fostering self-esteem.

Recommendation: It is hoped that the government, Higher Education Commission of Pakistan, policy makers and other authorities will take initiative steps in this regard.

To improve the working conditions in the male schools, male teachers should properly be trained regarding their attitude and teaching styles.

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