Examining the Regression Analysis of Teacher Acceptance on School Children's Self-Esteem

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ABSTRACT

This paper aims to explore the perceived teacher's acceptance and its effects on the self-esteem of school children. The teacher's role is very important in the social, emotional, and academic achievement of children. The sample was collected from Hyderabad schools in January 2018. This study was performed on a total sample of 500 students. Sample was justified through A-priori sample size calculator. Respondents range in age range from 10 to 18 years (Mean = 13.49 years, SD = 1.33). Three questionnaires were employed to collect the data. Teacher acceptance-rejection TARQ (Rohner, Rohner, & Khaleque, 2005), Personality Assessment Questionnaire PAQ (Rohner et al., 2005) Urdu version were administered to participants and convenient sampling was used for data collection. Regression analysis survey has been used in the present study. The result of the regression analysis revealed that students who tended to perceive themselves to be accepted by their teacher reported high self-esteem. Hence it is clear that teacher acceptance is the significant predictor of student self-esteem. This finding is useful for teachers' preparation, and professional development as well as for the promotion of teacher acceptance.

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1.   Introduction

The main responsibility of the teachers is to influence the student's behavior in a way that advances the educational objectives and advancement. The teacher-student relationship will depend on the teachers' expertise and awareness of pedagogical development and their capacity to have a predictable effect on the student (Feuerborn & Chinn, 2012; Frenzel, Goetz, Lüdtke, Pekrun, & Sutton, 2009).

The study by Rohner, Khaleque, Shamsuddin Elias, and Sultana (2010) indicates that a supportive teacher attitude toward their student has a positive influence on psycho-social adjustment and their academic grades. Besides, high self-esteem is reported as another important psychological aspect that serves as a stress-reduction mechanism for students as they progress through their academic careers (Ekiz & Kuru, 2023).

A burgeoning literature also gives importance to children's relationship with their teachers which makes significant developmental consequences. However, most of the investigations were conducted in western cultures rather than the eastern context (Ahmed, Rohner, Khaleque, & Gielen, 2016). Some new research interests must be developed in our culture to discover whether the same pattern of teacher-student relationship exists or not (Khaleque & Rohner, 2002). Acceptance is defined as the warmth, concern, support, affection, care or only affection that teachers can sense and communicate to their students (Rohner &

Khaleque, 2015). On the other hand, self-esteem refers to the global emotional judgment individuals make about themselves in terms of worth or value (Rohner & Khaleque, 2015).

Furthermore, the connection of the educator with the schoolchild may be determined by a numeral issue, for example, the setting where the school is placed, institute philosophy and the environment, learning platform and apparatus above and beyond the physiognomies of the educator. However, for the schoolchildren, the approaches of the professor in the lecture hall, that is, their feelings, spirits and conduct in the direction of the schoolchildren, are very much significant (Burnett, 1999).

Moreover, the teacher, who places of skills of the household in infantile with the information he has, provides the facts that he is talented in carrying out the characteristics and supplies of a mature world during teenage years. Therefore, students play a simplifying role in the assembly of the pupil's requirements of recognition and being cherished among his peers and acknowledgement as an individual (Wentzel, 1994).

It is realized that the schoolboy's constructive impression of his rapport with the educator not only confirms the attainment of the educational purposes of schooling and training, but it has an associate role in well psycho-social progress (Noels, Clément, & Pelletier, 1999). Agreed that advance is a whole and all relevant areas of progress move each other, certainly, the characterization of the personality of the student can also be constructive, who is definite to complete his training objectives in the school climate (Gorham & Christophel, 1992).

Literature indicates that students with extraordinary educational enactment have higher self-worth, self-efficacy, and self-esteem and exhibit self-control personality traits (Baumeister, Campbell, Krueger, & Vohs, 2003; Zimmerman, Bonner, & Kovach, 1996). In addition, it is emphasized that the students vary in terms of their approaches towards education and that their readiness and attentiveness towards knowledge are extraordinary (Gorham & Christophel, 1992; Roorda, Koomen, Spilt, & Oort, 2011). Moreover, research suggests that teacher acceptance is an important factor to take into account in improving the interpersonal relationship between both students and teachers in schools (Rohner & Khaleque, 2015).

