

EFFECT OF SOCIALIZATION STYLES ON STUDENTS' SELF ESTEEM AT SECONDARY SCHOOL LEVEL

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**NATIONAL UNIVERSITY OF MODERN LANGUAGES,
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EFFECT OF SOCIALIZATION STYLES ON STUDENTS' SELF ESTEEM AT SECONDARY SCHOOL LEVEL

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Noor e Ain

Dedicated To

My Parents

Mr. Sanaullah & Mrs. Gulshan Ara

ABSTRACT

Thesis Title: Effect of School Socialization Styles on Students Self Esteem at Secondary School Level.

The study's major objectives were to explore the major prevailing socialization styles of the Secondary schools, to explore the levels of self-esteem of Secondary school's students and to assess the effect of socialization styles on self-esteem. This study was delimited to the class 10th students of the secondary Schools working under Federal Directorate of Education Islamabad. Conceptual framework was designed by taking theory of school socialization styles (Pellerin, 2005) and theory of self-esteem (Dharsini and Jeebaseelan, 2017). There were two variables in the study. (a) School socialization styles (b) Self Esteem. School socialization style was treated as an independent variable whereas students' self-esteem was dependent variable. 14283 class 10th students (Boys 6014, Girls 8269) of the schools working in six sectors of Islamabad capital territory under the umbrella of Federal Directorate of Education Islamabad, were considered as the population of the study. 10 % of each stratum (602 boys and 826girls) of students that is 1428 students of the secondary schools were further selected as sample of the investigation. Proportionate stratified random sampling technique was used. Self-developed scale based on the parameters given by Pellerin, (2005) was used to assess school socialization style. Self-esteem test used by Dharsini and Jeebaseelan (2017) was adapted. Validation of the instruments carried out by a panel of experts. Pilot testing of the instruments were carried out and reliability was ensured before final data collection. Data was collected by the researcher. To explore school socialization style mean was calculated, to explore level of self-esteem frequency of the data was used and to assess the effect of school socialization styles on self-esteem regression analysis was carried out. Research Findings showed that there are significant effects of school socialization styles on students' self-esteem at secondary school level. Demandingness was found the most prevailing style of school socialization. It was revealed from data analysis that majority of the students are at the medium level of self-esteem. On the basis of the findings it was recommended that teacher may expect mastery of subject and course content from their students and environment of self-discipline may be promoted in school for positive and balance built of self-esteem.

TABLE OF CONTENTS

CHAPTER	PAGE#
TITLE PAGE	i
DISSERTATION AND DEFENSE APPROVAL FORM.....	ii
AUTHOR DECLARATION.....	iii
PLAGIARISM UNDERTAKING.....	iv
CANDIDATE DECLARATION FORM.....	v
ACKNOWLEDGEMENT.....	vi
DEDICATION.....	vii
ABSTRACT.....	viii
TABLE OF CONTENTS.....	ix
LIST OF TABLES.....	xi
LIST OF FIGURES.....	xvi
LIST OF ABBREVIATIONS.....	xvii
LIST OF APPENDICES.....	xviii
1. INTRODUCTION	
1.1 Background of the Study.....	1
1.2 Rationale of the Study.....	4
1.3 Statement of the Problem.....	9
1.4 Objectives of the Study.....	10
1.5 Null Hypotheses.....	10
1.6 Theoretical Base.....	11
1.7 Theoretical Framework.....	13
1.8 Significance of the Study.....	17
1.9 Research Methodology.....	19
1.10 Operational Definitions.....	24
1.1 Delimitations.....	27
2. REVIEW OF THE RELATED LITERATURE	
2.1 Social, Sociology and Socialization.....	28
2.1.1 Direct Teaching.....	32
2.1.2 Learning by Imitation.....	32
2.1.3 Incidental Learning.....	33
2.1.4 Reward and Punishment.....	34
2.1.5 Theories Teacher Socialization.....	39
2.2 Theories and Models of Socialization.....	40
2.2.1 Process of child Socialization, Keppens (2017).....	40
2.2.2 Multilevel Heuristic Model of Child Socialization by Garner, Mahatmya and Brown (2014).....	41
2.2.3 Conceptual Model of Social Relation by Hernandez, Eisenberg, Valiente and Vanchyndel (2016).....	42
2.2.4 Model of Operation of Socialization by Lara Prez- Felkner (2013)..	43
2.2.5 Latent Growth Curve Model by Whitesell, Mitchell and Spicer (2009)	44
2.2.6 Karby (2015) Predictive Model of Socialization.....	45
2.2.7 Conceptual Model of Academic Socialization by Taylor, Clayton	

& Rowely (2004).....	46
2.2.8 Model of Socialization by Haruna (2014).....	47
2.2.9 Pattern of the Network of Social Relationship of Junior Secondary High School by Oke and Jekayinfa (2003).....	48
2.3 Concept of Self-Esteem.....	55
2.3.1 Development of Self-Esteem in Students.....	59
2.3.2 Historical Perspectives of Self-Esteem.....	68
2.3.3 Students' Self Esteem.....	72
2.3.4 The Importance of Self-Esteem at School.....	73
2.3.5 Measuring Self-Esteem.....	74
2.4 Models Related to Self Esteem.....	79
2.4.1 Curvilinear Model of Self Esteem by McLeod (2012).....	79
2.4.2 Predictors of Self Esteem by Baker, Easterbrook, Owe and Vignoles (2014).....	80
2.4.3 Model of Self Esteem by Chen and Wei (2011).....	82
2.4.4 Model of High School Students Self Esteem by Giunta, Alessandri, Gerbino, Kanacri, Zuffiana and Caprar (2013).....	83
2.4.5 Comparative Study of Leary (2000) Socio-meter Theory and Henriques Unified Theory of Psychology (2004).....	84
2.4.6 Symbolic Interaction Theory.....	88
2.4.7 Self-Fulfilling Prophecy Theory.....	89
2.4.8 Students' Grouping Practice and Teachers' Expectancy.....	91
2.4.9 Teachers' Expectancy and BCAG: Attribution Theory.....	92
2.4.10 Theoretical Perspective.....	94
2.5 Symptoms of Self-Esteem.....	97
2.6 Students' Self Esteem.....	99
2.7 Causes of Low Esteem.....	99
2.8 Characteristics of Self-Esteem.....	102
2.9 Self-Esteem of Secondary School Students	103
2.10 Low Self Esteem and Social Life.....	106
2.11 Relevant Studies on Socialization and Self Esteem.....	108
2.12 Relationship of Socialization and Self Esteem.....	123

3. METHODS AND PROCEDURES

3.1 Research Approach.....	126
3.2 Research Design.....	127
3.3 Population.....	129
3.4 Sampling Technique.....	130
3.5 Sample Size.....	131
3.6 Tool Construction.....	132
3.6.1 Demographic Information Section.....	133
3.6.2 School Socialization Style Scale (SSSS)	133
3.6.3 Self-esteem Assessment Scale (SEAS).....	134
3.7 Validation of Instrument.....	135
3.8 Pilot Testing.....	136
3.9 Reliability of the Instruments.....	136

3.10	Revision of the Research Tool.....	142
3.11	Data Collection.....	144
3.12	Data Analysis.....	145
3.13	Scoring of the Self Esteem Assessment Scale.....	145
3.14	Ethical Considerations of the Research.....	147
4.	ANALYSIS AND INTERPRETATION OF THE DATA	
4.1	Summary of the Analysis.....	151
4.2	Section-I Tool Construction.....	152
4.3	Section-II Demographics of the Sample.....	160
4.4	Section-III Prevailing School Socialization Style.....	164
4.5	Section-IV Levels of Self-esteem.....	167
4.6	Section-V Regression Analysis.....	171
5.	SUMMARY, FINDINGS, DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS	
5.1	Summary.....	178
5.2	Findings.....	182
5.3	Discussions.....	189
5.4	Conclusions.....	203
5.5	Limitations.....	206
5.5	Recommendations.....	207
6.	REFERENCES.....	223
7.	APPENDICES.....	i-xxxix

LIST OF TABLES

Table No.	Title	Page#
Table 1.1	School Socialization Styles Assessment Scale (SSSS)	22
Table 1.2	Self Esteem Assessment Scale (SEAS)	22
Table 1.3	Data Analysis of SSSS and SEAS	23
Table 3.1	Research Variables	129
Table 3.2	Population of Study	130
Table 3.3	List of Items School Socialization Styles Scale (SSSS)	134
Table 3.4	List of Items Self Esteem Assessment Scale (SEAS)	135
Table 3.5	Statistical Reliability Analysis of SSSS	138
Table 3.6	Statistical Reliability Analysis of SEAS	138
Table 3.7	Item Total Correlations Pilot Testing School Socialization Styles Scale	139
Table 3.8	Item Total Correlations – Pilot Test Self Esteem Assessment Scale	140
Table 3.9	Inter Section Correlation- Pilot Testing SSSS	141
Table 3.10	Inter Section Correlation- Pilot Test Self Esteem Assessment Scale	142
Table 3.11	Revision of School Socialization Styles Scale	143
Table 3.12	Revision of Self Esteem Assessment Scale	144
Table 3.13	Scoring for the level of Self Esteem of the Secondary School Students	146
Table 3.14	Scoring for the level of Performance Self Esteem of the Secondary School Students	146
Table 3.15	Scoring for the level of Social Self Esteem of the Secondary School Students	147
Table 3.16	Scoring for the level of Appearance Self Esteem of the Secondary School Students	147
Table 4.1	Reliability of The School Socialization Styles Scale	153
Table 4.2	Reliability of The Self Esteem Assessment Scale	154
Table 4.3	Item-Total Correlation of School Socialization Styles Scale	155
Table 4.4	Inter Section Correlation of School Socialization Styles Scale	156
Table 4.5	Inter Section Correlation of Major and Sub Variables of School	

	Socialization Styles Scale	157
Table 4.6	Item-Total Correlation of Self Esteem Assessment Scale	158
Table 4.7	Inter Section Correlation of Self Esteem Assessment Scale	159
Table 4.8	Gender of the Sample	160
Table 4.9	Academic Group of the Sample	161
Table 4.10	Grades Displaying Academic Achievements of the Respondents	162
Table 4.11	Ratio of Students From Different Sectors Islamabad	163
Table 4.12	Major Prevailing Socialization Styles of The Secondary Schools	164
Table 4.13	Level of Self Esteem of The Secondary School Students	167
Table 4.14	Levels of Performance Self Esteem of The Secondary School Students	168
Table 4.15	Levels of Social Self Esteem of The Secondary School Students	169
Table 4.16	Levels of Appearance Self Esteem of The Secondary School Students	170
Table 4.17	Effect of Socialization Styles on Self Esteem of The Secondary School Students	171
Table 4.18	Effect of Demandingness on Students' Self Esteem	172
Table 4.19	Effect of Academic Press on Students' Self Esteem	173
Table 4.20	Effect of Disciplinary Climate on Students' Self Esteem	174
Table 4.21	Effect of Responsiveness on Students' Self Esteem	175
Table 4.22	Effect of Teacher Support on Students' Self Esteem	176
Table 4.23	Effect of Teacher-Student Relationship on Students' Self Esteem	177

LIST OF FIGURES

Figure No.	Title	Page#
Figure 1.1	Theoretical Framework of The Study	13
Figure 1.2	School Socialization Style (Pellerin, 2005)	14
Figure 2.1	Process of Child Socialization	41
Figure 2.2	Multilevel Heuristic Model of Child Socialization	42
Figure 2.3	Model of Social Relationships With Peers And Teachers In School	43
Figure 2.4	Operation of Socialization	44
Figure 2.5	Latent Growth Curve Model To Calculate Self-Esteem	45
Figure 2.6	Predictive Model of Socialization For Undergraduate Retention In Higher Education	46
Figure 2.7	Conceptual Model of Academic Socialization	47
Figure 2.8	Model of Socialization	48
Figure 2.9	Pattern of The Network of Social Relation	49
Figure 2.10	Curvilinear Model of Self Esteem	80
Figure 2.11	Predictor of Self Esteem	81
Figure 2.12	Life Control Self-Transcendent Versus Self Enhancement Environment	81
Figure 2.13	Model of Self-Esteem	83
Figure 2.14	Self-Esteem And High School Grades	84
Figure 2.15	Symbolic Interaction Theory	89
Figure 2.16	Flow of Self-Fulfilling Prophecy	90
Figure 2.17	Negative Behavior Determines An Observer's Feeling	93
Figure 2.18	Theory of Attribution	94
Figure 2.19	Theoretical Framework of PTE On Self Esteem	96
Figure 2.20	Narrative of Literature Review	125
Figure 3.1	Sampling Procedure	132
Figure 4.1	Gender of the Sample	160
Figure 4.2	Academic Groups	161
Figure 4.3	Grades Displaying Academic Achievement Of The Students	162
Figure 4.4	Ratio of students from Different sectors of Islamabad	163
Figure 4.5	Levels of Secondary School Students' Self Esteem	167
Figure 4.6	Levels of Performance Self Esteem	168
Figure 4.7	Levels of Social Self Esteem	169
Figure 4.8	Levels of Appearance Self Esteem	170

LIST OF ABBREVIATIONS

Abbreviations	Terms
ANOVA	Analysis of Variance
FDE	Federal Directorate of Education
HPS	High-Performing Students
ICT	Information Communication Technology
IM	Influence Matrix
LPS	Low-performing Students
SEAS	Self Esteem Assessment Scale
SPSS	Statistical Package for Social Sciences
SSSS	School Socialization Style Scale
WIS	Wiley Inter Science

LIST OF APPENDICES

Appendix A	Theoretical Framework of the Study
Appendix B	Topic Approval Letter
Appendix C	Date Collection Reference Letter
Appendix D	Sample Certificate for tools validation SSSS
Appendix E	Sample certificate for tool validation SEAS
Appendix F	Cover letter for validity certificate SSSS
Appendix G	Cover letter for validity certificate SEAS
Appendix H	Certificate for tool validation SSSS
Appendix I	Certificate for tool validation SEAS
Appendix J	List of Experts Committee for tool validation
Appendix K	List of Schools included in population
Appendix L	Research Instrument Cover letter
Appendix M	Demographic Section
Appendix N	School Socialization Styles Scale
Appendix O	Self Esteem Scale
Appendix P	Open Access Policy
Appendix Q	Proof Reading Certificate
Appendix R	Interactive Teaching Approaches

CHAPTER 1

INTRODUCTION

1.1. Background of the Study

Schools serve the role of nurseries where future generations are nurtured and their habits and other personality attributes are shaped. Apart from academics, students also learn in school how to interact and behave with others in an efficient and effective way to make themselves well-adjusted and civilized member of the society (Robson, 2019). The roles of schools in socializing children cannot be ignored. Socialization is a process by which individuals get a personal identity and acquire knowledge and social skills which is required to interact with others. Students learn curriculum from the academics but also learn some social rules and anticipation from interactions with others in school (William, 2014). Children grow and develop in many ways. They grow physically and mentally. The socialization process includes learning how to be with others and to be with self (O'Neil, 2011).

Society is passing through intensive social changes. Personality of the learners is affected by depressing and harmful realities that have broader expansion outside the school (Robertson, 2020). According to Nurlanova (2014) socialization is a process of developing personality features that are specified by social status. Socialization also refers to mastery of a person of system of values, knowledge and standards which are suitable in his society. These values, knowledge and standards allow him to work and move in that society as an entirely equal member.

Since ages school has been remained the most constant conventional agent of socialization. The school is such a useful socializing agent that it has been proved very effective for socializing cluster of children on specific values and skills in society (Nurlanova, 2014). Now days this social institution is anticipated to both train the individuals possessing basic societal values and achieving good grades in academics.

Schools are social institutions therefore school plays vital and utmost role in the social adjustment of children (Eleby, 2009). Every school has its own peculiar socialization environment and that environment refers to as School socialization styles. School socialization styles i.e. demandingness and responsiveness were developed by Pellerin (2005). School socialization styles greatly influence students' personality especially in middle and high schools as at these stage students get more opportunity to interact with different teachers, school staff and peers (Lee, 2005).

School socialization style is an admirable apparatus for photographing the complicated realities of schools as it explains how various socialization styles influence students' attitude and behavior Pallerin, 2005).School socialization styles provide students with structure support, independence and participation which promotes self-esteem of the students. Socialization styles providing attributes of structure, support independence and participation satisfy individual psychological need of being valued (Koca, 2106).

According to Cherry (2018) students' self-esteem nourishes in school social environment. Self-esteem refers to as self-respect or self-worth. It contributes a lot in success and failure of an individual. Low esteem individuals feel dejected and depress. This can lead people to make wrong choices, or fail to work and make life equal to their prospective. An individual possessing high self-esteem can also of be of no good as it can damage personal relationship and it can also

lead to behavior disorder (Ackerman, 2018). Too high and too low self-esteem both are harmful. Therefore, it is ideal to thump equilibrium somewhere in the core. A sensible but optimistic view of yourself is regarded as the best (Cherry, 2018).

School socialization style can play vital role in the growth of a balanced self-esteem neither too high nor too low (Lee, 2005). As in school students interacts with teachers and peers. Teachers motivate and appreciate them on his right doings and guide and instruct to refrain from bad doings. Teachers guide them keeping in view strengths of their personalities and suggest remedial measure for the improvement keeping in view their weaknesses, to convert their weaknesses into their strengths (Koca, 2016). Interaction with peers helps them in how to deal with different people in different situations. These practices are the building blocks of the school socialization styles. A school having these attributes in its social context can groom a child as a well-adjusted human being and a future citizen (Robson, 2019).

It is believed that an effective teaching technique can help students to develop emotional and social skill. At a time when school performance and teacher evaluations are greatly gauged by students' test score or their centralized examination results. Therefore, many of the teachers think that limited classroom time should be spent on academics and not on social skills (Imam, 2012). Most of them do not realize that with effective socialization their students can achieve better results as proper adjustment in an environment leads to satisfied mind and which in turns motivates to learn better and to achieve more.

Socialization process is one of the dramatic impacts that influence child's education, peers, family and schooling. Teachers play a foremost part in the socialization of a child and thus ultimately influence education process and building of self-esteem (Ackerman, 2018). Socialization styles of a school have an impact on children and teens in the context of their

process of learning. School heads, teachers and parents must recognize that socialization styles maximize or minimize the rate of academic achievements.

School heads and teachers arrange the arena for their students' educational experiences throughout their individual school experiences, cultural, ethical and social distinctiveness and behavior (Koca, 2016). School socialization deals with acquiring values, norms and knowledge related to education. School socialization style is robust active agent who at a time boost moral of the students for the sense of better self-esteem and on the other hand motivates learners to show better performance in academics and hence produces better academic results/ achievements (Pallerin, 2005).

It is very much imperative for children to acquire skills of socialization in schools. It needs effort and patience to train children to think of others and themselves. Children to move productively in the public, they have to be taught to interact with others in a healthy, productive and constructive way. With the purpose to practice children to be responsible, successful and winning adults, it is essential to give them extensive opportunities in schools for socialization. Socialization helps in the proper adjustment of an individual in the society therefore boost self-esteem. Academic achievements are also impacted by socialization. Keeping in view the vital importance of school socialization styles the researcher opted to probe into school socialization styles and its effects on self-esteem.

1.2. Rationale of the Study

The period of secondary school of students is the most important period of their life. This is transitional period from childhood to teens which changes number of experience in life of the students. The period runs at teen years of their lives. At this level of development an individual learns how to interact and socialize in an effective way with other beings (Morin, 2005).

Socialization is the basic behavioral quality that helps in satisfying higher order human needs. It refers to a command and regulation of the person over system of values, knowledge and standards which are prevailing in the society (Cherry, 2014). Effective socialization is considered very important for the success of an individual and for the organizations at large. It is considered that a well socialized person possesses good self-esteem; he knows his worth and his goodness for the society which entails good results in academic and professional life (Imam, 2012) School socialization cannot be ignored keeping in view its vital importance for proper grooming of students. As learners squander six to seven hours of a day in school, five days a week. Therefore, socialization and socialization styles in schools play fundamental role in the nourishment of the self-esteem of learners.

According to Leary and Guadagno (2011) socio metric hypothesis, self-esteem works like a measuring instrument of inclusive position in social context. Our inclusionary status is demonstrated by Leary's analogy of gas meter. In his view, gas meter measures the gas, likewise, our socio meter is measure through self-esteem which measures our inclusionary status, if we receive full acceptance from the society it means our self-esteem is high, if we face social rejection it means our self-esteem is at lower level. According to Leary and Guadagno (2011) the exclusion is a factor which makes people behaves in certain ways through which they maintain their self-esteem. Rowley (2004) conducted a research on academic socialization and academic achievements in the context of parental influence. He introduces theoretical models which illustrate the procedure of school socialization, including parental involvement. Rowley (2004) mentioned attitude and behavior provide the basis for the children social and moral development academic socialization. The author described school socialization as a course of

action that takes place under the broad umbrella of socio-economic and cultural context (Rowley, 2004).

Gatuyu (2015) conducted a research in Kenya on how social skills of students impact on their success in academic context. Gatuyu (2015) found significant effect of early socialization on students' academic life in pedagogical scenario in school. Gatuyu (2015) argued that there are diverse agents that help in socializing the children in the society including school, church and family. He recommended raising consciousness among all the stake holders like teachers and parents and other on the significance of socialization. According to him government interventions are also needed in this regard (Gatuyu, 2015).

School socialization style can affect the prospect child; he may face complexities that can lead his actions in the right or wrong direction. Socializing agents can be the reasons of various approaches of action i.e. hampering style or inductive style, but in his view most essential is that educator to "correct itself" on the course to take up such tactic which is according to each individual and each faction. If a problem arises the teacher must search what went wrong and after diagnosing the wrong, fix it (Crisogen, 2015).

Mudathir (2014) conducted a research on the agents of socialization that impact academic performance of students in Jigawa state. Her study revealed that socialization agents have noteworthy impact on students' self-esteem and performance in schools arena. On the other hand, in her findings she recommended all the agents of socializing i.e. family, school and mass media should work collectively towards inculcating moral and religious values, civic and social consciousness, vocational guidance spirit of patriotism and other several virtues that enable the students to be responsible member of the community and improve their academic performance.

Therefore, agent of socializing should be given due attention in education system (Mudathir, 2014).

Profeli (2016) in his study he weathered a model of socialization which works in the family context and its inferences as pedal for school engagement. A prominent relation was existed between youths and their family success and their emotional and experiential conceptualization of work. Youth who were taking work as an optimistic and constructive experience, were probably to be involved in schoolwork, both psychologically and cognitively.

Internationally we find researches on school socialization styles but if we see in the local context of Pakistan negligible work has been done in this regard. Researches done on socialization usually carried out in political and religious context. As Kataria (2017) conducted research on the efficiency of students in Madaras. In his research he mentioned the effects of political efficacy on madrassa student's socialization.

Abdullah, Shahzad, Riaz, Fatima and Abbasi (2012) conducted a research on the socialization of children in Pakistan Sweet Homes Islamabad. In their research they have examined the orphan children socialization in the perspective of education and in the fulfillment of basic needs of the children dwelling in orphan houses.

Imam (2012) conducted a research on child learning and their practices of socialization among working mothers and house wives in Pakistan. Imam (2012) investigated the dissimilarities in child rearing and socialization activities in controlling dimension employed by working mothers and house wives. She found that parental control in socialization is very much important for the values and achieving the goals of socialization.

Yasir (2015) conducted a research on political socialization of adults of Multan via role of social networking media. He conducted this study with the objective to discover the part that social

networking media plays in political socialization of adults. He adopted survey method to collect data from the youth who were the client of social networking media. He found that social networking media has an imperative role in the political socialization of adults.

As it is obvious from the above-mentioned studies carried out in Pakistan, negligible attention is paid to school socialization styles. Relationship and cause and effects of socialization were assessed in different political, social and religious scenarios but not in school setting. Socialization helps in development of good self-esteem but very less work has been done in this context. As Bibi, Saqlain and Mussawar (2016) carried a study on how emotional intelligence is effected by self-esteem. University students' self -esteem was tested through self-esteemed test (Rosenberg, 1965). In this way, for the assessment of variables, Pearson Product moment of Coefficient was utilized. Her study proved that healthy self-esteem enhances emotional intelligence of the university students.

Another study has been conducted by Hussain, Tufail and Khan (2014) to assess academic success of students during school life, the parental socialization influence of university students was investigated. However, questionnaire on parental socialization by Burri (1991) and self-esteem test by Rosenberg (1965) were data collection tools. In their exploration they did not discover a noteworthy impact of self-esteem on education failure and success of the students whereas significant impact of authoritarian parental socialization found on academic achievements (Aqeel Ahmad, 2014).

Nazir, Saeed, Sohail, Sher, Azhar and Safder (2010) researched the effects of parental disagreement on self-esteem of the youth. The study aimed at the reasons of parental conflicts and their effect on children self-esteem. Study revealed that parental conflicts and authoritarian parental style of socialization in the brought up of their children significantly negatively affect

socialization of their children. Warm nurturing parents had children with high self-esteem and children of such parents also have good marital relationship (Nazir et al., 2010; Bibi, 2016).

Self Esteem in relation to socialization has been researched by few in Pakistan. A research has been conducted by Sulaiman, Akhter, Hussain and Khan (2012) in Karak, Pakistan demonstrates family as the the basic socializing agent which shape the child in social setting. This was an effort to highlight the family socializing composition impacting academic achievements of school students. Data analysis exposed that social setting of the family and large family size effect academic performance of the students. Small family size and family with social setting have positive consequence on academic performance of the students (Qaiser Suleman, 2012).

It is evident from the above cited literature that in the context of Secondary schools of Pakistan less work has been done on school socialization styles with regard to self-esteem. If there is better understanding of school socialization styles and its effect on self-esteem and then there will be effective schooling producing confident future citizens. Therefore the researcher has selected the research problem related to school socialization styles and it effect on students' self-esteem.

1.3. Statement of the Problem

In Pakistan a student achievements are gauged only in terms of terms of numbers and grades and less attention is paid to psychological aspects like socialization and the self-esteem of the students. School heads and teacher usually show concern only for the academic improvement achievements while school socialization styles and its effect on students 'self-esteem is not being given due attention. Majority of the teachers and school heads are unaware of the school socialization styles and development of the healthy self-esteem of the students. Therefore, the

research was initiated particularly keeping in view the current practices of the schools, to explore the effect of socialization style on the learners' self esteem

1.4. Objectives of the Study

Mentioned below were the research objectives.

1. To explore the major prevailing socialization styles of the Secondary schools.
2. To explore the level of self-esteem of the Secondary school students.
3. To assess the effect of socialization styles on self-esteem of the Secondary school Students.

1.5. Null Hypotheses

Following were the research hypotheses.

H₀1 There is no statistically significant effect of socialization styles on self-esteem of the secondary school students.

H₀1(a): There is no statistically significant effect of socialization style related to demandingness on self-esteem of the secondary school students.

H₀1 (a)(i) There is no statistically significant effect of socialization style related to academic press on self-esteem of the secondary school students.

H₀1 (a)(ii) There is no statistically significant effect of socialization style related to disciplinary climate on self-esteem of the secondary school students.

H₀1 (b) There is no statistically significant effect of socialization style related to responsiveness on self-esteem of the secondary school students.

H₀1(b) (i) There is no statistically significant effect of socialization style related to teacher support on self-esteem of the secondary school student

H₀1 (b) (ii) There is no statistically significant effect of socialization style related to teacher-student relationship on self-esteem of the secondary school student.