Research conducted by Soomro and Clarbour (2012) suggests that there is a need for early recognition of emotional and behavioral problems among students but unfortunately in Pakistan, there is a lack of mental health facilities for students. This perspective focuses on the strength of humans and nurtures optimistic belief, self-esteem and problem-solving skills (Sheldon, Kashdan, & Steger, 2011).

Acceptance is perceived as a universal desire for every relationship. Humans are filled with talent, and ability and can do anything if they are provided with a positive environment. In the case of students, the acceptance of the teacher can create a conducive environment where the best parts of student abilities are actualized (Sarfaraz, Iqbal, & Iqbal, 2022).

Every human need appreciation, acceptance and approval from significant others (Shivani, 2017). Moreover, teacher acceptance increases the capacity of students and leads them to live a full and purposeful life. It enriches their hearts to be full of love and fairness and make them psychologically healthy. So, they can deal with stressors, in at educational environment positively.

Beside that Teacher's acceptance-rejection is a part of the interpersonal acceptance-rejection theory proposed by Rohner and Khaleque (2015). Students' perception of teacher support is a fundamental factor for interpersonal processes that encourages positive interaction between teacher and student and has a meaningful effect on personality organization, psychological adjustment, school performance and academic attainment of students (Ahmed et al., 2016; Naeem, Batool, Azam, Javed, & Kanwal, 2023).

Furthermore, research by Patrick, Ryan, and Kaplan (2007) indicates teacher provision mentions to students' observations of the teacher's attention to them. When students feel supported emotionally by their adult, they develop feelings which positively affect their mental health. Several empirical studies have been conducted on the importance of student

relationships with their teachers and their consequences and the warm attitude of teachers towards students' motivation which leads to intrinsic valuing of education, and positive self-esteem (Gwynn, 2012; Nielsen et al., 2017; Pianta & Hamre, 2009).

Discipline in the education situation is a helpful exercise for the learner to gain self-control and self-regulation skills by framing the required variations with the school boys (Lewis, 2001) so as to complete the set purposes (Javed, Nawaz, & Javed, 2023; Twyman & Heward, 2018). Specifically, it is the capability of the educator to use the social arrangements needed for the children to accomplish their own knowledge (Lemos, 1999).

Consequently, deep devotion, affection, attachment, faith and acceptance ought to occur in the teacher's activities about the advancement of education under the aegis of governance and monitoring. Moreover, the student's constructive observation of the school environment is molded by an impartial enactment valuation and hence, the logic of self-confidence that the student can be assumed the provision learners requirements (Wang, Selman, Dishion, & Stormshak, 2010; Way, Reddy, & Rhodes, 2007).

The present study is intended to increase our understanding of the perceived teacher's acceptance and its consequent effect on students' self-esteem. Studies have shown that self-esteem is important for preventing future psychological maladjustment. Whereas, perceived teacher acceptance plays the most significant role in the development of behavior and emotional development of children. Therefore, teacher warmth is a significant component in building the growing process most active. The finding of this study's efforts to make positive changes in a student-teacher relationship, will provide important knowledge and develop the interest of scholars concerning this contemporary perspective. Based on the objective it is hypothesized that there will be the effect of teacher acceptance on the self-esteem of students

1.1. Objective of the study
To examine the relationship among teacher acceptance-rejection and self-esteem of school children.

1.2. Hypothesis of the study
There will be effect of teacher acceptance on self-esteem of student

2. Method
2.1. Research Design
It is an empirical regression analysis survey research. The survey has been conducted through standardized questionnaires. Namely, Teacher's acceptance-rejection questionnaire (TARQ) Personality Assessment questionnaire (PAQ) and Negative Self Esteem (NSE).