1.6. Theoretical Base

Socialization and self-esteem in the context of social learning theory can be understood through the lens of Albert Bandura's (1960) Social Cognitive Theory, which emphasizes the role of observational learning, modeling, and the interplay between personal and environmental factors. Here's how socialization and self-esteem can be explained using this theoretical base:

Socialization, in the context of social learning theory, involves the process of acquiring knowledge, values, and behaviors through observation and imitation of significant others in one's social environment. Individuals learn social norms, roles, and behaviors by observing and modeling the actions and interactions of others. This process is central to the development of one's social identity and integration into various social groups.

Social learning theory highlights the significance of role models in socialization. People, particularly during their formative years, observe and imitate the behaviors of role models and significant figures in their lives, such as parents, teachers, and peers. These observed behaviors, whether prosocial or antisocial, influence an individual's socialization and the development of their self-concept.

Bandura (1960) theory introduces the concept of reciprocal determinism, which emphasizes the continuous interaction between personal factors (cognitive, emotional, and behavioral) and environmental factors. Socialization is a dynamic process where individuals influence their environment, and the environment, in turn, shapes the individual. This dynamic interaction plays a role in determining one's self-concept and self-esteem.

Self-Efficacy: Self-esteem is closely related to self-efficacy, a key component in social learning theory. Self-efficacy is an individual's belief in their ability to accomplish specific tasks or goals. Bandura (1960) posited that self-efficacy beliefs influence an individual's behavior and motivation. When individuals perceive themselves as competent in social interactions, their self-esteem is likely to be higher.

Social learning theory suggests that individuals can learn from observing the experiences of others. This includes witnessing others' successes and failures. In the context of self-esteem, observing others achieving success through their actions and social interactions can inspire and boost an individual's self-esteem by providing evidence of what is possible.

Social learning theory acknowledges the role of social comparison, where individuals evaluate themselves in relation to others. This process can impact self-esteem. By observing the behaviors and outcomes of others in similar situations, individuals may assess their own competencies and achievements, which can affect their self-esteem.

Bandura's theory highlights the importance of self-regulation. Observing how others regulate their behaviors and emotions in social situations can influence an individual's self-regulation skills, which, in turn, play a role in self-esteem development.

In summary, social learning theory provides a theoretical base for understanding how individuals acquire socialization skills and develop self-esteem through observation, modeling, and the interplay between personal and environmental factors. It emphasizes the dynamic nature of socialization and self-esteem development, highlighting the role of cognitive processes and social influences.

1.7. Theoretical Framework

To test hypotheses and to obtain the set objectives of the research two different theories were used to make a framework. Pellerin (2005) theory of school socialization styles was used to assess the socialization styles of the schools and Dharsini and Jeebaseelan (2017) theory was utilized for assessment level of self-esteem either low or high. Following diagram is explaining the Theoretical framework of the study.

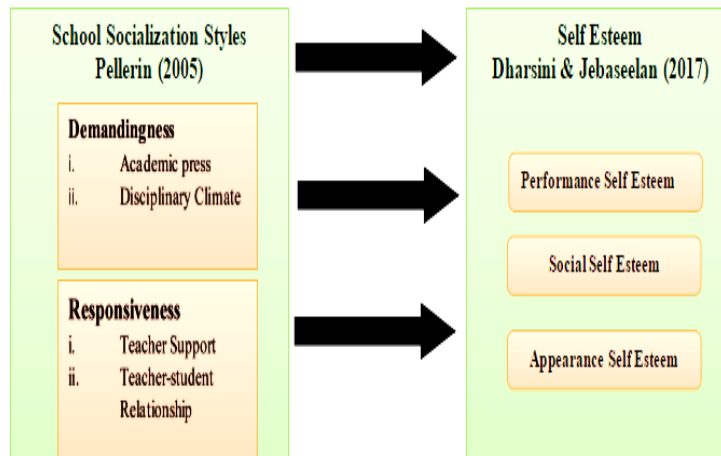


Figure 1.1 Theoretical Framework of the Study

1.7.1 School Socialization Styles (Pellerin, 2005)

Socialization styles were treated as independent variable and it was based on model presented by Pellerin (2005). Which he had used in his research “Students

Disengagement and the Socialization Styles of High School". The model presented two main school socialization styles i.e. demandingness and responsiveness. Demandingness referred to authoritative style of socialization and responsiveness referred to democratic style of school socialization. His frame work gave clear picture that how both the style effect students' socialization and their adjustment to the society.

As mentioned earlier this model presented two styles of school socialization:

- i. Demandingness
- ii. Responsiveness

Following diagram presented the model school socialization styles developed by Pellerin (2005).

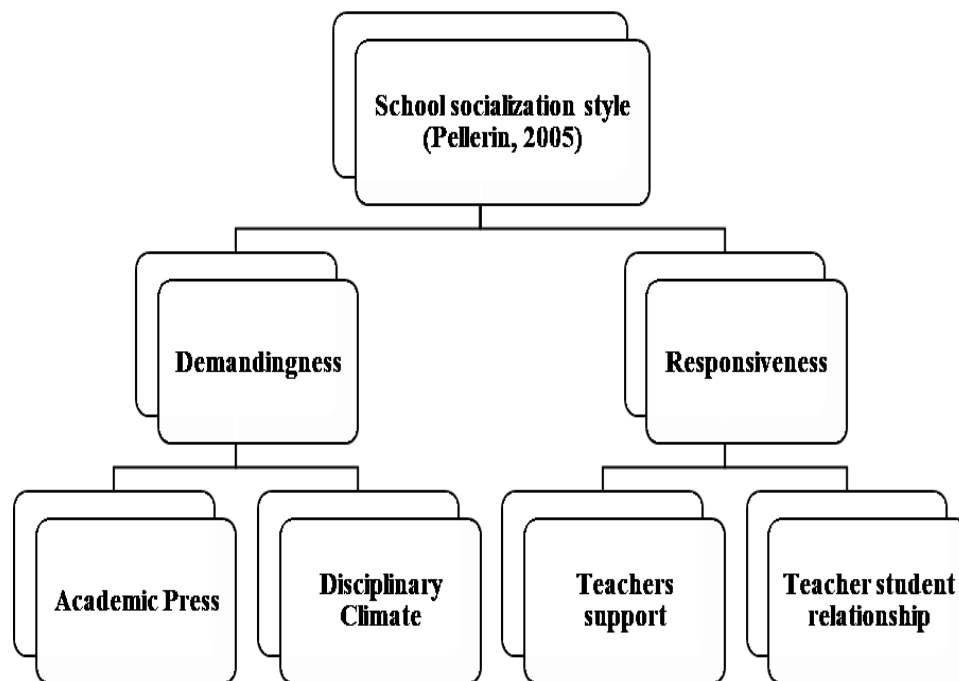


Figure1.2 School Socialization Style (Pellerin, 2005)

1.7.1.1 Demandingness: Demandingness referred to strive for high academic achievements under authoritative control of the teachers and the further refinement of these achievements by providing suitable social environment.

Demandingness was further divided into the Following

- a. Academic press
- b. Disciplinary Climate

1.7.1.1.1 Academic Press: Academic press referred to academic activities and learning environment provided by the teachers during lesson delivery. How much pressure of learning activities motivates the learner to improve and to make more progress?

1.7.1.1.2 Disciplinary Climate: Disciplinary referred over all working environment of the class whether the classroom is unnecessarily noisy or there is working noise. Effective use of the given time for learning purposes comes under disciplinary climate of the classroom.

1.7.1.2 Responsiveness: Responsiveness referred to the extent of supportive, warm and trusting relationships between teachers and the students.

Responsiveness was further divided into two sub sections as under:

1. Teacher support
2. Teacher-student relationship

1.7.1.2.1 **Teacher Support:**Teacher support referred to the teacher's behavior during the lesson delivery.

Whether the teacher exercises extra ordinary control over students and does not provide prospects to students to take part in teaching learning procedure, or she/he enjoys friendly and supportive relationship with students and provides them opportunities to contribute in teaching learning practice and support their learning with effective feedback.

1.7.1.2.2 **Teacher - Student Relationship:** Teacher-student relationship referred to how well students enjoy the company of most of the teachers. Whether teacher is showing concern in learners' well-being and give passions listening to their problems and guide them accordingly. Teachers are fair in their dealings with students or not.

1.7.2 Self Esteem

Self-esteem Assessment Scale adopted by Darsini and Jebaseelan (2017) in their study named "Study on Self- Esteem among the College Students in Trichirappalli District" is considered appropriate to employ for the self-esteem assessment in children. Performance, appearance self-esteem, and social are the factors of the said test.

1.7.2.2 Performance Self Esteem: Performance self-esteem refers individuals' academic performance and how much they feel appreciated and being valued in the school and society.

1.7.2.3 Social Self Esteem: Social self-esteem means the feelings which being valued in the social setting by peers, teachers and parents and persons feeling of being well adjusted in the society.

1.7.2.4 Appearance Self Esteem: Appearance self-esteem means person's feeling that are being valued for the looks, physique, features and his dressing and how he/she carries himself/herself with others with his appearance.

1.8 Significance of the Study

Schools are growing organization and social institution. Coming generations are nurturing in the schools. Besides academics progress students' social skills and self-esteem are developed in the school. Therefore, schools should provide such an environment that in which students not only achieve their academic targets but also have sound and high self-esteem. This research would be beneficent for the school heads, teachers and policy makers in the development of effective socialization styles of schools which in turns would develop students' self-esteem as it is the trait which talks about the perception of the students and its maturation is not guaranteed at a certain stage of development. This study would make teachers to realize that the maturation process of self-esteem is continuously changing compare to other traits of human life. It is otherwise to physical development like the color of eye remains the same from early childhood till death. This undergoes transitions with the passage of time.

In my view the role of self-esteem is not restricted only to student's behavior modification, learning or progress; it is something that also helps students get motivated. This study would help teachers and parents to know that emotions control the behavior of children which ultimately affect the motivation. This motivation is dynamic and strong in its role.

With the help of these study school managers, teachers and parents would know that student's friendship is hindered by low self-esteem as it helps students in developing friendship with peers with disabilities. In the same way, negative effects of self-esteem can be observed in students failed to motivate themselves to achieve something. The level of motivation varies in individuals as it is affected by the circumstances. This study would realize the school managers and teachers that motivating factors can be affecting intrinsically or extrinsically and from situation to situation.

This research would prove significant for the school heads in a sense that it would give them cognizance of their schools' socialization styles and how socialization styles impact students' self-esteem to make them well-adjusted member of the society. The significance of this research for the teachers will be that they would try to establish positive socialization styles of their classrooms which in turns improve positive sense of self-esteem of their students.

For the policy makers this study would be beneficial as it would recommend solution to many socialization problems prevailing in the present education system. Curriculum designers would also be benefitted from this research as it will furnish guideline to take in such interactive and effective activities in the curriculum which will enhance socializing skills of the learners. This research would be a great support for especially for the students as the focal beneficiaries of the research and focus of the study are the students to provide such socializing style in school which help them to gain healthier self-esteem.

Parents would get long lasting benefits from this study as their children will be groomed in schools with effective socialization styles. This will give them well-adjusted and valuable citizens for future with fine sense of self-esteem.

Society on wider spectrum will get benefit from this study because schools are the social institutions and citizens of the future are bringing up in these social institutions i.e. schools. If schools offer efficient social atmosphere where attention is not only paid to academic achievements but emotional nurturing would also be an important concern by providing sufficient thought to develop high self-esteem among its learners. This study would significantly help all the stake holders of the education and teaching learning process in the development of effective social environment of the schools.

1.9 Research Methodology

To obtain the objectives of the research following methodology was adopted.

1.9.1 Research Approach

This was a quantitative co relational research. Quantitative techniques were taken up to draw conclusion from cause and effect analysis of the views obtained from the respondents of the research to find out the effect of school socialization styles on students' self-esteem at secondary level. Analysis made quantitatively assisted the researcher to obtain tangible practices and certain strategies which would be recommended further for schools that the researcher believed most effective for school socialization style.

School socialization style was treated as independent variable whereas student's self-esteem was dependent variables. Thus, this study will be a co relational study.

In co relational study the relationship of independent and dependent variables is measured using scientific method with appropriate statistical analysis.

1.9.2 Research Design

In this research Ex Post Facto research design was used to accomplish the study. Ex post facto means "after the fact," and translates in Latin to "from a thing done afterward." An ex post facto study utilizes this meaning due to the fact that the independent variable is something that has already happened or something that cannot be manipulated. The dependent variable serves as the "afterward" aspect of ex post facto research, as it is affected by something that has already happened or a characteristic or trait that cannot ethically or physically be controlled.

Therefore, the research design was based on collection of information about prevailing practices related to School Socialization styles and its analysis for the assessment of the effectiveness on students' self-esteem who are studying at secondary school level, the schools who are working under the umbrella of Federal Directorate of Education Islamabad.

1.9.3 Research Population

Students of 10th class of the schools working in six sectors of Islamabad Capital Territory under the administrative control of Federal Directorate of Education Islamabad, which constituted number of 14283 students. Among 14283 there were 6014 Boys and 8269 girls. These 14283 students were the population of the study.

1.9.4 Sampling Technique

Proportionate random sampling technique was used. 10% of the total number of boys i.e. 602 boys and 10% of the total number of the girls i.e. 826 girls were proportionately selected as sample of the study.

1.9.5 Instrumentation

Two standardized tools were used for the process of data collection. School Socialization

- i. Style Scale (SSSS) by Pellerin (2005)
- ii. Self Esteem Assessment Scale (SEAS) used by Dharsini & Jeebaseelan (2017)

School socialization Style Scale (SSSS) was self developed tool while Self Esteem Assessment Scale was adapted from the tool used by Dharsini & Jeebaseelan (2017)

1.9.5.2 School Socialization Style Assessment Scale (Pellerin, 2005):Self-developed scale based on the parameters given by Pellerin, (2005). This tool was used to assess school socialization style.

This scale had two main sections as mentioned below:

- i. Demandingness
- ii. Responsiveness

Each section was further divided into two more sub section. Section one i.e.

Demandingness had two sub sections respectively:

- i. Academic press and
- ii. Disciplinary climate.

Section two i.e. Responsiveness was further divided into:

- i. Teacher support and
- ii. Students-teacher relationship.

Construct of the questionnaire is mentioned in table 1.1

Table 1.1

School Socialization Styles Assessment Scale

Section	Sub Sections	Items
T	Demandingness	Academic press
		Disciplinary Climate
a	Responsiveness	Teacher Support
		Student-teacher relationship
b		10
l		

e1.1 shows that SSS had two main sections demandingness and responsiveness. Demandingness had two subsections i.e. disciplinary climate and an academic press. Responsiveness has also two sub sections i.e. teacher-students' relationship and teachers support.

1.9.5.3 Self Esteem Assessment Scale by Dharsini and Jeebaseelan (2017): To gauge the levels of self-esteem, self-esteem assessment scale used by Dharsini and Jeebaseelan (2017) was adapted keeping in view the three parameters i.e. performance, social and appearance self-esteem.

Table 1.2

Self Esteem Assessment Scale

	Sub Constructs	Level of self esteem
T	Performance self-esteem	07
T	Social Self-esteem	07
a	Appearance self-esteem	06
b	Total-	20

Table 1.2 displays that SEAS contains three sections i.e. performance self-esteem, appearance self-esteem and social self esteem

1.9.6 Data Collection

Data were collected by survey and survey was conducted in federal schools of Islamabad capital territory. Tools mentioned above i.e. SSSS and SET were distributed among the sample schools' students. The researcher personally visited the schools and collected the data by herself.

1.9.7 Data Analysis

Data analysis details are given in table 1.3

Table 1.3

Data Analysis of the SSSS and SEAS

S.#	Objectives	Statistical Analysis	Assumptions of Linear Regression
1.	To explore the socialization style of the secondary school students.	Mean	
2.	To explore the level of self-esteem of the secondary school student	Frequency	

<p>3. To assess the effect of Linear socialization style on self esteem of the secondary school students.</p>	<p>Regression</p>	<p>i. Linearity: The relationship between X and the mean of Y are linear.</p> <p>ii. Homoscedasticity: The variance of residual is the same for any value of X.</p> <p>iii. Independence: Observations are independent of each other.</p> <p>iv. Normality: For any fixed value of X, Y is normally distributed</p>
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Table 1.3 depicts that to find out most prevailing school socialization style mean was calculated. To assess the level of self-esteem frequency of the data were used and to assess the effect of school socialization styles on self-esteem regression analysis carried out.

1.10 Operational Definitions

Operational definitions of different terms are mentioned below

1.10.1 Socialization

Socialization is an activity of mixing together. The course of learning to behave in such a manner that is up to the standards of society.

1.10.2 Style

Style refers to a method of performing something, especially one that is distinctive of a person, place and group of people in certain period of time.

1.10.3 Socialization Style

It refers to the course of action by which individual is geared up to turn out to be successful member of society. This entails learning of behavior patterns, skills, values and ideas needed for proficient functioning in the society in which a child is rearing.

1.10.4 Demandingness

Demandingness refers to strive for high academic achievements and the further refinement of these achievements by providing suitable social environment.

1.10.5 Academic Press

Academic press refers to academic activities and learning environment provided by the teachers during lesson delivery. Teachers' guidance and pressure of learning activities motivates the learner to improve and to make more progress.

1.10.6 Disciplinary Climate

Disciplinary climate refers over all working environment of the class weather the classroom is unnecessarily noisy or there is working noise. Effective use of the given time for learning purposes comes under disciplinary climate of the classroom.

1.10.7 Responsiveness

Responsiveness refers to the extent of supportive, warm and trusting relationships between teachers and the students.

1.10.8 Teacher Support

Teacher support refers to the teacher's behavior during the lesson delivery. Weather the teacher provides them opportunities to be reflexive in the class. His/her friendly and supportive relationship with students and support in learning with effective feedback is always a matter of attention.

1.10.9 Teacher- Student Relationship

Students teacher relationship refers to how well students feel comfortable with most of the teachers. Teacher show interest in his students' wellbeing and give passions listening to their problems and guide them accordingly. Teachers are fair in their dealings with students or not.

1.10.10 Self Esteem

Self-esteem is in fact the feelings a person has about himself/herself or how he is being valued and respected by the society.

1.10.11 Performance Self Esteem

Performance self-esteem is taken up as the students' performances in learning context especially their feeling of appreciations and how they are being valued in the school and society.

1.10.12 Social Self Esteem

As appeared from its name social self-esteem indicates the feelings of an individual of being valued in the social setting by peers, teachers and parents and persons feeling of being well adjusted in the society.

1.10.13 Appearance Self Esteem

Appearance means general outlook of a person. Self-esteem related to appearance refers to the individual's feeling of being valued for his looks, physique, features and dressing and how he/she carries himself/herself with others with his appearance.

1.11 Delimitations

Following were the delimitation of the study.

- i. Students of class10th.
- ii. Secondary Schools running under the administrative control of Federal Directorate of Education Islamabad (appendix M).
- iii. To give equal share to both the genders in data collection strata would be gender based.
- iv. Socialization was only delimited to school socialization styles i.e. demandingness and responsiveness

CHAPTER 2

REVIEW OF THE RELATED LITERATURE

The purpose of a literature review is to collect relevant, timely research on your chosen topic, and synthesize it into a cohesive summary of existing knowledge in the field. This then prepares you for making your own argument on that topic, or for conducting your own original research. Likewise, the researcher reviewed the literature related to both the variables i.e. socialization and self-esteem to place the research within the context of existing literature making a case for why further study is needed.

2.1. Social, Sociology and Socialization

Social, sociology, and socialization are related concepts, but they have distinct meanings and refer to different aspects of human interaction and society:

According Durlak et al (2011) to Social is an adjective that pertains to anything related to society, human interactions, or the community. It can be used to describe things, behaviors, or situations that involve people coming together or functioning as part of a group. For example, social events refer to gatherings or activities where people interact, social issues are problems that affect society, and social norms are shared expectations or rules governing behavior within a community.

Tucker (2002) claimed that sociology is an academic discipline or field of study. It is the scientific study of society, human social behavior, and the various elements that comprise society. Sociologists investigate and analyze social phenomena, such as institutions, cultures, organizations, social interactions, and structures, in order to understand how society functions and how it shapes individuals and groups. Sociology aims to provide insights into the complexities of social life and to identify patterns and trends in human behavior.

Crisogen (2015) define socialization as a course of action through which people get hold of knowledge, language, social skills and values to confirm the norms and rules which are mandatory for amalgamation into a community or group. Socialization is the practice by which human beings are socially steered to be competent elements of their social order and culture. Broadly speaking socialization is a process of cultural re-enactment by which people of each generation are guided to build some impression of cultural continuity (Kuczynski & Knafo, 2014).

Socialization means learning the suitable attitude and behavior of the group, which is assisted by interaction with others who models the norms of that particular group. An individual acquires suitable social norms from the reactions of the group members. For learners or students this involves norms of primary socialization with teachers and fellows. In a learning organization students adopt the norms of that specific organization in which they are studying which influence their values and attitudes (Wiley Inter Science, 2010).

The term socialization stands for the individuals' acceptance of the set rules and culture of the organization or workplace. Kuczynski and Knafo (2014) mentioned that socialization in school context is the teacher's socialization which means the influence of teaching culture, environmental issues and rules for professionals. Cleaver (2010) stated that prospective teachers

undergo a transitional phase as they start as newly inducted teachers and transform their practices to the expert level. Gatuyu (2015) mentioned in his research, the development of the socialization in school context, the reflection of prospective or novice teacher is considerably critical in setting goals for education. Burnett and Howard (2002) claimed that novice teachers feel the pressure of the newly adopted measures in the organizations or workplace. The student teachers get improved over the time with self-regulation, transition and external supports provided (Chen&Wei, 2011). For the learning of the socialization strategies, mentorship for novice teachers is considered as of prime importance. In views of Cooper and Keitel (2008) the adjustments of novice teachers for the purpose of socialization demands learning about the workplace, institutional culture, values, objectives, goal, regulations, medium of instruction, history, success criteria for employees and relationships at workplace (Baker, 2006). Durlak, Weissberg, Dyminicki, Taylor and Schellinger (2011) found that there are the platforms in the form of internet blogs and webpages where every individual is capable to share his/her viewpoints. Xie et al. (2008) stated that the internet has provided the opportunities to all the individuals to learn and grow.

Social relationships can be improved through virtual means of communication. For this purpose, one easily shares common values and talks about the choices and interests. The internet has made it so easy by eliminating the limitations of time and space (Durlak et al, 2011). Cataldi, Kewal and Ramani (2009), stated that the internet is a forum where E-media permits users to interact and helps in constructing relationships. Kataria and Javaid(2020) mentioned that many researchers investigated and highlighted the effectiveness of the blogs available for learning purpose. Kuczynski and Knafo (2014) found that virtual communities interact with each other through this platform and probing may help in analyzing and developing professionalism.

Those teachers with increased capacity are professionally well equipped with the knowledge of these platforms and share, interact with online community worldwide (Sparrow & Wegner, 2006). Kataria and Javaid (2020) were of the opinion that they are ultimately influenced by the reflections provided through blogs of the teachers. It enhances their knowledge as and when desired. While probing into the subject or new teacher's reflection, many researchers concluded that the interactions and reflections between both the stakeholders (student and teachers) provides basis to further studies on socialization and designing strategies. In views of Kraft and Dougherty (2013) there are certain strategies for socialization purpose for adjusting, contacting and integration purpose.

Similarly, Brown, Corrigan and Alessandro (2012) found interactions as influential in the socialization outcomes. Kraft and Dougherty (2013) mentioned that traditionally, teacher's socialization was learnt only through discussions, meeting or trips. The demonstration of these activities was possible only if the student teachers shared their viewpoints during the induction phase in the interview and the advisors gained experience through journals. Ministry of Education of Taiwan (2004) highlighted the practice of teachers in Taiwan. Advisors immediate controlling can ensure guidance only if the teachers' socialization is developed. The online blogs on Webpages is capable to save the uploaded information and permit various teachers reflections as discuss online (Brown, Corrigan & Alessandro, 2012). In current investigation, blogs are considered as cognitive source of reflection on socialization activities. An effort is made in form of current study to probe the interactions on internet. This study is also aiming at plan of schools and suggests measures to execute the plan for future practice in school (Kataria & Javaid, 2020). According to Kraft and Dougherty (2013), the processes of socialization through which individuals are integrated into their cultural systems include the following: -

1. Direct teaching
2. Learning by imitation
3. Incidental learning
4. Rewards and punishment

2.1.1 Direct Teaching

Direct teaching involves a deliberate form of socializing individual through various social institutions established in the society to influence the behavior of the members (Kraft & Dougherty, 2013). Direct teaching involves teaching of the child directly in order to acquire the skills and knowledge of a particular vocation or trade that is farming, carpentry, teaching cooking, blacksmithing, weaving and so on. Through this process, the child learns directly via his interaction with elders, teachers, parents within the family, school and so on (Killeavy & Moloney, 2010). This type of teaching determines the sex role of children for example, cooking, sweeping is for girls while hoeing, carving is for boys (Aibangbe 2003). In fact, elders, through the use of symbols, transmit those traits which they consider important and which they believe children need to adopt to, if they are to function effectively in their society. They guide the behavior of others by telling them what they are supposed to do or not do in various setting (Killeavy & Moloney, 2010).

2.1.2 Learning by Imitation

Learning by imitation normally occurs through observation of significant others and put it into practice later. For example, a child that sees the mother looking at the mirror regularly will also imitate such a habit (Killeavy & Moloney, 2010). However according to Aibangbe (2003) one of the major reasons we become what

we are, is our tendency to imitate the behaviors of the people we live with. For example, our parents often serve as models whose actions and beliefs we tend to adopt without realizing that we are doing so. In addition, there are situations in which a child should copy the habit of some popular people in the society that he so much admires. Killeavy and Moloney (2010) stated that the child may be in love with the way a particular musician sings or the way a comedian act and then begin to imitate their actions. Such category of people includes wrestlers, break dancers, footballers and so on. According to Morin (2019) there are at least three different effects resulting from the observation of models (parents, teacher's older siblings, friends, and television stars and so on). Viz:-

- a. The individuals in certain instances acquire a completely new response prototype not previously part of his behavior system.
- b. Observation of a role model may guide children to amend their own already conventional responses by strengthening or hampering such responses.
- c. Behavior is sometimes initiated in an observer by the cues given to him from the model. For instance, running with the crowd, looking at what others are looking or becoming silent as large audience becomes silent.

2.1.3 Incidental Learning

According to Aibangbe (2003) it is a process of learning which normally occurs when the children are growing up. Majority of what he learns are never consciously or deliberately taught to the child. Ray andHocutt (2006) found that most of the learning usually takes place as a result of circumstances which is known as incidental or accidental 'learning. For example, during the life cycle of a child, if a

particular thing is done, the child can easily learn from this experience. That is to say, when a child is playing with the knife and incidentally cut his hand, for instance, next time the child will not do such act

2.1.4 Reward and Punishment

Aibangbe (2003) stated that through reward and punishment, the behavioral patterns of children are guided. For example, a child that is told on what to do is guided by verbal instructions, therefore, by the end of the day, he is either rewarded or praised for a job well done or he is punished for his wrongdoing. Morin (2019) stated that the way we can reward or praised our children when they satisfy our demands include motivation, presents in cash or kind, awarding marks to them. However, we can punish our children when they offend us through beating, fatigue, isolation, withdrawing what the child likes best and so on (Ray &Hocutt, 2006).

According to Chen and Wei (2011) school is defined as a formal organization specially set up to achieve set targets that meet the needs of academic activity. In this regard, after school relationships are considered as of high value. For socialization, schools are considered as social institution whose designated and explicit objective is to provide education. It is a social institution in which some degree of specialized competence in the guidance of learning is presumed. The school is also a recognized institution established by the society with formalized rules and regulations. The school as a total institution provides the place to children and adults for the socialization practice. The society's knowledge, norms and values are comprehended at school's context. Schools are the places where students enhance their learning about society by engaging themselves in curricular and extra-

curriculum activities. They obtain information from peers and learn societal norms and disciplines. It also reflects the cultural values of the society. With increased industrialization and urbanization, the role of the school as a socializing agent has increasingly become very important. However, with the increasing complexity and expansion in knowledge, the family is not capable of meeting the training needs of the growing young ones especially in the specialized and technical fields; therefore, the school must come in so as to give training to the child in different fields of education. Socialization in school is a formalized way of learning because children are socialized to develop and discipline themselves, cooperate with others, obey rules and regulations, observe a set of expectations and test their achievements.

According to Crisogen (2015) the role of the schools is vital in children's socialization valuable implementation. Conscientiousness for the accomplishment of the goals of the education policy is the almost always a priority of the schools. Schools consider the development of every feature of an individual's persona. Moreover, its part that it plays in training the proficient workforce for the future, it is responsible for the social optimal social insertion. Though it is a learning place but it provides opportunity to the children to learn in group of peers, practicing mini society.

It is believed that social promotions are essential to promote positive self-esteem and positive self-esteem is of vital importance for any community, and it may decrease societal evils like use of drugs, teen age pregnancy, violence, crime and failure in academics which are caused if individual's self-esteem level is low (Wyland, 2001). For the emotional health, Positive self-esteem is considered as

important (Crisogen, 2015). According to Todd (2001), some educationists have the different approach towards promotion of the students in next classes. For the inculcation of the high self-esteem, these educationists have modified the curriculum and recommend the promotion of only few students to the next grades. According to Taylor, Clayton and Rowely (2004) like other kinds of socialization; academic socialization is a procedure working in socio cultural context and is the off spring of socio-cultural procedures. According to Clayton and Rowely (2004) academic socialization is present in parents working models of their personal school practices and their attitudes and mind-set about school. Crisogen (2015) hold the opinion that parents' feelings in relation to school and their emotional and psychological attachment to school environment can be the cause of educational socialization activities so that they engage with their offspring. Parents with optimistic approach about school are more engaged in their children learning as compare to the parents whose feelings are negative or disorganized (Clayton & Rowely, 2004).

According to Tucker (2002) social context that offers and ensures the supportive environment, allows participations and helps in structuring also develops the people living in it as it gratify individual emotional needs. Resultantly individual exhibits desired action, which in response delivers desired outcomes. When this logic is implemented to school environment, the socialization style of a school that pleases students' emotional needs stimulates the preferred action of students' involvement, which in turns delivers most wanted outcome of academic performance. Students'

involvement is important because it connects the school socialization style and students' self-esteem.

Schools should provide moving system that upholds the emotional, social and academic achievements of children and adults (Henriques, 2004). Kerby (2015) also well declared that socialization of students and cluster of friends influence academic accomplishment. Garibaldi and Josias (2015) found that it is generally accepted by educational researchers that socialization significantly affects self-esteem and academic achievements of its students.

Depending on the success or failure of the school socialization practices the child can face some complexities that can direct his actions in the erroneous direction (Crisogen, 2015). As teachers performs different styles of action during teaching learning course of action, similarly the socializing process can also adopt diverse styles of action i.e. hampering or authoritative style or democratic or inductive style, but it is significant for the teacher to rectify herself on the course of action to adopt a certain style of socialization according to each child and group (Henriques, 2004).

Studies conducted in the field of children socialization and educational philosophy revealed that there exists a positive emotional connection with others consistent and fair behavior. This connection is an important aspect of the socialization which is central for the development of children (Ryan, 2000). It is a general phenomenon that individuals who have positive inner feelings, feels better. Therefore, inner self esteem is important to motivate the individuals for better performance, and

especially in children it plays crucial role to enhance their feeling of being valued (Baumeister& Roy 2001).

Kutob, Senf, Cargo and Shisslak (2010) also considered self-esteem as a vital feature for the growth of optimistic and vigorous self-esteem. Shrider (2018) is of the view that socialization and learning cannot be separated. Socialization and education intermingle and overlap from the very beginning in the classroom. From teacher-student relationship to the students-students relationship, every aspect affects learning process of the children and how they feel about themselves. Learning to work in a group is a lesson in itself. Courage to take stand for oneself and to stand against peer pressure and finding versatility in each other voice, all are lessons that are covered often in school. (Shrider, 2018)

Garibaldi and Josias (2015) mentioned in their paper the importance of school environment for the socialization process of the students. According to Garibaldi and Josias (2015) school can provide affective strategies that can endorse the emotional, social and school related skill in youths as well as in children with the provision of larger culture. Emotional and social skills undoubtedly manipulate students learning and achievements. Shrider (2018) said that such skills comprises of acquainting with and managing emotions, establishing positive relationship, mounting care and apprehension for others, facing challenging situations positively and constructively and making responsible decisions. These skills provide foundation for psychosocial and academic outcomes. (Garibaldi & Josias, 2015). Schools intrusions that aim to recover emotional and social products are greatly subjective by the emotional and social circumstances for learning. School affects

all these social and emotional state of affairs and complements the process of student's socialization (Garibaldi & Josias, 2015).

2.1.5 Theories Teacher Socialization

Teachers' profession undergoes certain transitional phases continuously during the passage of time. This flux is witnessed in socialization as well. In. Tour (2014) states that professional socialization can be divided into further 03 stages i.e. students' age, age of initiation, and stage of teaching (Oswalt, 2015). For the development of attitude toward the professional life, the representation of the socialization from the part of teachers is significant in its role. Individuals develop the sense of adjustment after internalizing professional abilities. In views of Cherubini (2009), the process of socialization was interpreted in multiple ways i.e. Theory of Symbolic Interaction, Functionalism, and Conflict Theory are among the most adopted theories. (Zeichner, 2010). In views of the supporters of the idea of the Functionalism, there are the individuals who regulate their activities under social system and their behaviors are formed with the passage of time as expected by other members of the society. However, the hierarchy mechanism of the Functionalism can shape multiple forms of personalities as desired while socialization procedure.

Wubbels and Brekelmans (2005) are of the view that all the individuals believe and value in hierarchical way. Mentioned below are three factors that shape socialization of individuals

- a) Integration, harmony and equality are the social regulations characteristics that do not get changed always.

- b) Considering the human nature, it is not constructed actively; rather there is a mere acceptance of social regulation.
- c) There is an influence by social system which is immediate to embed (Gasior, 2012)

Conflict Theory considers unstable states i.e. social conflicts as social orders and emphasis is on the analysis of these states. However, the Functionalism is otherwise as it emphasis the harmony. Symbolic Interaction assumes interactive individuals and groups. According to Gasior (2012), interactions at interpersonal level are classified as symbolically icons in interactions of the societies (Mabunda&Mulovhedzi2020). The message is interactive and delivered by symbol system in the process of interaction. To decipher the codes, the receivers decode the symbols as sent by the agent of encoder. This system is developed to understand each other.

2.2. Theories and Models of Socialization

Different researchers had presented theories and models of socialization capturing how an individual adjust himself in a certain social setting.

2.2.1. Process of child Socialization, Eliason(2017)

Eliason (2017) discussed in his article the theoretical model of Bronfenbrenner (1917) in which he has suggested that the process of socialization takes place in contexts and the child in the centre of which concentric circles which are formed by the layers of these contexts. He mentioned that child is active recipients in this process as he directly interacts with the people micro system

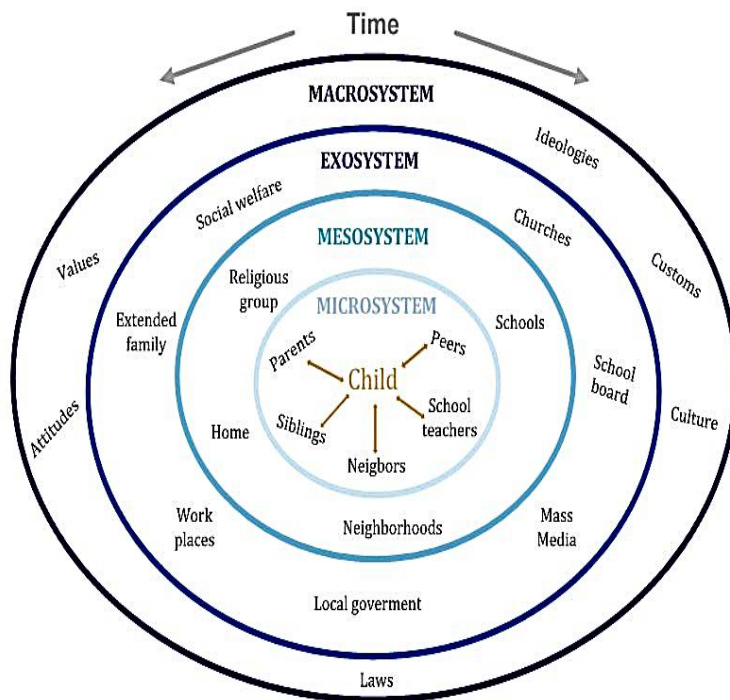


Figure 2.1 Process of Child Socialization

2.2.2. Multilevel Heuristic Model of Child Socialization by Garner, Mahatmya and Brown (2014)

Garner, Mahatmya and Brown (2014) presented a multilevel Heuristic model (figure 2.1) of child socialization in their article. Their model defines and identifies the theoretical constructs which is culturally bound and related with the content, method of delivery and evaluation components of social emotional learning. They pointed out the limitations associated with their effort and presented certain strategies and activities by which school teachers engaged in these activities can be encouraged to accept sociocultural based social emotional learning practices in their class rooms. (Garner, 2014)

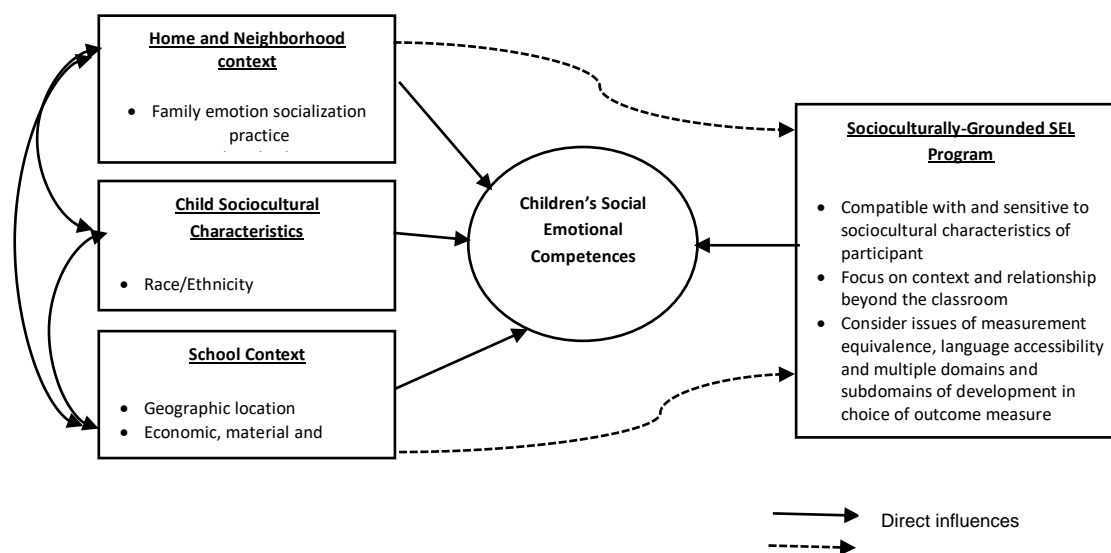


Figure 2.2 Multilevel Heuristic Model of Child Socialization

2.2.3. Conceptual Model of Social Relation by Hernandez, Eisenberg, Valiente and Vanchyndel (2016)

Hernandez, Eisenberg, Valiente and Vanchyndel (2016) presented a conceptual model of social relation in school (figure 2.3) in their article titled. Their model expresses students' social relationships with peers and teachers in school inside and outside the classroom, during study hours and during recess. The model represents that positive emotions observed predicted higher school socialization and engagement because of positive relation with peers; positive expressions expressed during lunch time and break time indirectly causes greater school rendezvous and decrease teacher-student clash. Positive expression and vocal proficiency also envisaged higher academic adaptation in the school socialization context (Maciel M Hernandez, 2016).

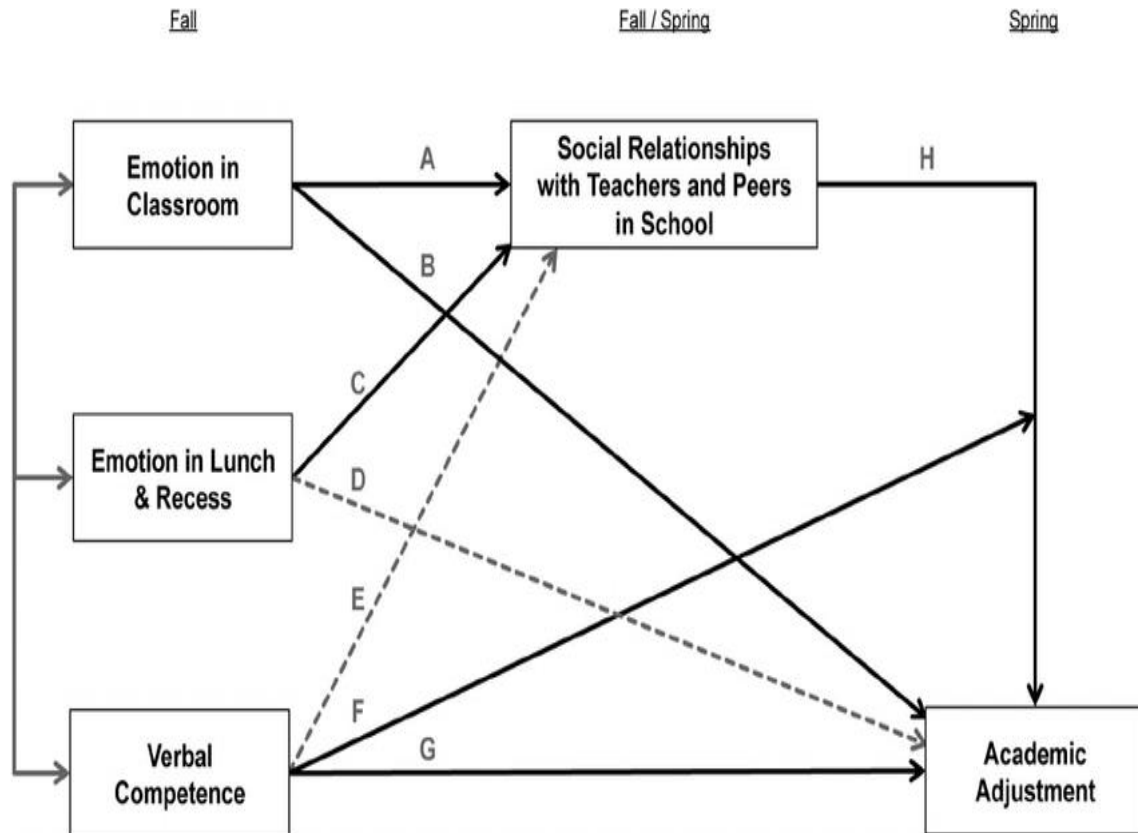


Figure 2.3 Model of Social Relationships with Peers and Teachers in School

2.2.4. Model of Operation of Socialization by Lara Prez- Felkner (2013)

Lara Prez- Felkner (2013) presented a model (figure 2.4) which depicts the operation of socialization in the lives of adolescence and children, her particularly emphasizing consequences and mechanism of socialization. Thorough attention is given to theoretical perspective i.e. social roles are learnt by children and adolescents, what role an agency plays in the social development, in which social context socialization occurs, how socialization over the life course and how socialization process is influenced by socio-historical change. Social networks, families, peers, work, neighborhood, communities, culture and society were examined in social context of the socialization. The model

reveals the influence of child and adolescent's socialization on adulthood experiences, including identity, educational and behavioral outcomes (Perez-Felker, 2013).

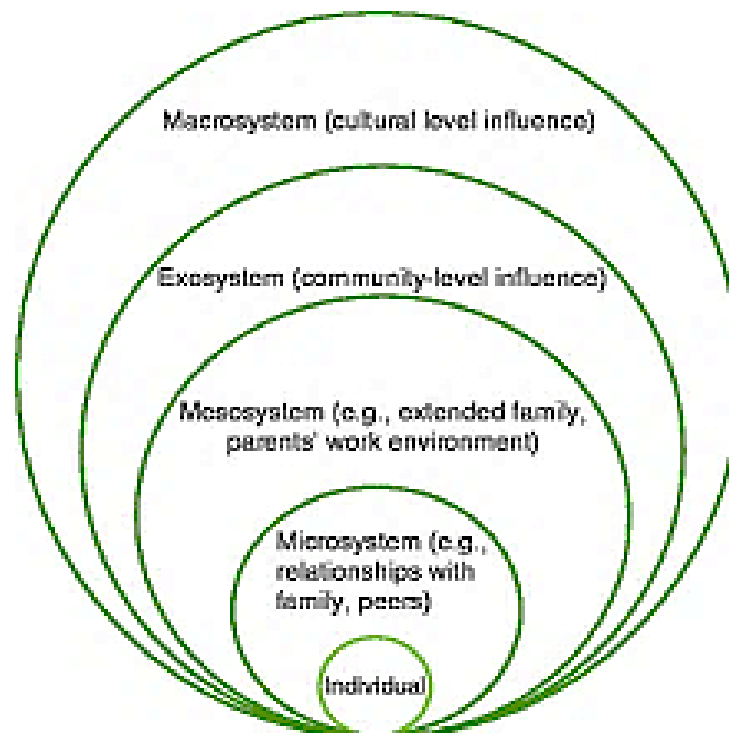


Figure 2.4 Operation of Socialization

2.2.5. Latent Growth Curve Model by Whitesell, Mitchell and Spicer (2009)

Whitesell, Mitchell and Spicer presented a latent growth curve model (figure 2.5) to calculate approximately arcs or curves of self-esteem to explore academic accomplishment by completion of high school, personal behavior, curves to personal assets, and relationships of American Indian high school. Their study sample constituted sample of 1,611 respondents, from 03 different culture groups of United States. They proved that curves of self-esteems are clearly related to social adjustment, cultural identity and academic achievement (Nancy Rumbaugh Whitesell, 2009).

2.2.6. Karby (2015) Predictive Model of Socialization

Predictive model of socialization of student retention in higher education (figure 5) was presented by Karby (2015). While presenting his model he argued that new theoretical model, emerging from traditional sociological theory was the need of the time to lodge a knowledge-based economy. Protective factors must be incorporated by the universities that can generate flexible and resilience environment for students learning, retention and adaptation. His model fully identified the connections between external factors i.e. educational and national climate, internal. Similarly, Organizational climate, culture, and adaptive are internal factors which effect intended sense of position withdrawing from higher education (Kerby, 2015).

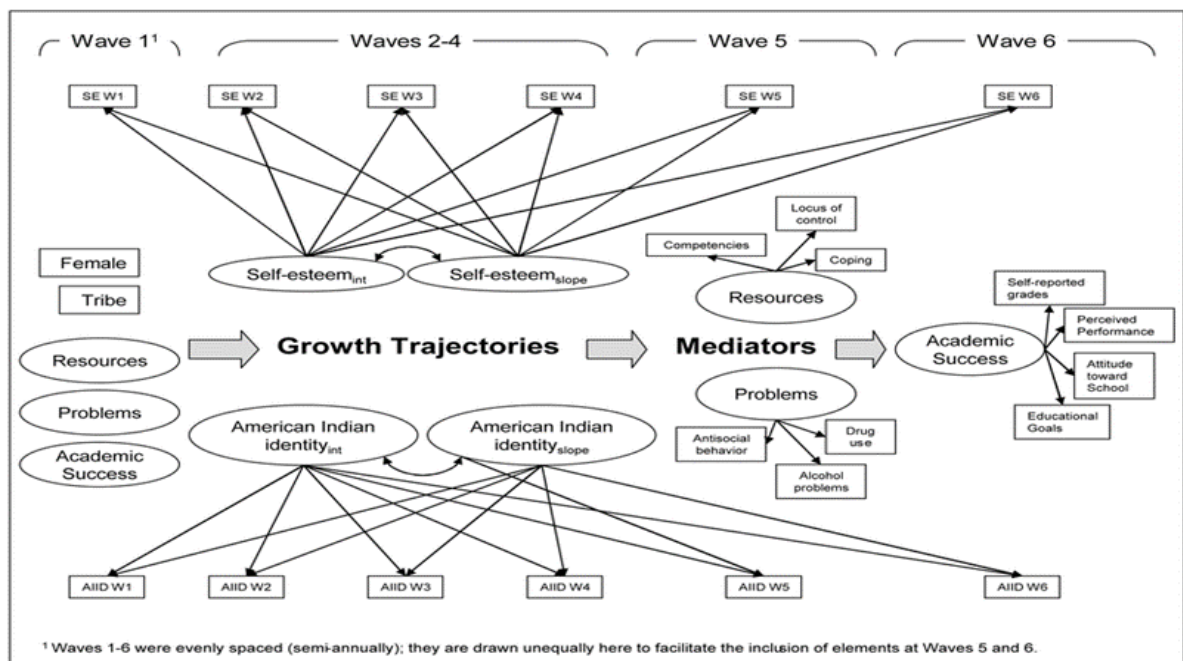


Figure 2.5 Latent Growth Curve Model to calculate self-esteem

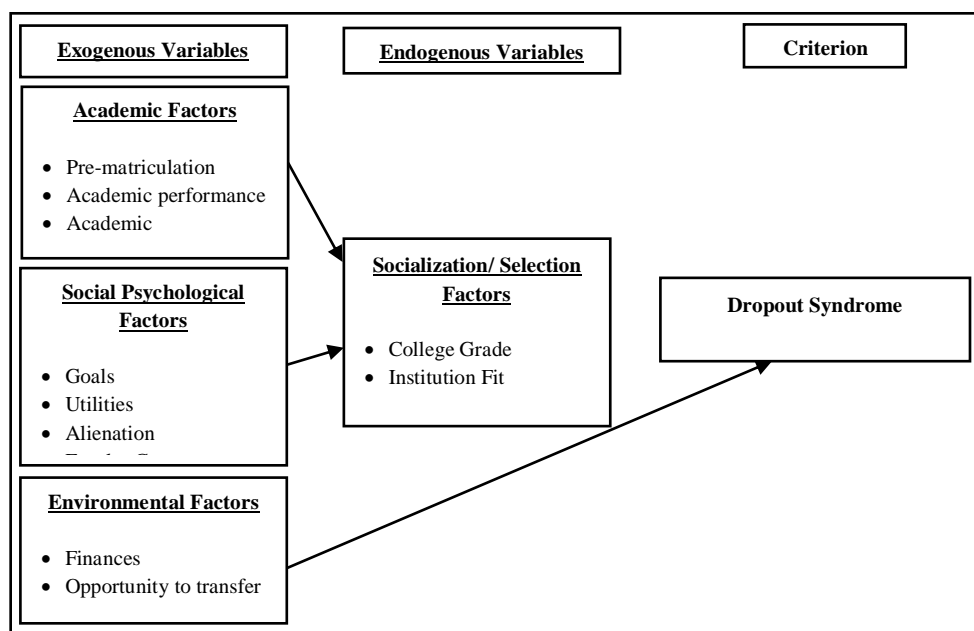


Figure 2.6 Predictive Model of Socialization for Undergraduate Retention in Higher Education

2.2.7. Conceptual Model of Academic Socialization by Taylor, Clayton and Rowely (2004)

Taylor, Clayton and Rowely (2004) presented an intangible model (figure 6) that portrays the method of academic socialization, comprising of experiences of parents which they had in their own time of schooling, parents cognition about school and definite parenting behaviors. According to them parents own practices and attitudes provide basis for students' development of schemas about academic and school performance and therefore they are noteworthy determinants of early children's schooling. Furthermore, they have described the existing hard work to comprehend the role of changeover practices aimed at assisting early adjustment of children in school. They have illustrated the academic socialization development that happens beneath the wide umbrella of cultural and socioeconomic contexts (Lorraine C. Taylor, 2004).

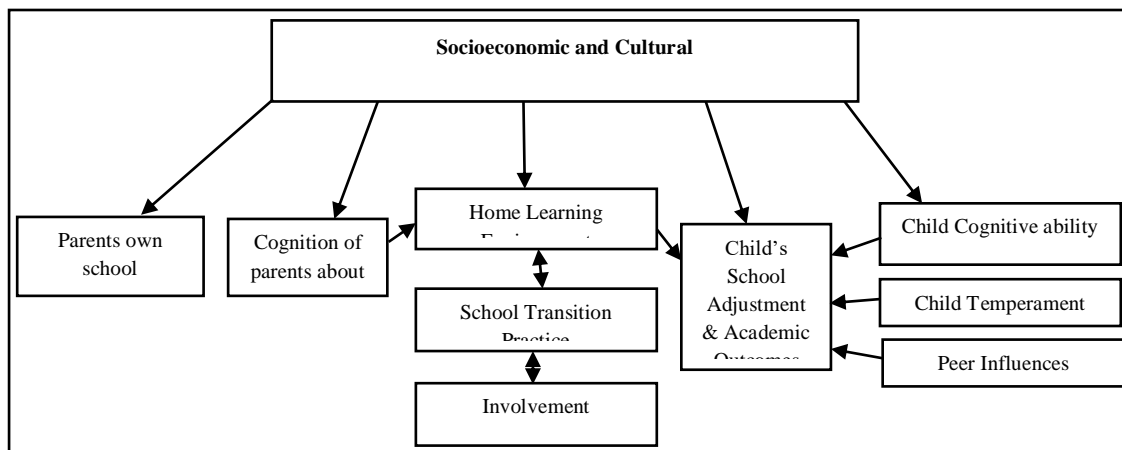


Figure 2.7 Conceptual Model of Academic Socialization

2.2.8. Model of Socialization by Haruna (2014)

Haruna (2014) presented a socialization model (figure 7) which depicted socialization as a continuous process. According to her socialization begins right from home through family then passing through peer group which is a transitional agent of socialization between family and the society. This stage prepares the child to interact independently with his peers as they are of similar age. She opined that socialization process getting broader at schooling as the in school child get experiences from children that have varied socio-economic background. School also opens to the child a broad horizon of experiences by transferring basic knowledge, values, skills and attitudes. The model described that mass media and religious institutions also play a significant role during the schooling of a child. The arrows that appeared in the model indicate the continuity of the socialization process. (Haruna, 2014)

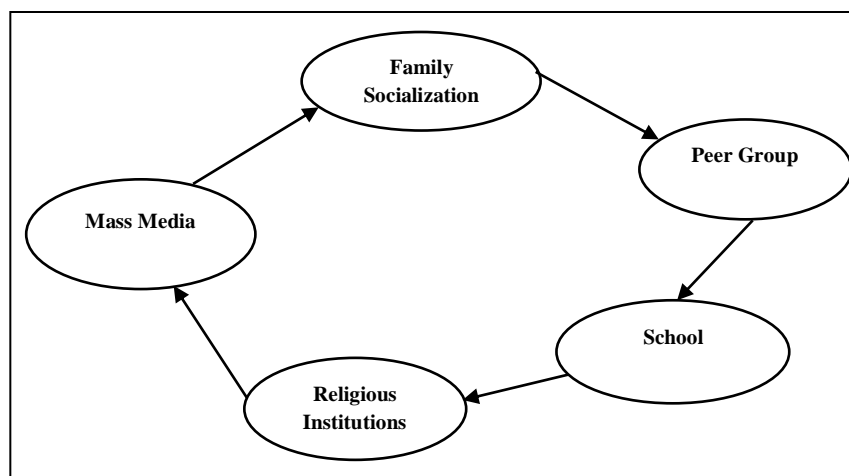


Figure 1.8 Model of Socialization

2.2.9. Pattern of the Network of Social Relationship of Junior Secondary High School by Oke and Jekayinfa (2003)

Oke and Jekayinfa (2003) presented a pattern (figure 8) of the network of social relationship within a typical junior secondary school as follows:

- 1) Students - Students relationship
- 2) Students - teacher's relationship
- 3) Student - principal relationship
- 4) Teacher- principal relationship
- 5) Teacher - teacher relationship
- 6) Non-academic principal - staff relationship
- 7) Non-academic staff - Student relationship
- 8) Non-academic staff - Teachers relationship.