2.2. Sample
The sample (n=500) of the study comprised of school students; boys (n= 250) and girls (n= 250). The data was collected through the convenience sampling method from schools in Hyderabad. Respondents range in age from 10 to 18 years (Mean = 13.49 years, SD = 1.33). Sample was justified through a-priori online sample size calculator.

2.3. Measures
The following measures were administered to the participants to collect the data.

2.4. Personal Information Form
The PIF is a short questionnaire designed to collect demographic information related to gender, age, class, grades, mother tongue, parental education and occupation.

2.5. Tacheras Acceptante - Rejection Questionnaire (TARQ)
The TARQ is a standardized self-report questionnaire developed by Rohner et al. (2005) to assess the perception of school children about the perceived acceptance-rejection of their teacher. It is a standardized measure. The alpha reliability coefficient of this scale is (r=.80) which indicates that it is a highly reliable scale (Rohner et al., 2010).

It consists of 29 items and five sub-scales which are indifference /neglect, warmth/affection, undifferentiated rejection, hostility/aggression, and behavior control.

A four-point Likert-style scale, from nearly always true to almost never true, is used to score each item. To prevent response set bias, some items are scored in reverse.

2.6. Personality Assessment Questionnaire PAQ

It is a self-report questionnaire designed to assess individuals' perceptions of themselves concerning seven personality dispositions developed by Rohner and Khaleque (2005). It is a reliable instrument to the personality organization. The Alpha Coefficient (r = .83) shows its reliable status .it consists of 42 items and seven sub-scales are Hostility/Aggression, Dependency, self-esteem, self-adequacy, emotional responsiveness, emotional stability, and negative worldview. All items are scored on a four-point Likert-like scale ranging from almost always true to almost never true score. Some items are reverse scored to avoid response set bias.

3. Procedure

Data collection was made on a standard procedure was followed from the respondents. Data for current study was collected from six schools of Hyderabad city Pakistan to ensure the variability of responses. As part of the ethical procedure, after receiving permission from the schools to conduct this study. The researcher personally visited all the sampled schools to get authentic responses under close observation. Responded were informed about the objective of the survey they ensure to be confident, as the information obtained will be kept highly confidential and participation is voluntary and necessary rapport was established. Moreover, the information and data obtained will be used only for research purposes. A total of five hundred (500) students were selected for the present research. Among them 250 students were boys and the remaining 250 students were girls. They were of seven, eight, and nine class students from different schools. A total of five schools were approached. From each school hundred students were randomly selected including class seven, eight and nine and ten students from each class. The respondents were approached collectively while administering the questionnaires during their class time. They were instructed to read all the items of the scales attentively and to respond properly. Information was taken from each student by providing questionnaire with the help of respective teachers. students responded to the following Urdu language measures: (a) Teacher acceptance-rejection/control questionnaire (TARQ) short form and personality assessment questionnaire short form Urdu version along with personal information form in class setting, during a regular 45-minutes class period.

4. Data analysis

Means and standard deviations were calculated along with descriptive statistics. Additionally, regression analysis was done to see whether student self-esteem is predicted by instructor acceptance. SPSS was used to examine the data.

4.1. Results

Table 1: Mean, Standard Deviation of TARQ and Subscale Negative self-esteem PAQ

Scales	n	Means	Standard Deviation
TARQ Total	500	67.48	11.58
PAQ Total	500	90.14	2.21
NSE Total	500	0.32	0.35

Table 1 presenting descriptive statistics i.e. means and standard deviation of Teacher Acceptance Rejection Questionnaire, Personality Assessment Questionnaire and Negative Self Esteem of overall scales

Table 2: Reliability of Alpha Coefficient for Scores of Participants on the TARQ, PAQ and NSE (n=500)

Scales	No. of Items	Cronbach Alpha
TARQ	29	0.75 .
PAQ	42	0.69
NSE	6	0.41

As shown in Table 2 Cornbrch 's alpha values of the TARQ (a = 0.75), PAQ (a = 0.69) and NSE (a = 0.69) reliability were found which indicates the reliable status of scales respectively.