The positions identified in the pattern are known as statuses occupy by different people within a school setting. The responsibilities they liable for, are called roles. The way they perform their duties or responsibilities are called behaviors. The arrows display the line of interaction between different statuses or roles. The close inter relationship among

members of the social organization can be noticed. The style of performing duties by each role put impact on the behavior of the other. This interdependency of behavior formulates social setting of a junior secondary high school.

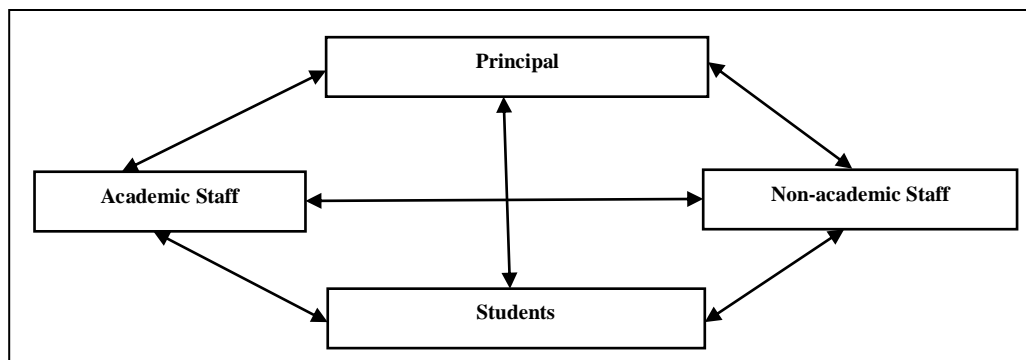


Figure 2.9 Pattern of the Network of Social Relation by Oke and Jekayinfa (2003)

2.2.9.1. Teachers as Socializers of School Adjustment: The students' personality gets modified according to the support provided by the facilitators. Their behavior and attitude get modified accordingly. In views of Wentzel (2002), students feel positively and respect the values in the school's context if they are dealt with care. On the other hand, the behavior of the students is unlike the students who feel positive about the school, rather they feel alienated and disconnected. Similarly, Murray and Greenberg (2000) observed that during their researches that the students are more delighted and adjusted if they are supported during their studies. Mamre and Pianta (2001) found them positively motivated, whereas Wentzel (1997) observed them sensible and controlled and learning automatically in an autonomous way, while, in the eye of Furrer and Skinner (2003), they remain more engaged in the participation and activity in classroom context. (Ryan et al., 1994).

However, Zimmer-Gembeck et al. (2006) highlighted it as a beneficial phenomenon for schools (Thuen&Bru, 2000). According to Bru et al. (2002), state that the students with high scores in emotional support provided to the students is directly linked with their behavior modification and discipline related issues. (Thuen&Bru, 2000). Unlike Ogden (2007), Miller (2000) considers no connection between the absentees of the student and emotional support provided by the teacher at secondary level. Current study also covers the aspect of academic support rather than emotional supports provided to the student. In view of Bru et al. (2002), students' performance is higher if they are well supported by their respective teachers. The teaching quality is highlighted due to the support provided academically. This support differs at different level and contexts. Teacher's capability in this regard is critical.

According to Green -Demers and Pellitier (2006), teachers at secondary school mostly influence the teachers by extending help and with the provision of the feedback in academic issues. Students' emotional attachment with their respective teachers at secondary level is not increased as this is matter of age. The students' tendency towards task is demanded with their age. It is a natural rather than emotional. Emotional support to the students improves the grades and influences the overall personality of the students. Furthermore, it motivates them to achieve targeted goals of life. According to Thuen et al., (2007), emotional support motivates students to not involve themselves in off task activities which cause frustration and behavior related issues in their personalities.

Thuen (2007) suggests the monitoring during the school's hours in a careful way. Deci and Ryan (2000) support that the students' competencies will be boosted if they are self-determined. Caraway et al. (2003) found that skills like confidence increases the competence level in engaging them in different activities of the school which is a finding of empirical research. The monitoring, according to Bru et al. (2002) critical role is played in engaging students in activities and minimizing their behavioral issues which varies from stage to stage and individuals to individuals.

The monitoring is varying form age to age. The teachers are helped in understanding the students' needs and freedom if they are properly monitoring them time to time. The behavior is well understood and they are more empowered if the rules are set and the school conducts activities after monitoring.

Barber (2002) states similarly as proposed by self-determination that the self-directed students perform well compare to the other students. Value of the teachers varies at late adolescents when integrations are more respectful and democratic. (Zimmer-Gembeck et al., 2007). Similarly, Jang, Carrell and Barch (2004) observed that the behavior which is desired by the teachers and students is undermined if the choices are few and there is less engagements. The current study is aiming at filling the gap and adding to existing pool of literature associated to monitoring and emotional aspect of support provided by the teachers to the students. In views of Zimmer-Gembeck et al. (2006), the existing body of literature on older adolescents are lacking at information on the role of teachers as social agents at, particularly, secondary school level.

2.2.9.2. Student Teachers' Socialization: It is witnessed that the existing studies on socialization in schools are mostly on the early stages. The area of investigation remains secondary and elementary school. According to Kocoglu (2008), states the development in teachers about the profession as a continuous process. Bayram, Deniz and Erdongan (2008), the teachers are mostly affected by the sense of their respective schools where they teach. Teo (2009) noticed that the material, context, teaching and management related issues bother the novice teachers. The connection between the schools, personality traits and the distress is significantly found by the researchers. Gulbahar and Kocoglu (2008) pointed toward stress that it occurs in student teachers. Especially, the student teachers are mostly distressed because of their imposed practicum, scores, context and environment (Lee, 2005 & Mule, 2009).

Furthermore, there are many other issues that cause distress in student teachers. Teaching facilities, additional workload, new gadgets, class layout, methodologies used for teaching, unfamiliarity of curriculum designed, use of multimedia, designing tests and concepts required for teaching are some of those problems faced by new teachers. Students need to improve their abilities related to self-regulation to achieve good grades. Cherubini (2009) stated that the self-regulated ability helps students improve their learning. The same point is supported by Twinomugisha (2009) that students' development in learning depends on how much they have improved their self-regulation (Ward et al., 2004). On the other hand, efficacy is a critical phenomenon which is vital in its role improving the practicum and internship. For the quality of teaching, it is required for schools to

improve the teaching quality. However, operation of schools, life of schooling, classroom environment, and theory and practical work are the other ways of the socialization in the school.

Twinomugisha (2009) mentioned that parental engagement and pressure from their part is another factor which influenced the teachers' teaching style and belief. Liberal attitude and humanism are developed in teachers over the time due to the pressure from parent's side. Student teachers are directed and used to be in contact with their supervisors and senior teaching faculty members for solving their problems occurring during the teaching practice (Johnston & Witherill, 2002).

Gulbahar and Kocoglu (2008) mentioned that teachers are observed in many contexts to be unable to maintain their pace and frequency of consultation while learning to teach. They are mostly affected by the management related issues and environment they are supposed to work in however, their focus remains on other issues compare to curriculum. They encounter the challenges during the process of relating theory with practice and the experience worst situations. New student teachers remain deprived of many things while they encounter with an unexpected atmosphere in teaching scenario. To adopt a new environment, they need lot of new skills for the improvement. Most of the time is wasted in search of the information and learning new behaviors and techniques to cope up with the problems occurring at this stage.

2.2.9.3 Teaching Blog and Teacher Socialization: Chai and Kim (2010) state that the blogging is a source of reflection from student's part. Kim (2008)

and Lee (2005) have explored by many authors in research and considered as an important area of study (Crippen& Earl, 2007). In a qualitative analysis of the empirical study conducted by Lin (2009), emotional aspect and its effectiveness was analyzed. The effect is quite significant in the self-disclosure according to Yang (2009) critical effective social reflection is highlighted through blogs. Similarly, blogs are considered as supportive in removing communication gaps between instructors and learners and provides the opportunity to socialize. Internet has made it very convenient for every student to link with their teachers and other people to learn more on something which results in better social practices. Credit goes to the world wide web as it has made is easy for a common man to express what come to his/her mind as and when he desires. The persons feel it easy to find out the answers to their logical reasoning by just clicking on the keyboard and everything is just a click away. World literature is now accessible for all. It has made the communication and gets reflections on any issue they are encountering with. In an investigation by Ray and Hocutt (2006) numeric scale was utilized as tool. The results were found to be different in the blogs. However, efficacy, deliberating, personalization and collaborating with each other are highly affected (Quek& Lee, 2010). In view of Chen (2011), there are other eight factors are considered as important which are adopted at secondary school level. For the sake of socialization and interactions, dialogues, reflections and expressions, blog are very useful. Deng and Yuen (2009) consider it as

useful in social support. Ebner and Lienhardt (2010) found bloggers' trust as an important factor (Kim et al., 2011). Considering the importance of the online forums and contribution of the experts online at different forums, it is well known fact that the online available material and literature on the desired topic is always a great help for teachers, students and public interested in writing comments. The importance of the online resources is undeniable for the teachers and children. The skills required for the online contribution to the literature is the ICT which enables individuals to participate in the activities.

2.3. Concept of Self-Esteem

The term self – esteem is well known and popular in all age brackets which is commonly investigated by any researchers. This starts from the early childhood to the old age. It questions ones worth in his/her life and individuals pose questions to themselves regarding identity, achievements and existence. As latent thoughts it exists in human being. It is a sort of evaluation of oneself. The individuals evaluate the ability of their whole life which is a though process. One cognitively thinks upon his capability and values in the society Ross and Broh (2000) considered it an evaluation of one's capacity. Cole (2008) declared self-esteem as an assessment of one's own worth. It covers all the aspects and factors of individuals' life irrespective to genetic, personal and background. The genetic makeup of the individuals and their careers are covered under this broader term. The emotional, cognitive and family issues are considered for evaluation purpose in self -esteem. Life related events, and the way they are rewarded become the factors affecting the self-esteem level of the personality traits. According to Gilovich and Ross (2016), self-esteem is in fact self-regarding of individuals with the passage of time. It is considered as a

part of personality and in some cases seems stabilized. Opposite to this, state self-esteem is considered as a fluid and affected by the situation (Bozorgpour&Salimi, 2012; Heatherton &Polivy, 2016; Washington Education, 2013). The feelings of the individual are considered as part of his self-esteem. The time frame in this regard is a matter of considerations. In views of Branden (1994), academic self-esteem is another category of it which is about the academic achievements of a student in learning context. The scores of a learner along with other tasks and strategies are discussed in such type of self-esteem. It is about the perception of individual toward his performance.

Baumeister et al. (2003) declared self-esteem as self – concept of an individual. It is regarding the view of an individual about his worth and deprivations. It evaluated the conceptions of the person about his life aspects and abilities. ErolandOrth (2011) stated that as a subjective evaluation/ assessment it has to do much with understanding of the achievement and how much one is confident about himself. The positivity of the self-esteem can be witnessed in one's achievements at academic and behavioral level. It is about how an individual feels and adjust according to the need. The level of other skills like, confidence in completion of a task is among the few characteristics of positive personality.

Every one of us has the values about ourselves and evaluations are done on the basis of actions, abilities and behaviors. Haar (2005) considered self-esteem as a placement of oneself. Twinomugisha (2008) viewed self-esteem as measurement (Larsen and Buss) of moderation and correlation of the areas of person. Murk (2006) described as self-worth and competence integrated as sum. It answers the questions related to the capabilities of a person. Just few years ago, the term self-esteem gained popularity in education and society. Once a person understands his worth, works accordingly to sustain in the society and take initiatives to improve his

capabilities according to the acceptance of the other members of the society. The overall growth in education, academics and social status is witnessed when an individual is improving. However, it is considered as a critical attribution of a person according to Coopersmith (1967) because of the individual's overt behavior toward his personality. The person with adequacy of self-esteem does not like to be admirer of his personality, nor does he want other to praise or admire his traits. Furthermore, it is related to the responsibility one takes on his shoulders. Horrocks and Jackson (1972) stated self-esteem as self-security and capability of being responsible for the actions. Similarly, it is the way through which an individual gets succeed and become not harmful to any other or for him. It is a driving force toward success (Crocker & Park, 2003).

According to Martin, Bergen, Allieson and Richardson (2005) the extreme level of self-esteem can cause tendency toward suicide. The children with low self-esteem are often passive, depressed and anxious about their problems. The problems create stress and their feelings are negative about the society and peers. This negativity leads to the harms to them as well as to other people around them. It is harmful if someone does not control it. Therefore, the control of both extremes is important for the betterment of individuals' lives. Students with tolerable self-esteem are more positive and avoid harms to themselves and others as well. One's routine is assessed with the desired degree. (Gazing & Heatherton, 2005). This evaluation is beneficial for one's success in life as the conception about one's action help him improve time to time as and when required. If an individual understands what is required and appreciated, he will definitely improve it as human being. The lust for respect will make him/her more tending toward the accomplishments and achievements in life. Righteousness and one's success is directly affected by the self-esteem. One evaluates self which is done through self-esteem (Obidigbo, 2006).

According to Devey (2005), the levels of the self-esteem vary from time to time as it gets high and low accordingly. It is determined through one's perceptions with the time about his success, feat, fame, thinking, and perceptions of himself or by others. It is a view about oneself in simple. Self-esteem engages a person in evaluation process of the weakness, strength and status he possesses in the society. It is about how an individual stand on feet (Emler, 2001). In view of Coleman (2006), self-esteem is an approach of a person toward his views and evaluating his favorable and unfavorable. Self-esteem is related to how one feels about his job. The feeling can be negative as well as positive, depending on the level of one's self-esteem. Oblidigo and Obidigo (2010), declared self-esteem as an approach of a person toward his conception in either way constructive or adverse. The life skills like collaboration, decision making and viewing life are the common expresses of self-esteem. The individual views of himself are not only the utters of self-esteem, it also considers others possession of status about an individual. It portrays one's worthiness and his view on his actions, activities, tasks, status, fame, abilities, and possessions. Onyekuru and Obidigbo (2012) declared self-conceited and righteousness are not the aspects, rather it is about receipt of unpretentiousness. Self-esteem allows responding productively and sometimes appreciating one's character. Becoming realistic about oneself and developing the abilities and praising the relationships are the other things associated with self-esteem (Onyekuru et. al., 2012).

The accuracy of self-esteem varies from individual to individual and it is sometimes incorrect. The level of perceiving one's actions is not always the same; its conception is fluctuated time to time. It is highlighted that the influence on the thinking can cause the different feelings of self-esteem (Coopersmith, 1967). Moreover, Lefton (2007) suggested instability and fluctuation of the self-esteem in people. According to Obidigbo (2006), people react differently toward the

situations and tasks. However, a connection between approach toward life and self-esteem is critical. Productivity, success, health, and happiness are directly associated with the feeling about one's life. The tendencies of the individual decide and define the level of self-esteem. The people who are happy, healthy and successful are habitual to show persistence toward difficulties in life and are not sleep deprived. They accept other opinion and are capable to appreciate peers' pressures. The self – esteem makes individuals more realistic about the set targets and improve their level of acceptance. Self-esteem, if moderated and healthy, will make an individual accept and allow criticism and learn from events and mistakes as and when committed. If the level of self-esteem is low, it will cause fears and unrealistic personality who will find it difficult to take risks.

In opinions of Emler (2001), the self-image of a person is dented if the level of self-esteem is low. It also impacts negatively on the performance of the individual. Development of human personality and level of self-esteem are continuing process. Self-esteem begins immediate after birth as childhood is started and is found in adults as well. It is a lifelong process. Emler (2001) stated that the low esteem determines and overshadows the coming years of life.

2.3.1. Development of Self-Esteem in Students

Immediate when students start going to school, Parameswari (2011) sees the development of self-esteem as at starting phase of development. Social structure of a child is structure from home and the composition of social relationships and self-esteem are initiated in people.

Hosogi (2012) viewed that the relationship between the child and his parents start in the beginning and the quality of the relationship begins. Overtime of the self-esteem cannot be witnessed if the familial unit is not supported positively (Harris et. al., 2015).

The rules and regulations of the families are mostly established because of the separation and other circumstances which also make it difficult to be good at school at the same time. SLT of Bandura (2012) found it one of the imposed types of environment. He modeled this casually. Hosogi (2012) declared that the child gets matured and become acquainted with environment by reevaluating. The children get familiar with setting of school during the phase of maturity. The dealing with stress is another challenge for the students in a society. Despite of the self-esteem, behaviors related to academic aspect are more powerful. They students partially tackle with other issues related to life and their main concern remains the same. This process of learning remains continuous till adulthood. The scores of differences in self-esteem are defined by the culture in which they live. There is a correspondence of culture in the Western countries.

Booth and Gerard (2011) stated that the USA and Canada's cultures are quite corresponding with other European countries. However, Kuster and Orth (2013) declared that self-esteem as associated with workplace remains up to a decade of life. While ErolandOrth (2011) found low self-esteem as a reason for poor mental and physical health. In opinion of Harris et al. (2015), low self-esteem promotes negative behaviors in the individuals. They remain anxious and socially disconnected. The achievement in education is not directly connected with high self-esteem always. Some research linked high achievements with higher levels of self-esteem if individuals. Similarly, in an investigation carried out in USA signified relationships of 838 students' achievements and their self-esteem Booth and Gerard (2011). This study was conducted in Grade -7.

Hogies (2012) viewed self-esteem as perception of the student about his worth. It is about failure and success in life. The impact of failure is assessed, and constructs ones view

about his worth at workplace, school and society. ArensandHasselhorn (2014), declared self-conception of students, their opinions, beliefs and values. Parameswari (2011), confirmed that it is the similar viewpoint of Bandura. It determines personal ability and the abilities which help in performance of the tasks. Maddy, Cannon and Lichtenberger (2015) found that the starting schools provide the opportunity to the students where they learn and improve their relationships and establish their both positive and negative behaviors and self – esteem. Thomson (2012) noted that the behavior of the students is socially acceptable and likely to be accepted. In views of Imran (2013) a reason for the stress in students is the adjustment to a new environment. The fear begins when they are exposed to a situation where they are new.

However, Kohli and Gupta (2013) stated that the comfort and belief of an individual is bothered when he encounters with other situations and develop their philosophy. Harris et al. (2015) declared that the relationship between adolescent and their parents initiated over the time of period of development. The student's future self-esteem is witness to be the effect of the children's early viewpoint of self-esteem. In view of Imran (2013), relationships among parents and children are of trust, support, and care is found in almost around the world. Especially, USA, China, Australia and Japan promote this norm in the country where children are expected to be attached with their parentage. Harris et. al. (2015) monitored and highlighted the significant differences in the students. Similarly, Hallamand Ireson (2003) found the difference in skills like reading and presentation. He also discusses the use of materials and students' academic abilities. Early years of elementary level are the introductory levels of the placements where student start

progression and introducing core subjects. The self-esteem covers vast area of the personality (Hosogi, 2012).

In a study by KanliandLeana and Tascilar (2014), it was found that the self esteem of the individuals get changed with the intelligence and gender. This study was conducted on 31 average and 53 gifted pupils. Compare to the average students, the gifted one's scores higher grades in school. However, the girls scoreless compare to boys. In this regard the scores vary according to the placement of the students and the reactions to the situation are also difference Hosogi (2012) viewed the level of the in influence on their attitude and happiness. The role of happiness is vital in view of Parameswari (2012). Observations were made that the students with lower level of self-esteem score low and do not come up with the credits which adds to their achievements. According to Parameswari (2011), Low self-esteemed students make lame excuses to their failure and are not ready to improve as they do not learn from their mistakes. Self-esteem is the predicator of the attainments in education in view of Waddell (2006) students are given confidence needed for the productivity in the lives and their responses are further necessary for the response (Duari, 2012).

Self- esteem is about the feeling of the students about themselves. Ker (2016) stated that students evaluate their life and situations which impact their overall educational experiences and bring certain new results. Unlike Ker (2016), Ismail and Majeed (2011) declared self-esteem as not about ones feeling about him / her, rather it is also about the feelings of the other about the person. In this regard, Imran (2013) suggested moral codes and decision making for the productivity of learning. Children tend to learn from the people around them in a society to tackle and resolve the issues related to their identity

and struggle. An estimation depicts 1/3 to half of adolescents suffer from low esteem in academic achievements. It is witnessed that both the genders construct identity and conceptions during the adolescence (Parmeswari, 2011). The level of self-esteem decreases with the experiences (Hosogi, 2012).

Chinawa et al. (2015) stated that the change is mostly prominent in females at the stage of puberty as they are struggling during the changes occurring physically. Similarly, an investigation of 450 individuals as adolescents depicted a significant difference of self-esteem in both the genders. During the interpretation of the statistical technique ANOVA, it is resulted in high scores of self-esteem in male compare to females. This difference is witnessed because of the dealings in the school context. The behavior and attitude of the girls is due to the factors causing low self-esteem at schools and institutions. Considering socioeconomic status of male and female, Khan et al. found great difference.

Kiviruu, Huurre, Marttunen, Aro and Haukkala (2015) declared it a result of changes. (Huang, 2010) considered it a lifelong processing which increases and decreases time to time and certain changes of small nature occur after 30 years of age. In views of Robins and Orth (2014), during the investigation of the individuals as sample between the ages of 16-97, the self-esteem is sharp fashioned and reaches to its climax in the age of 50 years which declines over the time period with a special focus in adolescents.

Coopersmith found lowest self-esteem in the inventory of Grade-6. In a study, female students of age 12-17 were found to be reaching to the middle schools (Emil, 1993). It is not only the case with male that they are having lowest self-esteem, rather, Emil indicated the girls' positivity in institutions where coeducation is offered. In an interview of 10 females, Emil (1993) found that the training of almost 2 hours can train teacher to

improve the students' levels of self-esteem in school and the appropriate strategies may be learnt for the improvement of the student's better future.

In views of Emil (1993), the connection between mathematics, science and self-esteem is found to be very strong. Female tend to deteriorate the process of self-esteem when there is difficulty of the subjects where they are not good. 6 measurement models was utilized by Rentzsch et al. (2015) which was multifaceted and observed to be academic self-esteem traits of all six hundred sixty-one individuals of age between 22-65 years in German context. The research varies from the Emil (1993) as it did not show the major difference in self-esteem of the genders. However, in a study conducted in Germany in 2015, Harris (2015) pointed out that the students of 10 years of age are shifted to another school as per their level of performance. In an investigation of 72 individuals from adolescent age were analyzed through t test and a significant difference was noted by Parameswari (2011). The gender difference is significantly founded. The parental engagement, colleagues and elders are the sources for acquiring self-esteem. Unlike these studies, it is indicated in some studies that the female is more inclined to progress in academic aspect especially in mathematics. Talking about the peer's impact on self-esteem is more prominent in female (Zeigler et al., 2014).

In almost all the age groups of the Zeigler et al. (2014), the female sample was found to be significant compare to the male individuals. The effects of self-esteem are considered as the factors of high value. The admiration and praises are the most influencing for the female compare to their impact on male where the emphasis remains on social aspect Schwalbe and Staples (1991). The rejection, failure and peer pressure are the major factors that influence students' self-esteem if it is accompanied with control of educations

and pressure of colleagues in school context and the feeling of achieving academic scores is high. Thomson (2012) opined that the criticism is another reason for lowering the self-esteem and the fear of rejection and the aptitude of the students are the other reasons. Rejection in a society is intolerable for a person as he/ she has a social image and conception of suppression which leads to other disorders in human.

Chohan (2013) stated that the encouragement greatly influences the achievement of the learners and the rest of the career and life of the student is positively affected when the students accomplish anything encouraging in the early age. The view of the students has a great effect on the success in general academic performance. Supple, Su, Plunkett et al. (2013) viewed that the academic performance as linked with success. Further, views of the teachers in the class also impact the self-esteem of the students. The outcome in academics guarantees high self-esteem. However, the ability to perform well is one of the shaping characteristics of self-esteem. Chinawa et al. (2015) stated that within class and out of classroom context the performance is a matter of serious concern. In USA and Singapore, Ker (2016) studied students of mathematics and depicted that the ability in maths of the countries is performed. The importance of highly self-esteemed students permits to ponder independently. The life is not easy for the person who is not successful. The self-image of the person is declining if there is low self-esteem in the individual.

Parameswari (2011) declared that the confident students are capable to execute plan and task accomplishments. The level of one's confidence is because of the self-esteem ha has. If the self-esteem is not good in condition, the person will definitely encounter with negative feelings and though process which will lead him/her to be reluctant for participation in activity in culture as well as in society. The children with low grades are

found to be less confident and with low image. The thought process is directly affected by the ability of the individuals. Furthermore, low self-esteem students are not sure about the performances as they are less confident and the view of their own selves is not positive.

Aspinwall and Taylor (1993) stated that the performance is an area where students are not sure if the self-esteem is not up to the mark in the classrooms. According to Ismail and Majeed (2011) the adequacy of the performance in school's activities is due to their belief. The delinquency of the behavioral problem might be hindered with learning capability and opportunity. The instructors are in dire need of changing the way of directing students in the classroom. Hosogi (2012) declared that psychology and academic aspect is highly impacted by the self-esteem. Comparatively, the place with the self-esteem is done by the students and this shapes the self-worth. The higher self-esteem generally considered in all areas (Ismail & Majeed, 2011). The confidence level is another part of the personality which is expected from the students' part. The educators are the pivotal figures in developing the self-esteem in the children. However, the high perception of the educators about the students' learning develops the high self-esteem as the instructors are the figures of the society that produce successful society members (Imran, 2013). The expectations from the educators in the classroom are higher as the students are trained for their future life in their classes (Hosogi, 2012).

Chohan (2013) claimed that the confident students' pride in their studies is because of their self-esteem. Based on the experiences, high self-esteem is considered as critical for the provision of opportunities to consider in organizing positive experience. The daily routine life is full of challenges. These challenges are not much easy for all the persons in

the society. Their experiences of handling problems when they are exposed to them are different. This difference is shown in classrooms as well as in market and other public places. According to Parameswari (2011) the discovery of the weak areas is significant to focus on strengthening the low self-esteem students. Duari (2012) depicted that the absent students are not punctual because of their low achievements and the view about their personality, hence, self-esteem of high level is a cure to this issue (Kohli & Gupta, 2013). Self-esteem is a conception of the whole outcomes and the motives (Cast & Burke, 2002). The debates and researches conducted on self-esteem is vigorous which are mostly filled in with magic like quality. In views of Owens and Stryker (2001, p.45), self-concept is the part of self-esteem which involves physical, social and academic elements.

Huitt (2004) stated the same conception that self-esteem is critical component of self-conception. In Huitt's (2004) views, transpersonal conception defines how a person is related to the unknown, while self-conception describes the relationship with other. Cast and Burke (2002) declared self-esteem as the area of human personality which is highly investigated in many studies. It is famous for the detailed construction in the psychological areas like concepts.

Thomas and Gadbois (2007) stated that self-esteem is utilized all around the world. While Spurgeon and Myers (2003) declared self-esteem as a consistently stable. Its worth can be seen when we talk about the publications on internet. According to Spurgeon and Myers (2003) the psychological articles on self-esteem are more than 4000 during the last 20 years. Hale (2001) stated that the male of African America is addressed in the scarcity of these articles.

2.3.2. Historical Perspectives of Self-Esteem

Over the time, the term self-esteem was evolving throughout the historic eras. Similarly, James (1890) indicated it as a dynamically processed phenomenon. In his views, it is directly linked with failure and the success of an individual or a contrast in some ways. One compares who he is with who he should be. In the same way, White (1963) declared it as a development through gaining experiences with external and internal sources. Internal source is one's achievement or accomplishment and external is how they are affirmed by other individuals. The society, family and cultural influence on the individuals develop one's attitude in both ways negative and positive.

However, in views of Rosenberg (1979), the interpersonal relationship matters in this regard. Stanley Coppersmith (1967) declared it as something constructed or received from the parentage. Similarly, Branden (1969) defined a needed thing for human. If a person lacks self-esteem, will likely possess few negative traits like abusing, anxious, and depressive. Lawrence (1967) has suggested or self-esteem or individual's self as an assessment of person's series of values. Individual promotes them with the passage of time, and it is about the developmental aspects of one's personality i.e. abilities one possess, attribute and appearances. It is about how they perceive themselves and by other adults in the society. It is the interactions with other adults in a society which enables children to form and develop self-esteem with a perception of fellows. They consider the impressions and admirations of the others in a context which enables them to question their abilities ultimately. Considering the Lawrence's suggestion, it is about how one respect himself.

Blascovich and Tomaka (1991) utilized the wide spreading and popularity of the language in psychological area and refer the conception of the worth of a person or the degree of self-esteem. It defines how a person is valued, appreciated, approved and rewarded by himself on his success and failure. The self-conception globally evaluates the knowledge of a person about himself. Moreover, self-conception clearly depicts the level of person and also reflects the stability of the conceptions. Kunjufu (1995) is of the same opinion that the research articles are about the self-esteem of the male of American.

According to Franklin and Mizell (1995) the development of self-esteem in male between the age of adolescence and adulthood is very crucial. Baumeister et al. (2003) considered the elimination of the self-esteem through psychological transferring and it needs to be celebrated and recognized. Franklin and Mizell (1995) mentioned that to understand the society and means of self-esteem, the people of America tend to consult the psychologists. Baumeister et al. (2003) suggested that the psychology needs to resolve the self-esteem related issues and provide recommendation to the American public. According to Rosenberg (1965) the central point of self-esteem is the center. There is an indifference witnessed by Baumeister (2003) in individuals about the self-esteem.

Oswalt (2015) stated about the responsibility people take on themselves about their own values. According to Baumeister et al. (2003) knowing about oneself is a reason for the promotion of self-esteem in individuals. Similarly, it is considered as a part of perceptions which is unlike the reality. King (2002) declared that in academic and social aspects self-esteem causes self-knowledge and positively builds one's self-conception. According to Holliday (2002) said that the self-esteem evaluates few

aspects of life including intelligence, inherited endowment, and physical characteristic of the personality. Similarly, it assesses one's feelings of loveable, likeness, and consideration of the abilities gifted by nature. As opinion stated by Snuffer (2004) self-esteem is considered as a phenomenon that has great affect. It not only concerns to the life of the person who has low self-esteem, rather it is concerned with the people and peers around him. He further stated that the modern period demands lot of new skills of personality and traits like self-esteem are thought to be the needed traits for some decades. It was a time when educationists were not focusing on the phenomenon, but today it is a most researched area of study.

Mruk (1995) stated that the achievements either success or failure have effects on persons' self-esteem as dynamically processing thing. There are many theories on the phenomenon. Kavussanu and Harnisch (2000) stated that the self-esteem is psychoanalytically, and psychodynamics approached by Robert White (Kohan, 1994). He has considered individual's development over the life long time period. Self-esteem is considered as attitude which is made through societal influences especially of families, cultures and interpersonal links from the socio cultural viewpoint (Rosenberg, 1965).

Similarly, Mruk's (1995) humanistic approach is considered from the Nathaniel Braden's view point of worth and competency. Consequences are either positive or negative which provide basics to the self-esteem. According to him, the conclusion of the enhancement of self-esteem can be a reason for encouragement and honor ultimately. Ackerman (2018) looked self-esteem in another prospect of cognitive experiential and consider it a dire need of individuals. He declared it as a source of

motivation for many people. Mruk (1995) stated that the motivation is either directly conscious or unconscious. Mruk (1995) found that there are further two types of self-esteem according to the psychologists. These two other ways are global and earned self-esteem (Goodman, Owens & Stryker, 2001). Stryker (2001) found the achievements; gains of set goals and success are the earnings of the person which are known as earned self-esteem. An example of this is the achievement of good grades in a test in school. Owens et al. (2001) found that the feeling of pride is because of the push of self-accomplishments. Goodman and Stryker (2001) declared that a flexibility and encouragement is felt among the people through earned self-esteem which is a considered and acknowledged reason for self-esteem.

Stryker (2001) claimed that if an individual is in habit of doing positive things, his self-esteem will cause him to give a push to his long-termed goals of life. Earning self-esteem is well supported with working hard to achieve something and becomes a reason for respecting one's views about him. It is a desire of the people to be respected for what they are doing. Koca (2016) found that low achievers fall in the category of global self-esteem, while they are not improved at earned self-esteem.

Sirin and Sirin (2004) recommended the acknowledgement of the hard work and the efforts of the students which are the positive part of their lives as it encourages the students' habits to do good to polish their personalities. On the other hand, Mizzell, 1999 stated that the self-concept resulted as individuals' personal assessment is the sense of global self-esteem comprehensively. The locus found in controlling of individuals' internal, is because of the high-level self-esteem. Mizzel (1999) stated the experience of the individuals with less satisfaction and delight is of low self-

esteem as they have not strong control of the environment. There were two types/components of the self-esteem in the early studies. These components were personal and racial self-esteem. The racial self-esteem is the feeling of the individual about the group identity he/she has. For instance, the African American, while personal self-esteem is how self is perceived by an individual.

In Mizzel's (1999) view, the personal self-esteem is quite similar to global self-esteem of the individual. However, there is a distinction between personal and racial self-esteem because there lays an interrelation conception (Porter, 1971). The yields of results are quite inconsistently highlighted in some studies (Henderso, 1969). Ratusnik (1975) stated that in the people of the world, African American children before going to school are with low self-esteem.

2.3.3. Students' Self Esteem

Larson and Buss (2002) declared that the students who are used to get good grades are with the high self-esteem and are equally with the high self-esteem in other aspects of life. The teachers' behavior in this regard matters as it has great degree of effect on students overall achievement. The impact of behavior on their self-esteem is therefore, needs suitable measurement of the effect and perceptions of the students. The students' self – esteem is mostly affected due to the expectations of the teacher (Sirin & Sirin, 2004). It is observed through open behavior of the teachers what they expect from the students to do. The perceptions of the students need to be measured as they may not understand through overt expressions what is desired by the teacher (Larson & Buss, 2002).

2.3.4. The Importance of Self-Esteem at School

In views of Muris, Bos, Schaalma and Mulkens (2006), the conception of self-esteem in academic context is directly linked with psychopathology and accomplishments. It also talks about the socially acceptable and rejected viewpoints. They found that the self-esteem in schools context is of high value and is directly associated with the achievements of the students and adults. It ensures motivations and ultimately contributes to success. (Cigman, 2004; Lawrence, 2006). Ferkany (2008) stated that self-esteem influences in achievement of the goals and remains always an important thing in academic life of the students. Humphrey (2004) called it mediation between the accomplishments and self-esteem.

In views of Mruk (2006), the levels of the self-esteem are highly influenced by the achievements of the student's performance at different levels. However, the self-esteem of the students who scored good grades is high, while the low self-esteemed students are not that much successful (Mann, Hosman, Schaalma & De Varies, 2004). Donders and Verschueren (2004) declared that socially rejected students are mostly with lower self-esteem and their social function is worst as the peers do not accept such students. In other investigations, children's psychopathology is also linked with self-esteem. Humphery (2004) declared that the depression, anxiety and eating pathology are also related to the self-esteem of a child.

On the other hand, Muris, Meesters, and Fijen (2003) considered self-esteem as a link between performance and achievement in academic context. The relationship between self-esteem and progress is highlighted as the motivation is given by positive self-esteem and the academic achievements are directly boosted through

self-esteem. The inadequacy of the self-esteem is a reason for many issues of the personality and problem occurring in the students as it causes certain bad and unexpected behaviors in the students.

2.3.5. Measuring Self-Esteem

The measurement of self-esteem is always a priority of educationists (Mruk, 2006). According to Muris, Meesters, and Fijen (2003) this is a process that is not fixed, rather it changes the over the period of time. Murk (2006) claimed that students connected to each other emotionally try to build their self-image with their positive contributions to the society schools. Furthermore, none of the individuals want preservation of the self-esteem, yet it is used as an obstacle to minimize the chances of rejection and disconnection by the colleagues. The manifestation of the feeling of the person and his attitude is because of self-esteem (Ferkany, 2008).

Similarly, the view point of Rosenberg is supported by Coopersmith (1967) as he explained self-esteem and considered others approvals and disapprovals and their social status. The rating is the key while determining the values and talent of an individual. The term self-esteem was defined by many authors during last five decades however, The RSES (1965) (Rosenberg Self Esteem Scale) s considered by almost all of them. To measure the self-esteem of the individuals, from 1965 the instrument RSES has been utilized. This instrument contains 10 items and these are responded with 4 point Linkert scale. This test is easy to use for adolescents as it is easy to read. Furthermore, Coppersmith's inventory was developed for adolescents in 1967 which has fifty items for the measurement of self-esteem. The responses of

the students are with 'like me' and 'not like me'. A 60 item 5-scale Test of Self Esteem by Pope is used for the measurement of self-esteem on 5 different scales including:

- a. Global
- b. Academic
- c. Body
- d. Family
- e. Social

Robin et al. (2001) considered self-esteem as self-evaluation, thinking, feeling or synopsis of one's values which are consciously assessed. Frost and McKelvie (2005) and Robert (2010) stated that this is the placement of self at a level. Robin et al. (2001) and Baumeister et al. (2003) found that high self-esteem causes delight and negative creates self-doubts, isolation or frustrations. The confidence of the students is directly connected with the accomplishments of the students. Those who are less confident, achieve less grades (Robert, 2010). In view of Naderi et al (2009), the linkage of self-esteem and accomplishments is critically significant and it is discussed by many authors during last few years, yet there is still a deficit in the existing pool of literature on self-esteem (Cigman, 2004). Self-esteem is a critical factor which affects students' performance academically (Robert, 2010). Dixon and Kurpius (2008) talked about some factors which are potentially influencing self-esteem such as individuals' gender.

In an investigation on male and female, the meta-analysis was made to differentiate the self-esteem level in individuals and found no difference of gender (Gentile et al., 2009). This analysis included Body Mass Index (BMI) and satisfaction of body. According to

many studies, High BMI scores in women were noticed to be lower in women, while it also reduces the self-esteem of the person. Ackerman (2018) agreed with the BMI that it lowers the level of self-esteem (Forrest & Stuhldreher, 2007 and Weaver & Byers, 2006). In views of Espenshade et al. (2005), the students are stressed because of the inadequacy of resources, pressure of work at academic context, less motivation level, lower grades, consecutive lectures, jobs probabilities after completion of degree. Same is reported that the students' grades are negatively affected by the stress and its associations with students' grades are not significant. In Malaysia, there is not significant association of gender with self-esteem in young and adults (Teoh & Afiqah, 2010). Heaven and Ciarrochi (2008) declared female as failures than male at rapid declination of self-esteem. Kling et al. (1999) witnessed great and significant difference in adolescents. Ciarrochi (2008) finds significant difference in adolescent (Kling et al. 1999). Similarly, in a University of Malaysia, an investigation on undergrads of Iran was conducted and utilized the Rosenberg's RSES in Persian version. Naderi et al. (2009) the difference was found significant in both the genders.

Heatherton (2005) claimed that the evaluation of the worth of an individual and his self-conception, virtues and worth. In Davey's (2005) view, self-esteem is state and trait. The level of self-esteem is typical, while the fluctuation happens in responses according to circumstances. It is an opinion of an individual about himself. It talks about the performance, achievement how other perceives the person (Obidigbo, 2006). Furthermore, social status, weaknesses, and strengths of the person in society and how a person is capable to stand on feet. It is the favorable or unfavorable for an individual, positive or negative in approach or neutral (Coleman, 2006). The thought process and

perception of relationships, self and working context and the feeling (Obidigbo & Obidigbo, 2010).

The self-esteem is negative and sometimes positive at different part. We are mostly dictated by self-esteem about how we live. It effects our skills like decision making and viewing others (Deavy 2005). Obidigbo and Obidigbo (2010) stated that the feelings of an individual matter, the more one perceives himself good at something, the more he performs. It is the view of the individual about his esteem / worth and understanding about himself. Onyekuru (2012) stated that the selfishness, self-exaggeration and conceiting is different from self-esteem. In his views, it is compatible with acceptance of oneself with humbleness. It is something that allows being oneself. It rather believes in abilities and one's talents to do something. Kling et al (1999) claimed that this is may be considered as a fight against his emotions, society's imposed rules and regulations and other aspects are considered if someone is linked with the non-academic context. His efforts are different to improve the self-image. Individuals are of the habit to make comparison of self with other people modeled for a setting. According to Coleman (2006) this comparison may cause the complexity of thoughts and lead to addiction and other stress related disorders. It is witnessed that the people become alcoholic if they are not positively handled by the peers, teachers, parents and friends. Gentile et al (2009) said love is a required thing for personal prestige and self-image for many people in the world. The self-conception is a required thing for the people in the society to understand the self-worth. Thinking of a person dramatically changes the abilities and talents of a person. Onyekuru and Obidigbo (2012) found that one can improve his trust, relationship

and becomes reliable for others through positive and realistic thinking. Every one of us has the self-worth conception.

In Copper's (2008) viewed that it is not the case that all the individuals are well aware and have conception of their worth in society. It also fluctuates with the passage of time and accomplishments time to time. It refers to the evaluation of a person's status in his own eye and in the eye of people in the social context. Self-esteem greatly influences the one's feeling about his self. Comparatively, persons with weak and low self-esteem react stronger, than those who have a stabilized and secured self-esteem (Bruno & Njoku 2014). Obidigbo's (2006) stated that the people's approach to their lives in daily routine and dealing with other people is connected to self-esteem. The life's happiness's and health are associated with the way their feeling are. The health has direct link with productivity. Onyekuru and Obidigbo (2012) declared that the students handling of tasks and problems related to their health are minimized as they sleep well and the persistence is witnessed in their personality (Obidigbo, 2006). The pressurizing is so common phenomenon found in the company and colleagues. However, it is not witnessed in peers.

According to Bruno and Njoku (2014) self-esteem in healthy condition make the person realistic in achieving his goals. There are many things that a person does to protect his self-esteem on daily basis. High self-esteem rewards and pays off in terms of respect. The person handles adventures, resolve mistakes, and face the criticism. Unlike health criticism, fear and unrealistic approach is witnessed in the lower esteem. Such persons with this type of self-esteem do not take risks. However, as per declaration of Emler (2001), it dents the image of the low esteemed people as their performance is not that good in academic scenario. Self-image's development starts from the very beginning of

the life in early years and continuously remains a going on process throughout the lives of individuals. The impact of this self-esteem foreshadows the future of the individuals.

2.4. Models Related to Self Esteem

Many researchers and psychologist worked on self-esteem and presented very comprehensive models few of them are described below.

2.4.1. Curvilinear Model of Self Esteem by McLeod (2012)

Self-esteem is a continuum which can be medium, high or low (McLeod, 2012). With this view McLeod (2012) presented curvilinear model related to self-esteem (figure 9). McLeod (2012) argued that while taking into consideration of the standing of the both levels of self-esteem equally is socially and emotionally destructive for the person. Undoubtedly it is considered that a finest self-esteem's level lies in the central point of the continuum. People working within this array are considered more socially governing. According to him that during childhood self-esteem is relatively high, but due to individual differences some unlucky children operate low self-esteem. In social context children possessing low level of self-esteem are usually shy, timid or reserved. It is not easy for them to enjoy in the company of other people. They may have many friends but they can be easily yielded to peer pressure and can be more susceptible to being bullied. Due to fear of failure they avoid trying new things at school and quit easily (McLeod,

2012).

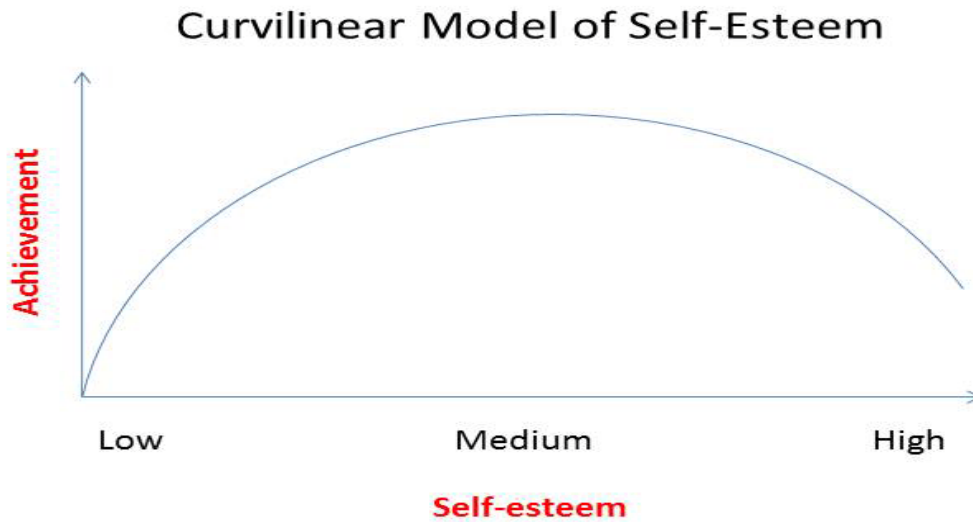


Figure 2.10 Curvilinear Model of Self Esteem

2.4.2. Predictors of Self Esteem by Baker, Easterbrook, Owe and Vignoles (2014)

Baker, Easterbrook, Owe and Vignoles (2014) evaluated the control of four pedestals for self-evaluation of self-esteem (figure 10) i.e. controlling one's own life, performing his job, being benefitting and useful for others and attaining social status. 4,825 adolescents of 20 different cultures were the sample of the study. In order to avoid cultural response biases, they applied implicit within-person measurement technique cross-section & longitudinal analysis of the data revealed respondents' usual feelings of the above mentioned self-esteem's 4 foundations, from those that were consistently valued in background culture. Different level of examinations of data establishes the foundational self-regarding which is positive and mutually shows persistence. It is expectedly pleasant and illustrated systematically inconsistent by way of culture while approving values.

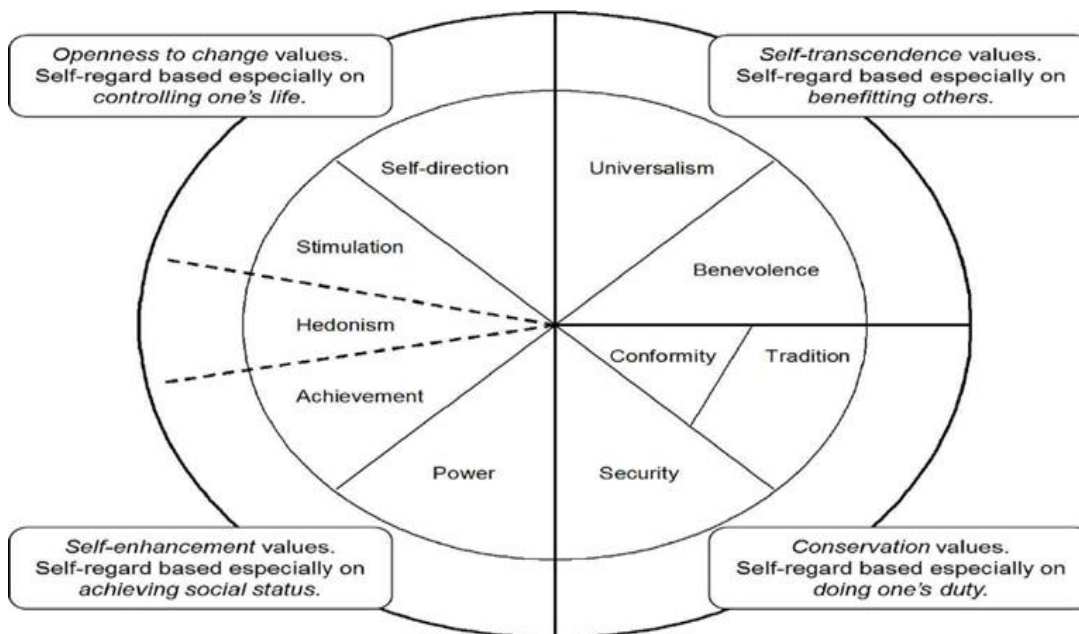


Figure 2.11 Predictor of self esteem

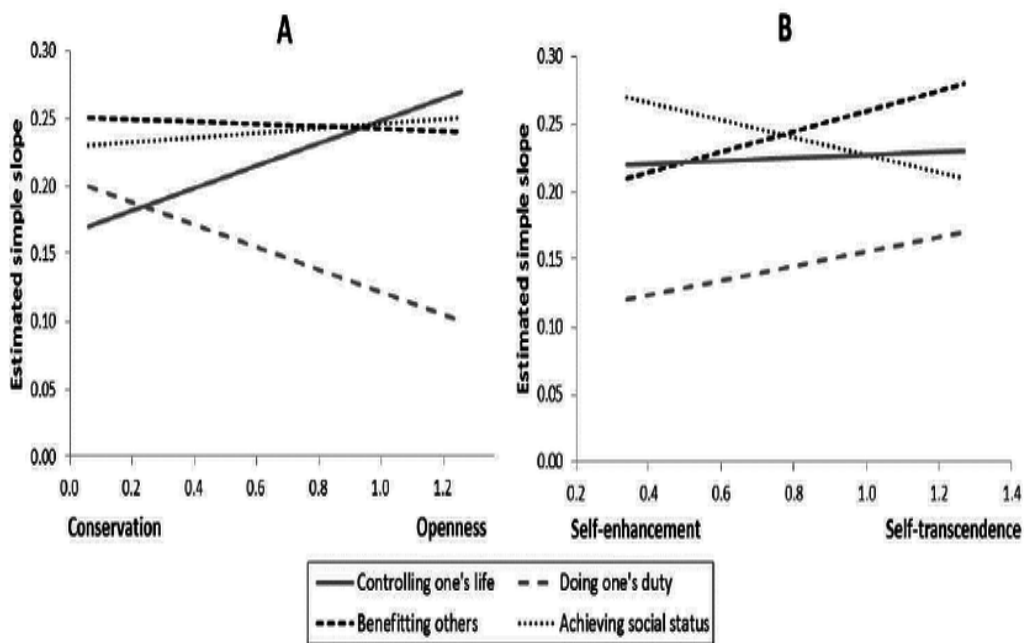


Figure 2.12 Life control self-transcendent versus self enhancement environment

Figure 2.12. Life control, performing the task, being advantageous for other people, and gaining status in society are the self-esteem's forecasters during Time. However, normatively frankness dependence compares to conservational values as in Panel A and normatively self-transcendent versus self enhancement in values, as in Panel-B in environment of the culture of participant (Maja Becker, 2014). In the core scope of openness vs. conservational being on one hand is motivational clash freedom and self-directedness and conserving the on the other hand is socially ordered via compliance and consistent. As free and self-directed indicators having control on one's own life, but extreme emphasizing the individual self-control and independence would be disadvantageous societal solidity and consistency. Unlike conserving societal includes performing the tasks, yet emphasizing at larger compliance to rest of mismatched by self-directedness

2.4.3. Model of Self Esteem by Chen and Wei (2011)

Chen and Wei (2011) explored in their study the maltreatment of students by teachers and peers and its impact on students 'self-esteem and hence presented a very comprehensive model (figure 13). They investigated students' maltreatment by authoritative teachers, students-students conflict and victimizing of students by other students. All these practices affect the self-esteem junior high school students. They also investigated that how social status, family, teacher-pupil relationship gender and colleagues' collaboration minimizes effects of authoritative environment and aggression of the school. (Ji-Kang Chen, 2011)

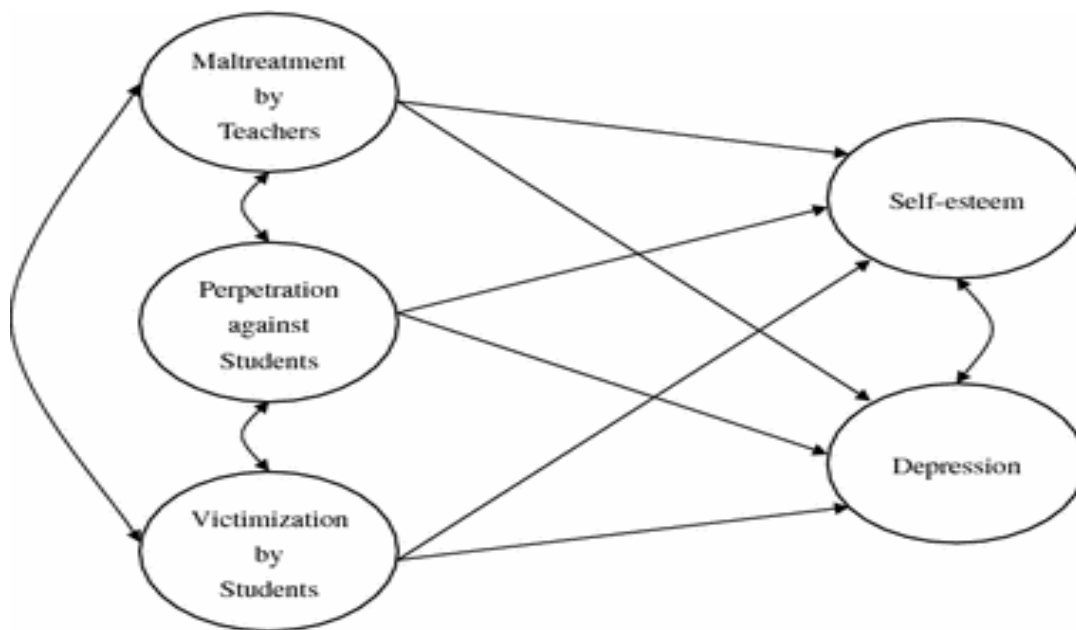


Figure 2.13 Model of self-esteem

2.4.4. Model of High School Students Self Esteem by Giunta, Alessandri, Gerbino, Kanacri, Zuffiana and Caprar (2013)

Giunta, Alessandri, Gerbino, Kanacri, Zuffiana and Caprar (2013) examine self-efficacy and self-esteem beliefs of high school students (figure 14). Analysis of the data declared that conscientiousness, self-esteem and openness are positively inter-related with students who possess high level of self-esteem have better educational self-efficacy. They argued that teachers must be conscious of learners' type of personalities and their individual's distinctions to strengthen feelings the high self-esteem and their beliefs about their capabilities. (LauraDi Giunt, 2013)

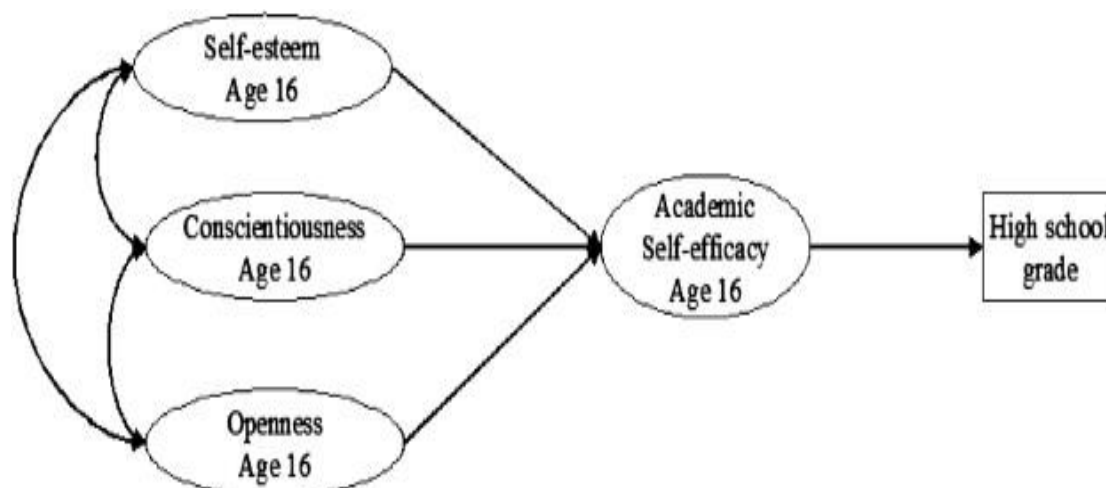


Figure 2.14 Self-esteem and High school Grades

2.4.5. Comparative Study of Leary (2000) Socio-meter Theory and Henriques Unified Theory of Psychology (2004)

Sociometer Theory and Henriques (2004), Sociometer Theory of Leary (2000) and Unified Theory of Psychology were evaluated by Brinton (2011) for the measurements of the relation of self-esteem and society's influence. Value of relation is indicated by Brinton's (2011) socio meter theory that argues working of self-esteem as whole, while, HUTP hypothesizes self-esteem and considers influences culture scenario of human. The clear socialized apparent effect is led by this notion's forecasting of self-esteem immediate after the management and control of influences of society. Self-enhanced socialization may depict higher self-esteem's level in particular, following societal control and influences. Influence Matrix (IM) is a socio-meter notion associated with HUTP which is a component as Brinton's (2011) statement. There is a speculation by IM about adjustment of humans as a readily influenced in society while there is high level of

self-esteem and feelings are positively felt by individuals in common. They feel optimistic about self especially.