Table 3: Regression Analysis of Self-Esteem on Teacher Acceptance

Model		Sum of Squares	Df	Mean Square	F	P
	Regression	39.268	1	39.268	8.455	.004
	Residual	2312.754	498	4.644		
	Total	2352.022	499			
Beta weights of predictor variables in the model						
B	Std. Error			t	P	
13.243	0.235			56.37	.000	
0.002	0.001			2.908	.004	

Table 3 shows as Teacher Acceptance was found Significant predictor of student positive self-esteem (F = 8.455), (t = 2.908), (β = 0.002) (P = 0.004). Results revealed that teacher acceptance is an independent predictor of student self-esteem thus our hypothesis is confirmed.

5. Discussion

The principal objective of this paper was to investigate the influence of teacher acceptance on the self-esteem of school children in Hyderabad (Pakistan). The finding of regression analysis demonstrated that teacher acceptance (affectation) is a positive and significant predictor of student self-esteem (See Table 3). This finding is accordant with the prior study reported by Saleem, Javed, and Durrani (2020) and Shahzad, Ahmed, Jaffari, and Khilji (2012), that teacher-supported behavior and a positive school environment has a positive impact on student self-esteem. Additionally, self-esteem is an influential contributor to the physical and mental health of children.

Education performs the main function of strengthening the individuals to fulfil their responsibility for a flourishing society. Pakistan is a developing country possessing a variety of cultures and its dynamics influence not only the living style, and norms but education as well. There is the number of education structures in our country such as government; private and non-profit each holding different settings (Hameed & Hameed, 2016; Siraj, Zafar, & Ibraheem, 2021; Yousef, Javed, Naeem, & Ikram, 2023).

The teachers play meaningful roles to protect and enrich societal values like, human rights, betterment of society, elimination of gender discrimination, and to develop a sense of being responsible citizens in students. In our socio-cultural context, corporal punishment is a common part of everyday disciplinary practice. Whereas most the people do not even tend to acknowledge their children's emotional and psychological needs (Naz & Kausar, 2015).

Internationally 50% of children are affected by violence once a year with increased chances of personality disorder in adulthood. Child abuse recognized mental health problem in the overall globe. It is also associated with the perpetration of later violence against women (McFarlane et al., 2017).

The number of researchers proposed that significance of teacher's warmth dimension is fundamental to positive children's development over life span (Ki, 2015; Rohner, 2021). In developed countries, importance on the mental health of children during an early age has led to life satisfaction in individuals' adult life (Shiner & Caspi, 2003). Furthermore, a lack of awareness of children's emotional and psychological well-being in children looked after by the caregivers may fail to fulfil their psychological needs (Khalid, 2003). The Number of research on the consequences of the warmth dimension of teacher acceptance have been done in America and other countries and thus little is known about this perspective in Pakistan. Noticeably more investigation should be conducted on this perspective.

6. Conclusion

By and large, the results revealed that perceived teacher acceptance is a significant predictor of student self-esteem. Consequently, this finding is applicable in introducing interventions such as raising self-esteem in school children to counter psychological maladjustment, thus developing healthy personality of children.

6.1. Practical Implications of Findings

The teacher is highly influential in the lives of school children there is a causal link between perceived teacher acceptance and student self-esteem. Findings of the present study suggested that the teacher must maintain a caring and loving relationship which is helpful for the enhancement of the self-esteem of students. Teacher should give appropriate affection, concern, and interest to their students that prevent them from emotional disturbances. These findings would be useful in designing intervention programs for affected students. Therefore, effective interventions may focus on the improvement of self-esteem along with other academic approaches, which might reduce behavioral problems so that learning may not be interrupted.

6.2 Limitations of the study

There are some limitations which should be taken into account in any attempt to generalize the findings of this investigation. First, this study was carried out in only one city in the country. A more assorted sample across the country could cater for possibly different socioeconomic statuses of children to get new knowledge about perceived teacher acceptance and its effects on students' self-esteem.

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