Likewise decrease influence of the society is directly linked with negative feelings, such as depression, shame or anxiety. Brinton (2011) expressed that there might be some minor difference in conception of society's influences suggested through IM and sociometer. The considerations are similar as they predict and formulate the common connectivity in self-esteem and social influences. In contrast Henriques (2004) gives clear explanation that the self-awareness and self-esteem are affected by one's culture. In his views, self-consciousness works and justified systematically. It grows and develops narrative of individual's culture to pass through environment.

Leary's (2000) viewpoint of social influence is agreed by HUTP through the measurement of IM which considers dependence of self-esteem. Unlike theory of sociometer, HUTP suggests way of people's socialization and adjustment narrative as it affects and manifestation of self-esteem no matter what the influences of society are (Brinton, 2011).

Patierson (2000) conducted a research with the purpose to gain insight into overall self-esteem and the aspects associated with overall self-esteem in adolescents. For data collection two questionnaires were distributed among the sample of the study. The first was Rosenberg (1979) Self Esteem Scale (RSES) which measured the on the whole the three levels of self-esteem of the learners. The second questionnaire was distributed to measure the Factors Related to Self Esteem, constructed by the researcher. Those seven factors were family, academics, sports, extracurricular activities, peers, body image and after school job. These factors were studied in relation to overall self-esteem. The data

analysis revealed that 72% of students fell within moderate range for overall self-esteem and very few students i.e. only 14% with the high self-esteem whereas 15% had low self-esteem. Body image was the only prominent factor effecting students overall self-esteem and it was declared that as adolescents accredited a strongly constructive effect of body image to their overall self-esteem's levels. The healthy and high self-esteem group scholastic and body image were the two factors effecting over all self-esteem. Self-esteem's five interpretations regarding functioning were recognized (Leary & Baumeister, 2000).

The theories hypothesized that people look for self-esteem because it is linked with positive affect and well-being. Individuals with high self-esteem he experiences pleasant feelings, whereas with low experience negative and painful feelings. According to this view point one seeks maintenance of self-esteem and avoids the feeling of negativity (Paterson, 2000).

Being English Language teacher, Miller (2012) discussed the ways through which a teacher enhances students' learning and improves overall pedagogical skills and learning of the students. He himself was a trainer who better explained the merits of effective teaching and teacher's characteristics. Miller had 15 years' experience of teaching. To enhance the learning of the students and their self-esteem, he gave some characteristics of an effective teacher as under:

- a) Enthusiasm for teaching must be contagious.
- b) Creativity of the teacher
- c) He must bring humor in the class and maintain pace of teaching
- d) One who challenges

- e) Must work on encouragement and patient
- f) One who is good at taking interest in individuals
- g) The command of grammar must not be weak and should be capable of explaining in class
- h) One who spares extra time after the session for the student's questions
- i) Teacher with humanism in the class who treats with equality to all the students with no favoritism and discrimination of gender and status.
- j) In views of Miller (2013) One who is not controlled by his emotions rather he should be relax (p. 36- 38)

It is highlighted in many researches that the growth of the students and teachers involve the self-esteem as result of interactions on regular basis. Brookover et al. (1964) illustrated connections of instructor's self-esteem with self-concept. He discusses the ways we tend to consider and make evaluations of self (Rosenberg, Schoenbach, & Rosenberg, 1995). Self-conception can be comprehended if an educator is fully aware of himself/herself. While the distortion of the personal image, the teachers are deprived of teaching effectively. Similarly, self-image is about honesty in understanding about self (Lawrence, 2006). In views of Brookover et al. (1964) it is important for teacher to be aware of their image (Shavelson, Hubner, & Stanton 1976; Bong & Skaalvik, 2003). The teachers are perfectly guided on how they teach if they are aware of the values and images they have. For this purpose, a self-evaluation is needed for the teachers. To maintain the character as an effective teacher in a school, teachers must work on this area of their personality. The teachers in United State of America are trained on these few basic points, while in third world countries, the people are poor and developing. Yeung et

al. (2014), states that there is a teachers' fight with bread and better which is somewhat a reason for the disconnection between the stakeholders in the classrooms in Pakistan (Carven & Kaur, 2014).

Teachers have no privacy in general. Their personality has deep effects on the lives of the students as they are modeled by the students not only in their respective subjects i.e. science, social study, and mathematics. The role of the teachers is prominent and diligent. The self-esteem is an area of personality which must be included in routine plans of lessons at all levels of students' classes i.e. PG to students of universities.

2.4.6. Symbolic Interaction Theory

Students' image and self-awareness is formed through the reflection. Through this feedback of the peers, students evaluate themselves and come to know about their worth and negatives of the personality and sometimes their academic aspect is also affected. Low self-esteem is witnessed in the students with behavioral issues and poor performance as they are not good at resolving their problems related to their studies and environmental issues (Dole & McMahan, 2005).

In the process of self-evaluation of the students, teacher's expectancy is a matter of high value as it has direct influences on their perceptions. The students perceive and symbolize the teachers' behaviors. The theory of symbolic interaction's role is prominent in understanding the effects of the behaviors of teachers as it connects perceived teachers evaluation of pupil's self-esteem. Figure 2.15 explains how the teacher expectancy might be indirectly affecting self-esteem of the students in academic context.

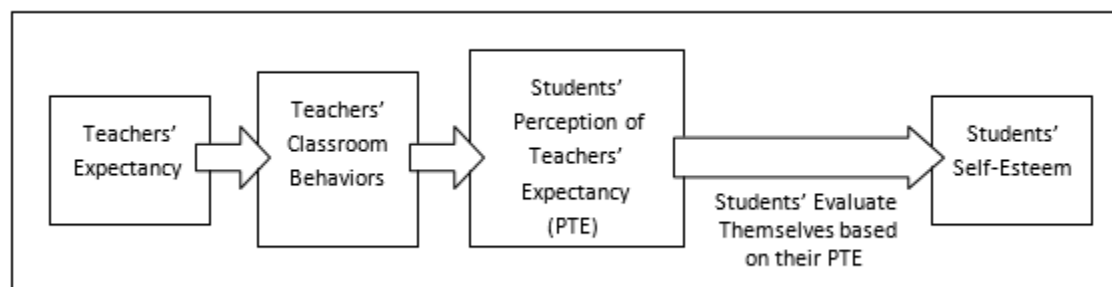


Figure 2.15 Symbolic Interaction Theory

Figure 2.15 How Symbolic Interaction Theory Explain the Effect of Teachers' Expectancy on Students' Self-Esteem. However, the self-esteem of the pupil is extremely influenced by the teachers and peers (Humphrey, 2004). The influence of the teachers on the students is undeniable as they are supposed to be experts and authority and provided the reflections on students' tasks.

2.4.7. Self-Fulfilling Prophecy Theory

In views of Aronson (2005), Self-Fulfilling Prophecy is another theory which talks about the significant role of the teachers in developing students 'self-esteem (Wilson, Akert, 2005). This term was a coinage of Robert Merton (1948) who was a sociologist of his time and defines self-fulfilling prophecy as (Mayers, 2008) a brief which guide to the own fulfillments. However, Merton (1968) came up with correction to this definition and declared the previous as false definition. Merton (1968), the false legality of this theory enables supremacy of error as self-fulfilling prophecy refers to real course of event as an evidence of righteousness in the beginning. In this case, teachers are supposed to prepare their classes according to the expectancy because the behaviors of the students need certain changes in this regards for the achievement and accomplishment of the

expectancy. There is a link between academic accomplishments of the students and expectancy of the teachers (Robert, Rosenthal, & Lenore Jacobson, 1968).

Rosenthal (2002) counts 40% experiments out of five hundred affected performances of the students. It is not the case that expectations do not boost the students' performance, low, nor high expectancy does this good to students until the teacher works on them practically. However, the experiments of Rosenthal and Jacobson (1968) proved that no expectations are powerful in effect; neither there is any reliability of these expectancies. So, HAC and LAC are helpful for teachers to achieve the expectancy of the teachers.

Slavin (2006) is of the different view unlike Rosenthal and Jacobson, that the high expectancies boost the low graders because teachers are well aware of the students' needs and they evaluate them on daily basis. The teacher's understand the ability of the student and why they achieved low or high. Myers (2008) found that the information with teachers before the expectancy will provide the foundation to the high expectancy for instance, an old sibling in the class may guide a teacher to assume the capability of the sibling in current classroom and thus the expectancy may work. Jussim and Harber (2005) declared it accurate in some cases. Below is the illustration of the argumentation in Figure 2.

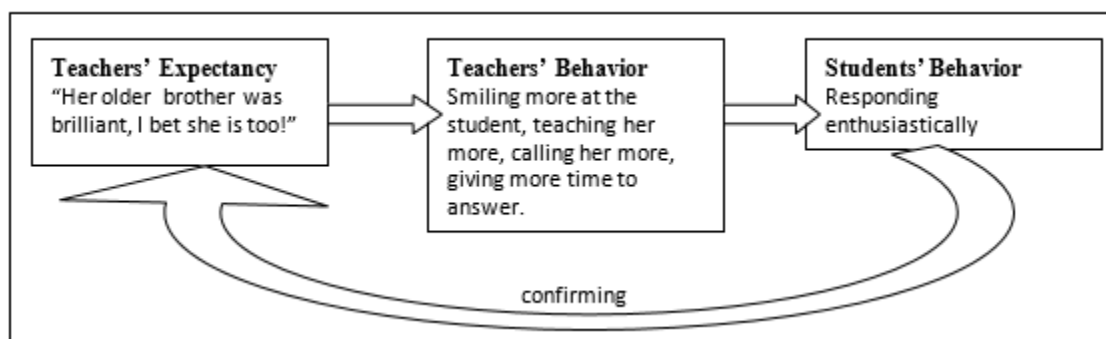


Figure2.16 Flow of Self-Fulfilling Prophecy

The existing info of the teacher enhances the expectancy of the teacher as highlighted in Figure 2. Jussim and Harber (2005) in this figure, the expectancy of the teacher are responded with a suitable behavior and confirm it. According to the studies, previous information is helpful in determination of the expectancy of a teacher. This way teachers can set higher expectancy which will ultimately influence the higher-grade achievers and lowers with lower (Myers, 2008). The behavior of the teachers' will be influencing the student's behaviors at the end. There are chances that the high graders will be given more chances as compare to the low graders. The students may learn about the expectancy from the teacher's part. Hung Siu Tong's (2002) finding supports the self-fulfilling prophecy in academic context as he investigated on the role of teachers' in classroom grouping at the University of Hongkong. His investigation was the teachers' ways of conducting classes and modification of teaching methodologies and instructional part of teaching. The perspectives are formed with a gradual performance by the teachers during the instructions time period for the pupil. His theory supports the self-fulfillment prophecy. The theories are the indications of students' self-esteem affecting expectancy.

2.4.8. Students' Grouping Practice and Teachers' Expectancy

Gamoran et al. (2002) the schools of certain countries are grouping the students on the basis of their abilities and academic accomplishments (Hallam et. al., 2002). In some countries there is practice of Between Class Ability Grouping (BCAG). Slavin (1990) stated that the students for all subjects remained in the same classes.

Kulik (2004) claimed that BCAG is useful in gaining higher scores and grades if they are grouped. However, BCAG is supported as practice as it meets various students' need. Attention will be given to the low performance students (LPS) achievers and equally to

the high performing students (HPS). Secada (1992) stated that it would faster their pace of learning and they will be able to demand for more lessons. It may permit the teachers for the provision of materials required for HPS and LPS. Malaysian investigation suggested that that the students will be in one group of the class after several interviews at secondary school level. Further groups will be required within the HPS and LPS (Salvin, 2006). Furthermore, groups in cooperative learning according to the combine tutoring in alternate BCAG show high results and no separation (Salvin, 1987). Secada (1992) states that the ability (Oakes, 1985) groups must be made according to the abilities and the flexibility of the student and rather their choices should be considered (Secada, 1992). According to Saleh et al. (2005) consider heterogeneous groups as good for low achievers.

2.4.9. Teachers' Expectancy and BCAG: Attribution Theory

Every day's events are analyzed through Attribution theory (Fritz Heider, 1958). In this theory common sense (psychology) is discussed. External situations are the reason for the attribution of the others in certain case. Heider (1958) stated that a person has external cause and he attributes according to the situation. His behavior will be due to the external cause. In the following figure 2.17, the reaction on the base is illustrated.

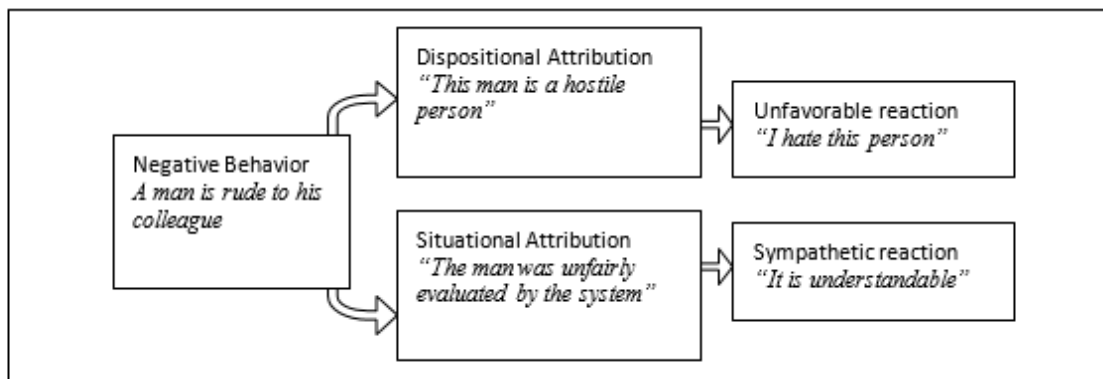


Figure 2.17 Negative Behavior Determines an Observer's Feeling

It is utilized for the explanation of the expectancy in BCAG environment (Myers, 2008). Corresponding bias is another term that refers to fundamental attribution error denotes the tendencies for the observation to undervalue the situation influence and misjudge the disposed influence on behaviors of others (Ross, 1977). Gilbert and Malone (1995) found that these are due to less awareness and not realistic expectancy or correction which is not complete. The students will be divided into hierarchical groups for practicing BCAG. HPS and LPS are the different ends of the hierarchy. Every student of HPS will be attributed with high ability and low achiever with LPS (low ability). The teachers will than refer to the students according to their attributes and place in the classroom. Slavin (2006) the instructor than considers the potentiality of the students before the start of the class. This BCAG basis on the achievements of the students (Hallam et al., 2002) as in some Southeast Asia's countries it is in practice (Kulik, 2004). Theory of attribution is explained in Figure 2.18.

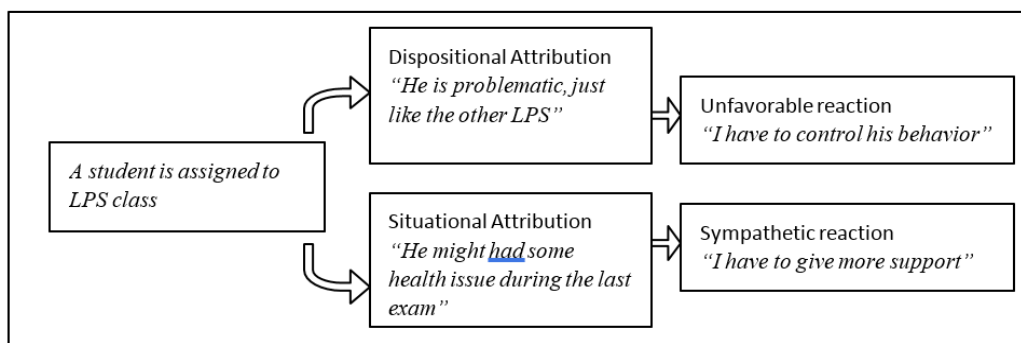


Figure 2.18 Theory of Attribution

Figure 2.18 depicts the assumption. Hazri et al. (2010) declare that the perceptions of the behaviors of the teachers are perceived differently by 153 (HPS) and 159 (LPS). Their way of perception is different. Rubie-Davies (2010) states that in views of high performing students the teachers are considered as supporting, while to LPS they are not perceived supportive, rather controlling their behaviors related to problems occurring regarding discipline etc. (Prihadi& Chin, 2011).

2.4.10. Theoretical Perspective

In views of Aronson (2005), Self-Fulfilling Prophecy is another theory which talks about the significant role of the teachers in developing students' self-esteem (Wilson, Akert, 2005). This term was a coinage of Robert Merton (1948) who was a sociologist of his time and defines self-fulfilling prophecy as (Mayers, 2008) a brief which guide to the own fulfillments. However, Merton (1968) came up with correction to this definition and declared the previous as false definition. Merton (1968), the false legality of this theory enables supremacy of error as self-fulfilling prophecy refers to real course of event as an evidence of righteousness in the beginning. In this case, teachers are supposed to prepare their classes according to the expectancy because the behaviors of the students need certain changes in this regards for the achievement and accomplishment of the

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Cooley's (1912) theory of symbolic interaction states that the reflection of expectations and perceptions are evaluated by the individuals (Mead, 1934 & Stryker, 2002). The consequences of the symbolic interaction theory in the schools' context are discussed by Davies and Brember (1999). In their view, student's image and self-awareness is formed through the reflection. Through this feedback of the peers, students evaluate themselves and come to know about their worth and negatives of the personality and sometimes their academic aspect is also affected. Low self-esteem is witnessed in the students with behavioral issues and poor performance as they are not good at resolving their problems related to their studies and environmental issues (Dole & McMahan, 2005).

In the process of self-evaluation of the students, teacher's expectancy is a matter of high value as it has direct influences on their perceptions. The students perceive and symbolize the teachers' behaviors. The theory of symbolic interaction plays a vital role in understanding the effects of the behaviors of teachers as it connects perceived teachers evaluation of pupil's self-esteem.

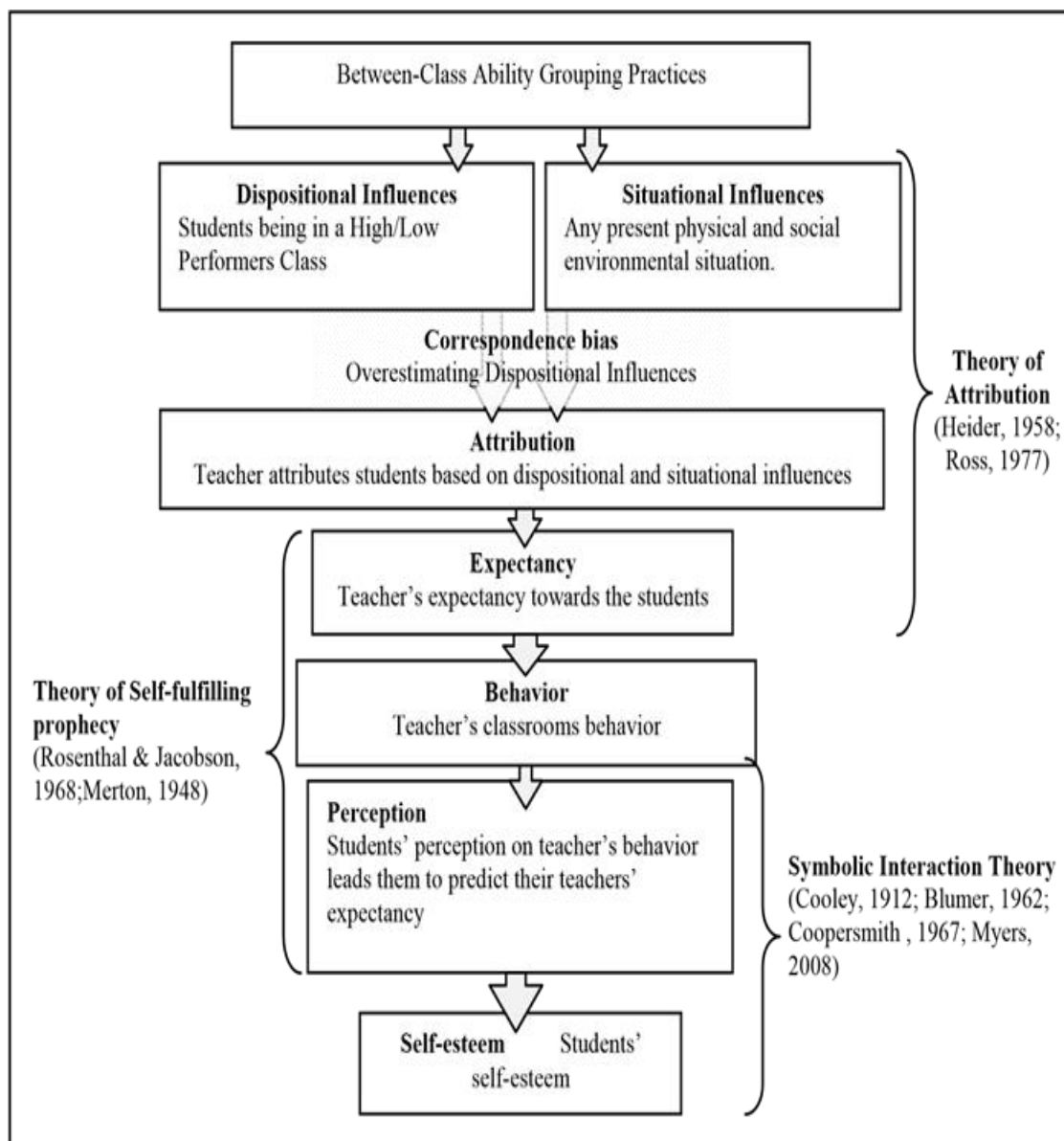


Figure 2.19 Theoretical Framework of PTE on Self esteem

The figure is adopted from many researchers. Significant differences of self-esteem of HPS and LPS groups were illustrated in 302 secondary schools in Malaysia by Johor Bahru as shown in Figure 2.19. Hazari et al. (2010) reported effect of PTE on self-esteem. The perception is influencing HPS's self-esteem by supportive teachers while, the LPS are dealt with controlling of the discipline related issues. Higher self-esteem can be predicted if the teachers are supporting.

LPS's self-esteem may be affected negatively by BCAG as this practice. BCAG is a most liked practice by some teachers which cannot be rejected or excluded. It is difficult for the countries practicing this for some decades as they will not be able to improve the gap of the loss. All the efforts will be of no use for these institutes which they are used to do and PTE will affect them. There is an effort of few researchers for the manipulation of the term with the words like self-competence/self-worth. Murk's (2006) strategy is considered as an effective as it is dual model self-esteem. However, Mruk (2008) considers is short termed as it has nothing to do with influences.

2.5. Symptoms of Self-Esteem

When there is low self-esteem, the person will be tired, less motivated, and living a boring life with repentance (Onyekuru, 2012). According to Obidigbo (2006), Hopeless, depression, negative thoughts and wishes for better future are some of the things directly related to the common reasons for low self-esteem. The feeling of uncertainty, dissatisfaction, and inadequacy are the major outcomes of the negative thoughts which are due to the materialism and utilitarianism. When someone compares himself with the people who has progressed more than someone, the negativity takes birth. It becomes an individuals' part of personality if not removed. According to Onyekuru (2012) some of the symptoms of the low self-esteem are feeling anxious, emphasizing the negative things, lame excuses to ours self, depression, lack of trust, feeling of social rejection, eating disorder, taking no risk and challenge, quit and resign. Low self-esteem also makes an individual exaggerate perfectionism, image view, insecurities, remain uninvolved and unloved, fear the changes. Reassurance in this regard is a helpful.

Elmer (2001) declares that they are inward personalities. This can cause so many disorders in an individual if he has a low self-esteem. These disorders are aniti social, dimorphic disorder,

violence, and anorexia and get addicted to many unacceptable things by the society. This area of the student's life must not be ignored by the instructors. Koca (2016) said that counselor of the college should work on students' issues related to their life and self-esteem especially. Sirin and Sirin (2004) acclaimed that self-confidence and self-esteem are two different things. Many people overlap these terms. Yet, self – confident individuals may improve their self-esteem. Sometimes, self-confident people also suffer from certain disorder like public figures, actresses, celebrities, and society. Elmer (2006) was of the opinion that the term esteem refers 'to estimate' which means estimating oneself. It is quite hard for a low esteemed person to answer questions like, Am I a nice person? Etc. Majority of people are suffering from low self-esteem which is a reason why people are suppressed, isolated and dejected. Ferkany (2008) was of the view that such people are struggling for happiness and contentment and even some people start drug addiction which is another curse for them. When children are feeling helplessness and dissatisfied, they will not be able to get good grades. Low self-esteem can be improved through few techniques and strategies which can be adopted for pedagogical reasons as well.

Rosenberg (1965), Obidigbo (2006) claimed that such low esteem individuals should consult someone who is capable to listen and resolve the problem. Some upheaval and circumstances can also cause low self-esteem for instance breakup in a relationship, or job loss. There is no dead end, they can regain their lost status through promotions, falling in love. According to Lefton (2007) people, who are habitual of passing sarcastic comments feeling negative about them? If a person has low self-image, it can cause spousal abuse, divorce, depression, societal crime, bullying and victimizing. It is something very nice that it starts from the childhood and reaches to adulthood. It can be improved and transformed to high esteem through supporting and counseling and training on positive things through basis.

2.6. Students' Self Esteem

It is the evaluation of an individual's about himself. It talks about self-worth and self-image (Rogers, 1980). Cigman (2004) declared that the elevation of student's beliefs will be helpful in elevating overall performance of the individual at academic context and in routine life as well. Larson and Buss (2008) viewed that if someone is graded with higher rank in society and he can improve his high self-esteem and better the performance level in all aspects of life. The students' academic life is directly affected by self-esteem of them. Their success is greatly linked with their self-esteem (Lawerence, 2006). However, teachers' perceptions of the students are direly needed. Before any expectancy, teachers may focus on the self-esteem of the students. This way they can make their students accomplish all set task academically and also related to their social life. The will be able to maintain their relationships as well as collaboration with peers in classroom. The behaviors of both the parties are deeply affected by self-esteem (Cigman 2004).

2.7. Causes of Low Esteem

Self-esteem is developed from the childhood and remains constant throughout life. Positive role of teachers in school context can cause positive consequences, while, negativity always reduces self-esteem (Muris, Meesters & Fijen, 2003). As we know that self-esteem starts from birth, so parents are the one who greatly influence the infant. Domestic violation has deep impacts on children self-esteem (Heaven & Ciarrochi, 2008). Students if berated criticized and beaten are more likely to lower the self-esteem and the self-image (Cigman, 2004). Harsh language and sarcastic comments lower the self-esteem of individuals. Sometimes parents and teachers expect a lot from the children as they desire them to be perfect always (Heaven & Ciarrochi 2008). Constantly failing to achieve anything can cause low self-esteem in the student, while

encouragement and supporting can bring High Self-esteem. The identity issues particularly when they are teen if they encounter with failure time and again in school or in any other activity out of school (Bruno & Njoku, 2014). Self-esteem is not determined by a single character around them. This is a gradual and ongoing process. It sometime minimizes with the passage of time and event. Our internal self-pasteurizes our self-image and it can help us improve our self-image (Emler, 2001). If we get any support from anyone of the people around us, our worries not affect us negatively and our worth is increased. We need to be resilient and brave so that we may nurture our self-esteem and ultimately character (William, 2014). According to Onyekuru (2009), counseling is an important aspect and vital in its role of high self-esteem.

The children are affected by parents and teachers in many cases by both on regular basis as they interact with them. The neglecting parentage and harsh behavior of teachers can cause low self-esteem (Calvin, 2009). Parents and teachers may note the following points:

- a. Children early years are critical in developing their self-esteem. Parents' positive behavior develops HSE in children. Family's role in this regard is undeniable.
- b. The school is another place where children are nurtured and develop self-esteem which is another important thing to consider for parents in the developing of higher self-esteem in the pupils.
- c. Everything around us influences our personality. Our actions and feeling are impactful and cause positive and negative feelings in us. We need to be careful in selection of the company of people. Our self-image in this regard critical role is played. Self -concepts should be high as these are directly impacting our overall performance in life.

There is a connection between health, intelligence and happiness. Persons' of higher level of the self-esteem are better in all the areas i.e. health, intelligence and happiness (Dixon & Kurpius, 2008). Compensation is another strategy that may be used for the masking of low self-esteem. Considering the self-esteem as positive and higher leveled, you are going to be happy, and better performer. However, in case one's self-esteem is low he will experience anxiety, stress and burnt out. One may think himself to be the most competitive person, but live in a fear of failure and worries. One may remain conscious of the identity and act irresponsibly (Franklin, 1995). Obidigbo (2006) stated that one may feel that he is the most hurt person and find excuses to satisfy himself. He may feel about himself that he is not worth of something; he may blame others and get angry at anything for the issues. Childhood is the best age for guiding the children about the society and children must be raised in love and care. They should be supported and secure. Duari (2012) mentioned that moral values should be inculcated in a smooth way so that the children adopt it with positive behavior. According to Brinton (2011) Individual worth is known by all the individuals at the age of 10. This rowdy age is the age of battle with identity and self-image and not much other burden is upon the child. It is the conception of majority of people that they are not good at people. It can be a single reason, event or though that made them think so. The beliefs are mostly exaggerated and adopted very seriously. The life is in fact a matter of choice which every individual independently choose. Priorities and choices are the factors which decide the change in personality (Onyekuru & Obidigbo, 2010). It is a tedious task to maintain all this, yet supervision, support, counseling, and guidance can make them learn to improve self -image. The negative beliefs are harmful for the personality as these are the bi products of negativity (Obidigbo, 2009; Obidigbo & Onyekuru, 2012).

2.8. Characteristics of Self-Esteem

The definition of Crocker et al., (2003) is not clear as it about dependence, attractiveness, love, and being good at school, however, it is grounded worth, influence and dependence (Luthanen, 2003). It is determined by all these beliefs as the behaviors hold on these. It is witnessed that the fresh students in their college read more than the previous one. However, in views of Crocker and Luhtanen (2003) high self-esteemed students seem spending their times to groom themselves. Exercises and activities for fitness are also contributing to self-esteem of a person. According to Tremblay et al. (2000) exercises has not much academic outcome, yet this critical role is played in growth and mental health. Furthermore, self-esteem is a cognitive trait which requires a healthy person and the healthy though process. However, exercises play a vital role in higher self-esteem of a person and are related to the accomplishments of the students. Sports are very important for our health and it is considered as a source to tie you with society. Brinton (2011) opined that the school community interacts and connect such activities for the promotion and quality enhancement in the school and colleges. All the stakeholders of the school equally benefit from these physical exercises. It also helps students perform well in schools. Broh (2002) stated that athletes were found to be best performer in schools. Pepi et al. (2006) highlighted that there are some other factors' contribution in enhancement of students' self-esteem. Race, culture, parent socio-economic and educational level, age, sex, and number of sibling are the other aspects. It is the surrounding of the children which affects the environment of the student i.e. instructors, fellows, family members etc. It is observed that the students possessing higher self-esteem were found to be with lower self-esteem as the compare themselves as inferior. Morvitz and Motta (1992) found low achievers with limited scores do not interact with punctual students

feel threatened and a lower self-esteem. Members of the group feel threaten while comparison in a group.

2.9. Self-Esteem of Secondary School Students

People have a sense of identity in Pakistan. In views of Eggen, Kauchak and Garry (2007) the existence of the life and the purpose they want to achieve remained always a desire of the people in Pakistan. The conception of the self-esteem is directly linked with the identity and belonging of a person. The conceptions about one's status and identity are a process of cognition (Woolfolk, 2004). Similarly, to understand the role, naming and races and belonging with certain beliefs, respect, status and values is the matter of the self-conception of an individual. On the other hand, self-esteem is known to be an evaluative component of the self-concept. Self-concept is multifaceted and hierarchical in nature (Spurgeon & Myers, 2003). According to Cheng and Yeh (2009) self-concept is the sum of beliefs of individual about his cognitive competence, social competence and physical competence.

Spurgeon and Myres (2003) affirmed that self-esteem has become a common word and is used in our daily conversation. It is an attitude about the self and is related to personal beliefs about skills, abilities, social relationships and future outcomes. Due to its psychological and educational importance, many debates surround the topic of self-esteem. According to London (2007), there almost two hundred definitions are existing on self-esteem. Hence, the Bradley and Lang (2007) stated that the schools' performance level and the ways of assessment are the concerned with educational research. However, it is the value we consider while working on the traits of personality and attitudes (Woolfolk, 2004).

Broadly speaking, one evaluates himself/ herself in optimistic or pessimistic ways. The worth of an individual is indeed the self-esteem which also makes an individual sustain in a society. It is

something which is devoted to the individual's worth of the groups to which they belong like families, peers or ethnic group (Woolfolk, 2004).

Every passing day is a new day in life. No situation in a school is exactly the same as any other situation, just like human beings. As every human being is distinct and unique so is every situation. We cannot live in isolation; rather we influence the environment and are being influenced by it. The child cannot be separated from his total environment as he is an active agent in his development. The teacher plays vital role in shaping the child's perception of himself and his environment (Siann 2013).

According to Maslow (1970), the desires and the needs of people are various and of different types. Children are born with the same basic emotional and intellectual needs. The needs of children grow with the passage of time. Child's first need is the need for love and security. When these needs are met, the child has the need for new experiences (like language learning). With the passage of time, he has need for praise and recognition (self-concept) and need for responsibility (future roles in life) (Siann 2013). The esteem needs and other like belonging and safety are the very critical to be met. These are the human needs which are place at lower order level by Maslow (1970) and this has much to do with student's life. The children enter to the schools to learn and build their concepts. It is there family and teachers which form the conceptions in a student. However, as children they tend to adopt things from others and the setting in which they live is therefore very significant in its role of nurturing. The environment is contributing to the learning of the individuals. This factor cannot be ignored at any rate (McLeod, 2012).

Many factors can be quoted that influence the development of self-concept and self-esteem in either positive or negative way. Among these are students' own former performance and

behavior, conduct of other persons toward them and the expectations that other people hold for students' prospect performances (Ormrod, 1999).

The concept of self and self-esteem are essential features influencing behavior and accomplishment in school. Self-concept affects learning in school. Researchers debate two important questions in their research studies. One deals with effect of self-esteem on students' behavior in school and other deals with consequences of school life on students' self-esteem (Woolfolk, 2004). There are certain key factors that influence the development of self-concept and self-esteem like student's prior behavior and performance, the behaviors of other individuals towards them and expectations for students' future performance (Ormrod, 1999).

Mostly boys have a higher self-esteem than girls. Girls are influenced by relationships and boys are influenced by objective success. In Canadian high school population, females had significantly lower self-esteem than males (Bagley, Bolitho & Bertrand, 1997). Self-esteem is measured absolutely by self-report instruments. Many self-esteem inventories are available to assess self-esteem. Among these, the self-report *Rosenberg Self-Esteem Scale* is widely used measure (Schmitt & Allik, 2005).

Pakistan has multiple facets educational system which is comprehensive, dynamic and developing in nature (Farid & Akhtar, 2013). The education at secondary level is a career making stage in Pakistan. It is bifurcated into various streams at the higher secondary level. The purpose of secondary level education is to prepare students for different careers (Ministry of Education, National Education Policy, 2009). The students at secondary levels are adolescence with physiological changes that occur with puberty. Students at this level have varied self-esteem levels. There is fluctuation in self-esteem level of students and this generates emotional

reactions. Generally, at secondary school level, students' self-esteem depends upon their appearances and popularity in surroundings (Hassan, Awan & Awan, 2018).

It is a general observation in Pakistan that joint family system still prevails. Parents are actively involved in upbringing their children regardless of their socio economic status. Where education is considered important, parents try to fulfill academic needs of their children like provision of private tutors to enhance academic achievements (Zahra & Malik, 2018). Majority of population lives in rural areas where education facilities are less as compared to urban areas. The differences between urban and rural areas are complex and multifaceted and are present in almost every aspect of life like modes of transportation, infrastructure and facilities etc. As far as education is concerned, cultural norms restrict women education (UNESCO, 2010). According to the prevailing culture in Pakistan, bearing sons adds to the status of the family while daughters are considered liability. Educating son is considered long term investment that will pay its dividend in due course of time, while educating daughter is considered as monetary loss. Within this scenario, measuring self-esteem of adolescence is the need of the hour. It will help in knowing about the perception of students in war trodden society (Ismail & Majeed 2011).

2.10. Low Self Esteem and Social Life

Low self-esteem can affect social life, among other thing. (McLeod, 2012). When someone views himself self-low, he can become devastatingly self-conscious, feeling troubled that other will judge him. That is why; people suffering from low self-esteem usually try to apart themselves from social state of affairs. Which in long term can result in worse low self-esteem. (Woolfe, 2019). Feeling and fear of being judged in social perspective may force one to start avoid people and social gatherings. This can be a symptom of social anxiety, which most of the time results in low self-esteem. It is observed that when social setting gives severe feeling of

fright and nervousness, this may weaken one's self esteem. Social avoidance and low self-esteem add force to each other (Santrock, 2007). Avoiding social life situation because of anxiety can make one feel alienated, if something is miserably wrong with him. It is a fact that the more deteriorated one feel about him the more difficult it would be to motivate oneself to socialize (McLeod, 2012). Woolfe (2019) stated that unfortunately, avoidance is not a good long term solution for dealing with both social anxiety and low self-esteem. He suggested a solution to this problem that if one has planned to hang out and self-criticism begins to creep in or feel uncertainties about socializing, it would be beneficial to repeat the phrase in your mind "feel the fear and do it anyway." He further asserted that disobeying self-criticism and social avoidance may require extreme strength and persistency but this would greatly help in build self-esteem. Garibadli (2015) stated that if an individual is struggling with low self-esteem while socializing, he may experience troublesome both during and after social interaction. This may happen because of over analyzing every one say and do, scanning it through a negative lens. Haruna (2014) mentioned that if an individual has low self-esteem, he may keep a very tight lid on his feelings thoughts in a social situation. The view of being ridiculed, mocked and rejected has very strong impression on your mind and may stop you from giving your input. Woolfe (2019) asserted if one is experiencing low self-esteem in his social life that one may move around with this negative view that I have nothing worthy to offer and no one is interested to hear my point of view. Avoid speaking up because of low self-esteem in social life can cause missing of many opportunities, especially in terms of performance. He can provide the same remedy to repeat the phrase "feel the fear and do it anyway."

2.11. Relevant Studies on Socialization and Self Esteem

According to Profeli (2016) peers and friends has an influence on the type of a person an individual want to be and how good they feel about themselves therefore it is essential to pick peers of those qualities that an individual want to adopt and want to be a person in future. Having consciousness of the effect of friends and person self-confidence and self-esteem is the first step in taking control of one's life and developing healthy self-esteem; expelled from or bullied by friends and peers, self-esteem can be affected to a greater extent. It can build up inferiority complex, bitterness, dejection, anxiety and may even incline to depart from society (Raver &Knitzer, 2002).

Individuals who have high self-esteem their focus of attention is improvement and growth, whereas individuals who are at lower level of self-esteem always focus on not making errors in life. Silverstone and Salsali (2003), Rosenberg and Owen (2001) offered the explanation of low self-esteem as individuals possessing low self-esteem are by and large more distressed by failure and be inclined to describe actions as being negative, for instance they repeatedly comprehend non critical comments as critical. Such people usually suffer from social anxiety and lower levels of interpersonal relationships, resultantly which construct social interaction with others in society as complicated as they feel like shy, uncomfortable and conspicuous (Snuffer, 2004). They face problems to satisfactorily express themselves while intermingling with others. Moreover, people whose self-esteem is low are usually unenthusiastic towards socializing with other people and society (Rosenberg & Owen, 2001).

Guindon (2002) listed characteristics that best described the students with low self-esteem. Over 1000 words were used and the most common are listed below:

- a) Quiet

- b) Shy
- c) Withdrawn
- d) Insecure
- e) Underachieving
- f) Possessing negative attitude
- g) Unpleasant and unhappy
- h) Socially incompetent
- i) Angry
- j) Hostile
- k) Demotivated
- l) Depressed
- m) Lacks self-confidence
- n) Follower
- o) Having Poor self-image
- p) Non-risk-taker
- q) Acts out
- r) Poor communication
- s) Dependent

Blair (2002) mentioned that there must be association amongst children's social, emotional and academic competence. He particularly demonstrated in his article that socialization and self-esteem is important for the capability to spotlight and to apply intellectual processes required for learning. Children possessing social emotional competence are used to be more inquisitive and

eager to learn (Boyle, 2010) and are more attentive and cognitively advanced and are more aware of themselves as learners than children with lesser socialization skills (Parlakian 2003).

Self-esteem is regarded as a life skill which is greatly embraced by all societies at all phases of development. It is the process by which individuals rate themselves, acquire knowledge, skills and attitudes to enable them participate effectively in the society (Blair, 2002). According to King (2002) self-esteem education somehow determines the level of prosperity, welfare and security of people. It is the cornerstone of economic, social development and a principle means of improving the welfare of individuals. In his study on the influence of self-esteem on the study habits of students in America, Miller (2002) pointed out that, high school learners need to accept and value themselves to do well in their academic work. In his study on the factors influencing students' academic performance in New York, James (2004) pointed out that academic performance is use of one's aptitude in studying and making accomplishments and achievements in terms transfer of knowledge, communication skills negotiation skills and good grades and marks in examinations. Also, in his study on the challenges facing high school education in Sparrow and Wegner (2006) emphasized that provision of education in East Africa has been faced with numerous challenges, for instance poor academic performance among learners.

Sparrow and Wegner (2006) opined that Poor academic performance leads to students' frustration and this can lead to negative self-esteem among learners which can later impact negatively on the economy of a country. It also causes psychological suffering to parents if they have to pay more money to take their children to other schools. The society discourages such characters who do not play positive role in welfare and betterment of human being. Every one of us wants an emotional support which is only possible through understanding the value of

self-esteem in ourselves as well as appreciates others so that the delight, peace and collaboration prevail in society.

Mugambi (2015) in his study found that students with positive self-esteem can perform well academically if the right environment is presented. However, majority of these studies centered on the cognitive aspects of the learner and instructions and methods used by the teachers in teaching, ignoring the affective domain of the learner. Research has shown that enhancing the self-esteem of students is a critical goal and is a means of facilitating attainment of desirable outcomes in education such as academic effort and persistence in tasks. There is need to understand the influence of students' self-esteem on academic performance. The motivation provided to self-esteem Children will pay off in form of better citizenship and social relationship. Social skills and positive self-esteem facilitate children and adults to face demanding social and academic state of affairs and lessen problematic behaviors such as disruptiveness and bullying that would impede educational prospects for peers and can cause low academic achievements in classroom (Arnold, Brown, and Meagher & Baker 2006). For Instance, learners who are competent to adjust and regulate themselves socially and emotionally in the classroom setting are better at absorbing the instruction and do not disturb the focus of academic learning (Connor, Cappella & McClowry 2014). Resultantly, students cannot display the basic self-regulation in order to be triumphant in these social circumstances; they face educational, social difficulties (Mugambi, 2015).

Taylor, Clayton and Rowley (2004) noted that teachers and parents favor the smartest or the cleverest students in schools. All the others feel like failures. They continued to say that the so-called curve grading system is wrong. Equally wrong is the idea of segregating students into different classrooms according; to their aptitude and performance. Grades should be based on the

ability to master course, discipline applied in study habits and the development of a high level self-esteem that will enable the students to go on to further achievements. A student, who fails even once and is not given adequate support by the teacher, may develop negative self-esteem and may not try again. A teacher should never tell a student that he/she is stupid or dumb. Instead, he should challenge him/her to do his/her best in academic work.

During the socialization process first obtained by young students are the institution culture and common practices, including style of dress, language, what is considered edible and teachers and peer etc. The second thing obtained during socialization process is a world view. This is the complex of perceptions, motivation and beliefs that school internalize and that strongly affect how we meet and interact with other people and things in nature (O'niel, 2006).

Osher (2008) declared the social and emotional skills as the foundation stone for the wide series of educational outcomes. Children who are well groomed and equipped with social and emotional skills can compose themselves when they are in state of anger, they can make friends easily, make ethical and harmless choices and resolve conflicts respectfully. Pupils with good social skills and self-esteem can maintain healthy interpersonal relationships with adults and peers, and make use of a collection of strategies to tackle stressful and complex social and academic situations. The conditions for learning and learning environment are strongly linked with students' academic and social and emotional expression and fashioned by innumerable characteristics, which include compassionate relationships with teachers and peers, fair, just and equal approached to obedience and order, effective classroom management practice and accessible opportunities for meaningful student participation.

In Philippines, social factors due to emerging trends affect economic, social and psychological conditions for socialization. in general compared to earlier generations today's younger

generation is better educated, more well informed, articulated and politically conscious because of easier access to information, specially through internet and other platforms of socialization (World Intellectual Property, 2010).

Chen and Wei (2011) commented on the Dominance Maintenance Theory that self-esteem in an adaptation that familiarizes human beings to maintain dominance in the social environment. Chen and Wei (2011) reflected that this theory believes that early humans lived in groups in the form of societies run by dominance hierarchies; therefore, we would have required a system to monitor and enhance our dominance. The more social dominance one maintained, the more likely he/she has been to have access to fellows and resources. More over when someone has more dominance in socially, he/she may likely to have more self-respect and self-esteem.

As per the view point of Chauncey (2011) self-esteem is a marker of one social exclusion or inclusion using self-report measures. When people imagine themselves involved in behaviors that have both negative and positive implications for social acceptance, their rating on a self-esteem reflected low and high respectively.

Social and emotional both the skills considerably effect student's acquisition of new skills and academic performance. (Durlak, Weissberg, Dymninki, Taylor & Schellinger 2011). Evidence proclaimed that social skills and self-esteem of school going children can forecast their academic and curriculum based performance more sturdily than cognitive skills and family background (Raver & Knitzer, 2011). Heschong-Mahone Group (2003) presented the core set of social and emotional skill. These skills are mentioned below:

1. **Self-Awareness:** The capability to precisely identify one's thoughts, feelings and values; and appraise one strength and weaknesses while preserving a feeling of self-confidence and self- assurance.

2. **Self-Management:** it is the ability to regulate sentiments, thoughts and behaviors so that one can handle anxiety and stress, control impulses, self-motivate and supervise and establish the academic accomplishments and personal goals and ambitions
3. **Social Awareness:** It is the ability to acquire the standpoint of and have kindness with others, value and comprehend group dissimilarities and similarities, and identify family, school and community assets and cooperation.
4. **Relationship Skills:** The ability to build and uphold gratifying and healthy relationships in the course of effective communication, opposing unsuitable social pressure, fruitful cooperation, seeking help when needed and resolving conflicts constructively.
5. **Responsible Decision Making:** It is the ability to make judgments founded on ethical standards, social norms, security concerns, and admiration for others and consideration for natural consequences as it affects individuals' academic and personal state of affairs and welfare of one's school and community.

Gasior (2012) argued that process socialization starts when a baby is born and continues into adulthood, going through stages of development. Play, party, class and sports teach students to manage stress, conflict resolution and adjust themselves in the group. He was of the view that socialization process has greater impact on child learning. Experiences outside the home especially in school can have greater impact on child's early socialization. Playing on the playground, attending library and spending time with friends and teachers teach the child how to listen to teachers and peers. Each interactive experience help child to move more happily and contentedly amongst social groups and to fine-tune him to changing circumstances.

According to Baumeister (2013) the two most important and necessary things about self-esteem is: one believing in oneself; second build self-confidence so that one may consider himself a unique identity and never compare himself to others. Hansfor (2019) quoted his student Dakota Recollect of Lockerby Composite School “I feel it is important to identify with your aboriginal background so you can be proud of you where you come from”. Moreover, boosting self-esteem in young students who may belong to less than desirable home setting has the ability to learn skills that inculcate a sense of community and respect. Confidence is an important factor in educational socialization and contributes directly to the academic performance. If confidence in school socialization suffers then academic performance also suffer. One of the best ways to enhance confidence is to involve students in various self-esteem activities for students (Erol & Orth, 2011).

Once child is in school, peers and teachers become main element of the socialization, which affect child growth by serving to feel him skilled or incompetent. Students watch, snoop and carry out every day jobs in peers group, receiving and responding to verbal communication and behavior. This opinion from teachers and peers cultivate self-reliance and contribute in the making of low or high self-esteem (Gasior, 2012).

Openshaw, Thomas and Rollins (2012) compared two cotemporary theoretical explanations of adolescent’s self-esteem, symbolized interaction and social learning theory. They paid exceptional consideration on relative degree of effect on selected group of variables, each variable had four features of self-esteem i.e. self-derogation, self-esteem value, constructive self-esteem, and self-esteem supremacy. To analyze the data multiple regressions and multiple partial correlation coefficients were used. Findings declared that both symbolic interaction and social learning variables at the same time added to the overall variance of self-esteem of adolescent.

Ware (2013) mentioned that number of risk factors are involved that can direct young people of any community more probably to involve in unsociable behaviors, these factors may comprise of young people own mind-set, associations within the family and rearing up in such community where there is extensive violence and abuse. All these factors badly effect socialization and become the cause of anti-social behaviors.

Moreover, Positive self-esteem of a child can be connected with the success of school. To nourish heal and hearty self-esteem of a student, the students must be aware of the value system of his/her land. This awareness is given to him during his schooling (Watson, 2019). During school year sense of belongingness should be developed in child and teachers should show warmth and care for the child. They set achievable curriculum goals for their students. In the same way they also get warmth, encouragement and support from family, community and peers. This balance between family, school and community contribute in the nourishment of balanced self-esteem of a child (Ware, 2013)

Nurlanovav (2013) stated personality of the students is greatly affected by negative realities that have broader expansion outside the education system. Nurlanavav argued that science regard socialization as a process of shaping personality features that are specified by status and demanded by the society. Socialization actually is mastering by the individual of certain system of values, standards and knowledge that are widely accepted by and appropriate in his social group or society. Mastering of values, standards and knowledge of certain society enable him to adjust in that society as a fully equal member. He declared that analyzing studies in teenage socialization he found that sufficient attention is not paid to the pedagogic theory and practices and pedagogic process has not been rectified according to social-economic and political realities of the state developmental level. Nurlanovav (2013) further stated that we assume that students'

socialization should be regarded as an opportunity for an individual to find his place in education and mentoring, he should be understood by the peers and adults to maintain his self-esteem according to the society needs.

According to Skorek, Song and Dunham (2014) self-esteem can be pliable, with planned efforts as it decreases slightly during shift from elementary to high school, but then it rises gradually through high school and college. Therefore, they suggested that interventions for enhancing self-esteem are more effective during changeover from elementary and junior high school.

Self-esteem means possessing a good feeling and opinion about oneself as an individual and it is an important key to be successful in life while possessing the feelings of low self-esteem is a type of thinking disorder in which a person looks upon himself as unlovable, incompetent and inadequate. (DoSomething.org, 2014)

People possessing low and poor self-esteem, they consider negative and poor about themselves and evaluate themselves to be poorer than others, are usually at risk because of not satisfying their true latent and potential in life. Low and unhealthy self-esteem is linked with numbers of negative behaviors among teenagers like poor academic performance, criminal behavior, drug abuse and eating disorder etc (Tour, 2014).

The development of hale and hearty self-esteem is tremendously essential for the pleasure and triumph of children and teen age adults. It is how someone feels about himself and his actions visibly reflects those feelings, person with higher self-esteem can act independently; assumes his responsibilities well, tolerate frustration, feels pride in his/her achievements and accomplishments, handle positive emotions, endeavor new challenges and tasks and offer assistance to others (DoSomething.org, 2014).

There are four common social features that have an effect on self-esteem such as uninvolved parents, negative friends, trauma and body image. Physique, figure and body image is one of the main features that effect young people and youths self-esteem, especially in female, who are all the time objectified in media, male also struggle with low self-esteem because of weight and body composition (Tour, 2014).

Kerby (2015) stated that higher education should only try to disseminate knowledge and information but also try to prompt progressive social changes which are interconnected with institution experience, process of socialization and enrichment of self-esteem. Institution of higher education must consider defending factors that can generate a flexible environment for students learning and socializing.

Oswalt (2015) strongly argued that self-esteem is very much process of socialization, an individual with perspective in his mind that the way people see him is heavily subjected to how he treats and see others. Self-esteem one way or the other is regarded as self-judgment; this self-judgment is recurrently affected by the way children are treated by elders and peers. Therefore, school socialization plays a crucial role in expansion of self-esteem of children (Angela Oswalt, 2015; Kerby, 2015; MalgorzataSkorek, 2014).

Successful socialization is always given by effective socializing practices when appropriately based upon child age and age appropriate habits. The research studies of human development and child development highlight the age and individual peculiarities (Crisogen, 2015). It is the major function of the education to adapt the child in line with the demands of the society and to flourish his/her potential. The teachers should have a sound and deep conceptual and practical knowledge of child development and emotions control so that to channelize the potential of the child towards its adulthood in a positive way (Oswalt, 2015). If the child gets proper guidance of

the rules of life and diversity in life, then he is successfully moving towards the process the socialization. Especially child should be taught to respect individual differences. Schools usually offer homogenous and uniformed educational practices not taking into account individual interest and differences therefore sometimes inadequacy comes from school socialization practices and not from child own personality characteristics (Crisogen, 2015).

The genetic element can sway self-esteem that aid in shaping overall persona, but it is usually the occurrences that provide the foundation for overall growth of the self-esteem. (Cherry, 2016). In Australia, behavior and attitude of other people are the mainly important component in the growth and up keep of a good self-esteem (Purdie, Tripcony, Lewis, Fanshawe&Gunstone, 2000). In India, communication can also influence native socialization towards others like most of the Indian students way of verbal and non-verbal communication which labeled speciously as shy and disinterested (Heron, 2012).

Socializing is essential for mind and body functioning and dearth of it can lead to negative impact on physical and mental health (Baum, 2016). Everyone sometimes wants to be alone occasionally; some people are genetically more introverted and shy. There is nothing wrong with either but too much isolation is dangerous. Social connections are very much important and necessary for happiness, health and overall feeling of being valued in society. Absence or lack of these connections may lead to low self-esteem and isolation (Purdie et al. 2000).

Oswalt (2016) stated that self-esteem greatly the product of socialization, as people consider and feel themselves special and important because they have circle of friends and are associated with social groups which give them feeling of being valued. Children who consider that they have a chief role to play in family, school and peer groups they feel good about themselves. Children participate in different events in school, they interact with different people; they find some

similar to them and some different from them. Such type of variety gives children a practice to form and maintain relationships with adults and peers.

Socialization is a dynamic process of acquiring values, norms and behaviors from environment. This process starts with the growth of the child, the influences of the environment to which they belong shape his personality and describe his behavior patterns. Parents' role is very much crucial in the build of self-esteem with enrich socializing activities. It is usually difficult thing to do for parents. As sometimes parents use such words in their conversation with their children not realizing the fact that how these words will impact his self-esteem and his behaviors with others (Child Development Institute, 2016).

Researches about flexibility and rigidity highlight the eminent influence of the teacher to help a child with learning difficulties and attention problem. Suitable way of the teacher to handle such type of child can boost his moral, self-esteem and his socializing with others, but mishandling of the teacher can damage the child interaction with others and his self-esteem. Teachers and school play a prominent role in shaping the child's sense of dignity and self-worth (Brooks 2016).

Oswalt (2016) mentioned that community service work is an excellent feature of the school socializing activities that encourage positive self-esteem among children. By helping needing they realize and learn to look beyond their own needs. Children see their creative work, innovative ideas, contribution and hard work having a good impact on other people's lives; they have feeling of being valuable. He appreciated the camp experience of middle school and considered it as an important aspect of the school socialization. At camps children find an opportunity to make new friends and give them exposure to additional constructive adult role models and new peers who helps to further strengthen children's social skills.

In America, Shannonodowd, (2016) studied racial socialization among black youth experiences and depression symptoms such as sluggishness, cognitive intricacy, social introversion, low self-esteem, petulance, guilt, negativity, sad frame of mind, instrumental vulnerability, and overall depression; the results show that female reported high levels of sluggishness and cultural pride whereas boys have lower levels of cultural pride reinforcement while levels of high Low self-esteem were seen in both youth who scored high levels of cultural legacy appreciation.

“I matter too” (2017) stated in their web article that one must encourage his/her child to socialize at school. Academic club provide them opportunity to socialize in an environment with students with multiple talents and traits. Which helps to boost self-esteem and eases the process of socialization? Sports teams at schools provide numerous ways to engage socially at school. Clubs and societies in school are the hubs of socialization which in turns boost self-esteem.

Meškauskienė (2017) mentioned that it is necessary for the teachers to create socially healthy learning atmosphere. Such type of atmosphere is one of the most vital elements affecting the booming formation of learner’s self-esteem. It consists of the school’s practices, familial regulations, learner and teacher relationships, school management and working style of teachers and psychological climate of the school. The teacher who has autocratic style of working and teaching usually de personalize the students’ which weakens the students’ self-esteem. Where as in democratic social environment, where the learner is given chance to participate in decision making, finds respectful relationship where self-disciplined behaviors are promoted, child self-esteem is enhancing.

According to Cherry (2018) students ‘self-esteem nourishes in school social environment. Self-esteem of an individual is regarded as self-respect or self-worth. It can be an important part of success. Low and unhealthy self-esteem leads to the feeling of dejectedness and depression. This

can lead people to make wrong choices, or fail to work and make as per their aspirations and potential. Extremely high sense of self-worth and self-esteem can also lead to personality turmoil and can spoil personal relationship (Brooks, 2016). Too high and too low self-esteem both are harmful. Therefore, it is perfect to smack a balance somewhere in the center. A pragmatic but affirmative view of yourself is regarded as the supreme (Cherry, 2018).

Children personal thoughts and feelings affect their behavior and relationship with others. A child who exhibits social maturity and good behavior possesses high self-esteem, whereas children who possess low self-esteem are usually stubborn. The environments in which children socialize directly affect their self-esteem; affectionate and loving social environment enhances self-confidence and positive self-esteem (Holden, 2018).

Children have fun time by a loose schedule prior to beginning elementary school. They spent most of the time with their parents. They proceed in an informal manner in which they have fewer responsibilities but once they enter the age of schooling and join elementary school, things change all at once. This is largely impacted by how they will become accustomed to their new social setting, how they will go in their academics and how well they will get along with their peers. As children precede though elementary school, they may face difficulties while learning and grasping the materials being studied. They may find it difficult to make friends. If these things are not taken care in the school social environment, they may negatively affect their self-esteem. After elementary when they enter the middle school it is important that must socialize well with their peers. Because, at this age children see themselves through the eyes of their peers, whether they are being valued by them or not. At both the elementary and middle school levels, it is important for to provide such social environment which help in building positive self-esteem of the children (Universal Class, 2018).

Self-esteem is an essential and important feature of everything children perform. Self-esteem not only helps in the academic performance but it also strengthens the social expertise and proves it convenient for the students to make new friends. Interaction and relationships with fellows and teachers are generally stronger with good and affirmative self-esteem. Students who possess healthy and hearty self-esteem can usually better to tackle challenging situations, disappointments and failures (Watson, 2019).

A comparison of students' self-esteem of Pakistani students with children of English was made in an investigation (Kalil, 2009). The ethnicity of the students, their genders and performance was the central things investigated in the study. However, Piers-Harris, Self-Concept Scale and Semantic Difference Scale were the utilized to assess the self-esteem in the children. Children from Scotland were compared with Pakistani students of minority status in the investigation (Khalil, 2009). It was observed during the study that there is no negative significant difference of self-esteem due to minority status in both the countries' students. Hence, it was highlighted that the self-esteem level is quite alike in both the children of the countries. However, the comparison of the accomplishments of the students and their self-esteem was measured for the exploration of the relationship on ethnicity and sex-based difference in both of them in the 2nd study which resulted in association in academic performance and students' self-esteem in both the countries. So, the correlation was found as ($p < 0$) in performance in schools and self-esteem in the students of Scotland and Pakistan, however, there is no observational difference on sex and gender basis.

2.12. Relationship of Socialization and Self Esteem

An ancient conjecture in psychology is that socialization play key role in forming person's self-esteem (Leary, 2012), or the personal evaluation of their general value as a person (e.g., Robins, Tracy, & Trzesniewski, 2008; Rosenberg, 1965). While there is a plentiful practical support for

synchronized association between self-esteem and social relationships (Gaias, Gal, Abry, Taylor, & Granger; 2018; McArdle, Waters, Briscoe, & Hall, 2007; Murberg, 2010; Poulsen, Ziviani, & Cuskelly, 2006; Schuengel et al., 2006). A longitudinal study has produced mixed results, while some studies finding proof for longitudinal effects of socialization and social acceptance on self-esteem (e.g. Wagner, Lüdtke, Robitzsch, Göllner, & Trautwein, 2018) but other researches did not find support for the effect of socialization on build of self-esteem (e.g., Harris et al., 2015). Adding to the intricacy of this practical association, when individual was asked to elucidate the sources of their self esteem; social relationships were stated uncommonly matched up to other sources (Harris, Donnellan, Beer, & Trzesniewski, 2019). As it stands, the variation of the existing state of knowledge generates significant uncertainty about whether socialization in fact is influential factor in self esteem development (Cameron & Granger 2018).

According to Asendorpf and Wilpers, (1998) and Magnusson (1990) there is probability to have mutual effects between individuals' self esteem and eminence of socialization. Previous studies had found a small meta-analytic impact of self-esteem on socialisation, based on longitudinal studies investigating self-esteem at one-time point and socialisation at a later time point (Cameron & Granger, 2018). Nevertheless, the impacts incorporated in the Cameron and Granger (2018) meta-analysis were not controlled for preceding judgment of socialization, therefore, they did not give much stronger insight than cross-sectional correlations, as the experiential impacts could simply be carried forward by the firmness of the results (Cole & Maxwell, 2003)

Summary/Narrative of the literature review is presented in the form of conservative framework via figures 2.21

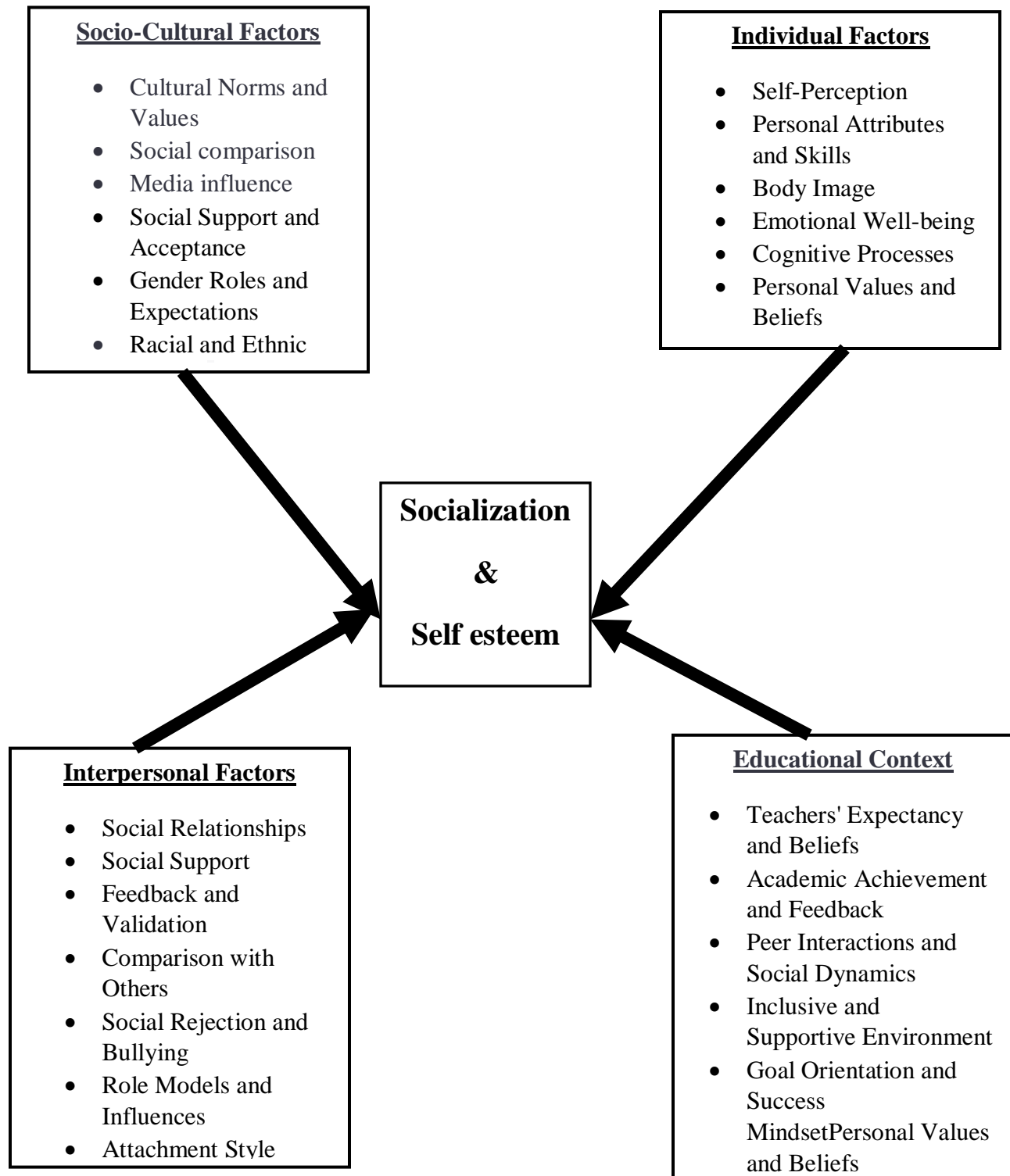


Figure 2.21 Narrative of Literature Review

CHAPTER 3

RESEARCH METHODOLOGY

3.1. Research Approach

The quantitative approach was applied by the researcher to analyze the facts related to the school socialization styles and its effects on the self esteem of the secondary school students. It is generally seen that both the research approaches i.e. Qualitative and quantitative are usually taken as divergent. Quantitative research method engages a statistical and numerical approach to research design (Carrie Williams, 2007). Leedy and Ormord (2001) stated that quantitative research is unbiased and specific in its experimentation and surveying, as it constructs upon existing theories. According to Creswell (2003) quantitative research commences with a problem statement and engrosses the shaping of hypothesis, a detailed literature review and quantitative analysis of the collected data. Quantitative research utilizes stratagem of inquiry such as surveys and experimental, and data are collected on a predestined instrument that capitulate statistical data. Creswell (2003) stated that the research findings can take various forms i.e. explanatory, predictive or conforming. According to Creswell (2013) qualitative approach was chosen to define the numerical data. Similarly, the aforementioned approach defined the data collection and its interpretation as well. The compulsion of quantitative data to be in mathematical form is a misconception among scholars and researchers which need academic clarification. The data related to the constructs of self-esteem and school socializing styles will essentially be non-

qualitative but it can be made quantifiable with the help of measuring instruments like questionnaires and survey forms. Afterwards, various mathematical and statistical techniques for data analysis will be used. In his opinion, the broad focus of quantitative research is on numerical data and the generalizations of the results related to specific purposes or phenomena. Resultantly, the research report generated has a formal structure. Its layout includes introduction, literature and theory, methodology, results and discussions. The research in hand is quantitative it is initiated by the problem statement then research hypothesis were developed, instruments were designed to collect data and then statistical analysis of the data were carried out. Findings and conclusions were drawn after data analysis.

3.2. Research Design

In this research Ex Post Facto research design was used to accomplish the study. Ex post facto means "after the fact," and translates in Latin "to from a thing done afterward." An ex post facto study utilizes this meaning due to the fact that the independent variable is something that has already happened or something that cannot be manipulated. The dependent variable serves as the "afterward" aspect of ex post facto research, as it is affected by something that has already happened or a characteristic or trait that cannot ethically or physically be controlled.

Ex post facto design, also known as "after-the-fact" research, is defined as a research method that looks into how an independent variable (groups with certain qualities that already exist prior to a study) affects a dependent variable. This entails particular characteristics or traits of a participant that cannot be manipulated. Ex post facto design is considered a quasi-experimental type of study, which means that participants are not randomly assigned, but rather grouped together based upon specific characteristics or traits they share.

Ex post facto research focuses on how actions that have already occurred can predict certain causes. Therefore, a researcher cannot manipulate or modify actions or behaviors that have already occurred, or specific traits and characteristics a participant embodies. This type of research study tests hypotheses to locate a cause-and-effects relationship between the independent and dependent variables.

The chosen research designed intended to collect the required information about the in voyage practices with reference to the socialization styles and its effect on self-esteem of secondary school students who are enrolled in schools of Federal Directorate of Education Islamabad.

Furthermore, the information was collected and analyzed according to the research design for the assessment of the effects of school socialization styles of the children's self-esteem at secondary school level functioning under the supervision of FDE Islamabad. Researchers have taken a quantitative approach to analyze information related to secondary school socialization styles and their effect on students' self-esteem. The research quest originates out of the modern social theory, more specifically the adjustment and being valued aspects of it as applied to all the secondary schools students and teachers as it probed into school socialization styles and self-esteem.

Mentioned below is the explanation of the research variables in the perspective of the current research.

Table 3.1

Research Variables

Independent Variables	Dependent Variables
School Socialization Styles	Students' Self Esteem
I. Demandingness	I. Performance Self Esteem
a. Academic press	II. Social Self Esteem
b. Disciplinary Climate	III. Appearance Self Esteem
II. Responsiveness	
a. Teacher Support	
b. Teacher-Student Relationship	

Table 3.1 displays research variables of both the instruments i.e. School Socialization Styles Scale (SSSS) and Self Esteem Assessment Scale (SEAS). School Socialization Styles and its sub variables are independent variables whereas Self Esteem and its sub variables are dependent variables.

3.3. Population

Population of the research comprised of 14283 students enrolled in class 10th of 101 government secondary school of Federal Directorate of Education Islamabad. A comprehensive record of schools with total number of students of grade 10 was taken from Information Technology Section of FDE Islamabad. As per the data received from Information Technology Section of FDE 45 boys and 56 girls secondary schools were working in Islamabad (2018-2019)

According to existing record in IT Section of FDE Boys 6014, Girls 8269 were studying in secondary schools.

All the students enrolled in class 10 of the secondary schools of FDE constituting total strength of 14283 as population.

Table 3.2

Population of the Study

Nature of schools	No. of Schools	No. of Students
Boys	45	6014
Girls	56	8269
Total	101	14283

Table 3.2 depicts that population is comprised of 14283 students enrolled in class10 of 101 public secondary schools of Federal Directorate of Education Islamabad. In table 3.2, 45 boys and 56 girls schools are mentioned from which 6014 is of total strength of boys and 8269 is the total strength of girls.

3.4. Sampling Technique

Sampling of the studies is done for the collection of the information required from the respondents. It is the characteristics of the sampling that it enables us to do smart work as it saves our time. One cannot go to all the individuals for the collection of required information while working on the study and data collection especially the population size is larger. The sampling makes it quite easy to select the population in particular geographical area of the study. The application is mostly impossible for the researchers as it requires lot of energy and time to meet all the persons therefore, the limitations and professional requirement is prioritized. The data collected are generalized to the concerns after the involvement of the population or the portion of individuals contributing to the research. Hence, the proportional stratified sampling

technique sounded appropriate for the collection of the required data. It is utilized to share each stratum by applying it to the population. Stratified sampling is sometime proportional and sometimes Disproportional adopted as per need of the study. Population is divided into two strata when stratified sampling is utilized in a study. Every strata gets equal and appropriate share. As per Statistics Dictionary (2018) sampling ratio is either equal or the same in proportional stratified sampling, whereas, it is unlike in disproportional stratified sampling as it does not guarantee equal share and ration in all the strata. However, in the research in hand, proportional stratified sampling was preserved by viz of 10% from each stratum. The proportionate stratified random sample was obtained using Corssman (2020) formula $(\text{sample size}/\text{population size}) \times \text{stratum size}$.

3.5. Sample Size

The division of the population is made up of two major divisions: boys in secondary schools and girls in secondary schools. However, the number of sample / students remained not equal for the study. 6014 male students were enrolled in 45 secondary schools for boys of the FDE, whereas 8269 female students were enrolled in 56 secondary schools for girls of the FDE. Thus, strength of female pupils was larger than male pupils. To give appropriate share to the divisions, 10% selected from each division. The questionnaires were distributed to sample 1428 respondents in the start. So, 1350 questionnaires out of 1428 were collected back by the researcher. Similarly, total 30 questionnaires were found incomplete and the data were rejected due to incompleteness. So, total 1320 of the respondents' data were collected.

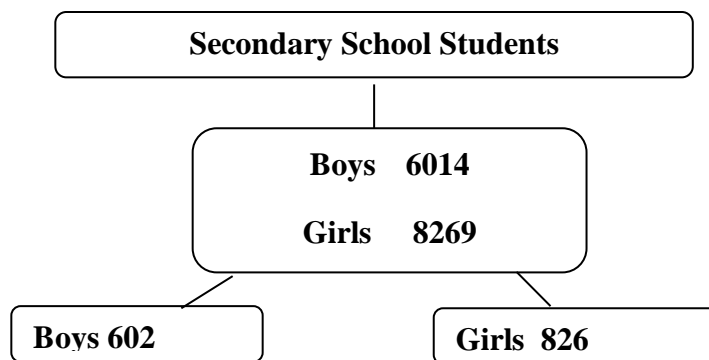


Figure3.1 Sampling Procedure

3.6. Tool Construction

The School Socialization Styles framework presented by Pellerin (2005) served as basic guideline for the basic structure of the questionnaire to measure school socialization styles and self-esteem assessment scale used by Dharsini and Jeebaseelan (2017) provided basis for the construction of self-esteem assessment scale/ questionnaire.

As respondents of the study were secondary school students therefore only close ended questions were asked in the questionnaire for the purpose of data collection. The questionnaire prepared to measure school socialization styles was named as School Socialization Styles Scale (SSSS). It was based on two main sections and then every section was further divided into two subsections. This questionnaire was developed to explore and measure major prevailing school socialization styles.

The second questionnaire was prepared to assess the self-esteem of secondary school students. It was also comprised of only close ended questions. It was termed as Self Esteem Assessment Scale (SEAS). It had three main sections and in every section there were two reverse coded questions. Furthermore, for the demographical characteristics, a section of the respondents is there. The description of the tools adapted for the study by the researcher is as follows:

3.6.1. Demographic Information Section

For the record of the demography of the respondents, the part of the research tool was formed for demographic information which includes characteristics as gender, ages, grade, group, sector, religion, father's profession and mother's profession.

3.6.2. School Socialization Styles Scale (SSSS)

The School Socialization Style Scale (SSSS) was self-developed tool. It was based on 46 items and had two main sections. The first section was related to demandingness of the school having two sub section i.e. academic press and disciplinary climate. Every sub section was consisting of 12 items. Thus first section of the questionnaire was having 24 items. The second section was related to responsiveness of the school and it also had two sub sections i.e. teacher provision of support and relationship of teacher and student. Subsection related to teacher provision of support comprising of 12 items and relationship of teacher-student relationship comprising of 10 items. Thus second section was comprised of 22 items.

Table 3.3

List of Items School Socialization Styles Scale (SSSS)

Sections	Sub sections/ variables	Items
Demandingness	Academic Press	AP1-AP12
	Disciplinary Climate	DC1-DC12
Responsiveness	Teacher Support	TS1-TS12
	Teacher-Student Relationship	TSR1-TSR10

3.6.3. Self Esteem Assessment Scale (SEAS)

The second questionnaire that was adapted and used in the research was named as Self Esteem Assessment Scale (SEAS). It had three dimensions i.e. performance self-esteem, social self-esteem and appearance self-esteem. Current tool 8 items were related to performance self-esteem, 8 items were concerning to social self-esteem and 5 items were related to appearance self-esteem. Thus, Self Esteem Assessment Scale was comprised of total 21 items. Among 21 items 6 items were reverse coded as 2 items in performance self-esteem section, 3 items in social self-esteem sections and 1 item in appearance self-esteem sections were reverse coded.

Moreover, the details of the variables and number of the items are as following.

Table 3.4

List of Items Self Esteem Assessment Scale (SEAS)

Sub sections/ variables	Items
Performance Self Esteem	PSE1,PSE2,PSE3,PSE4,PSE6, PSE15,PSE19,PSE20
Social Self Esteem	SSE7,SSE9,SSE10,SSE11,SSE12, SSE14,SSE16,SSE18
Appearance Self Esteem	ASE5, ASE8,ASE13, ASE17,ASE21

3.7. Validation of Instrument

A team of experts was involved in forming instrument designed in the fields of psychology and education as the research was overlapping education and psychology. The instrument was developed for the collection of data. The experts were a panel of worthy specialist's members of psychology and education field. As in the appendix J, all of the distinguished experts were sent a cover letter and a hard copy of the questionnaire along with validity certificate was obtained as in appendix. The instrument was examined and certain improvements were also suggested and the questionnaire was modified accordingly. At the end the validity certificate was returned with signature. This panel was consisting of Asst. Prof Dr. Muhammad Idris (Assistant Professor Abdul Wali Khan University, Mardan, KP), Dr. Tariq Mehmud (Assistant Professor Abdul Wali Khan University, Mardan, KP), Lecturer Imran Bukhari (Lecturer National Institute of Psychology, Quaid e Azam University Islamabad) and Dr. FahadRiaz (Assistant Professor National Institute of Psychology Quaid e Azam University Islamabad)

3.8. Pilot Testing

To initiate pilot testing, the researcher selected 02 secondary schools i.e. one of boys and one of girls. To 25 girls and 25 boys, total 50 questionnaires were distributed and they were given a week to respond to the statements in questionnaire. As questionnaire were in English therefore majority of the students selected for pilot trial, were unable to comprehend the statements. The selected schools returned the questionnaire with the suggestion to translate them in Urdu. Therefore, to make the tools comprehensible for all students it was translated in to Urdu and then distributed again among the students for pilot trial. Total 44 respondents returned the questionnaire out of 50 students. Out of 44 questionnaires 4 were incomplete. Therefore, the 4 questionnaires were excluded and rest 40 was analyzed for pilot testing. For the tool's reliability analysis, 40 questionnaires were coded in the beginning. Whereas, SPSS, 20th Edition was utilized for the analysis of the responses. 0.91 was the Cronbach Alpha reliability; however, 0.96 was self esteem assessment scale.

3.9. Reliability of the Instruments

The researcher considered it as critical to avoid the errors, however, to the tool for the purpose of reuse in other settings (schools) of Islamabad, the assessment was considered as important. It was done so to ensure the degree of confidence to avoid errors generation. The reliability of the tool was tested initially through a pilot trail and the assessment of the obtained data were assessed for the correlation of questionnaire in sub sections and the individual items. 40 respondents' data were subject to analysis to ensure the reasonable data assessment. Self-Esteem Assessment Scale (SEAS) reliability is at 0.84 (Cronbach's Alpha) while, the School Socialization Style Scale (SSSS) is found reliable 0.91. As the School Socialization Styles Scale (SSSS) was based on four sub sections viz (i) Academic Press, (ii) Disciplinary Climate, (iii)

Teacher Support and (iv) Teacher-Student relationship and Self Esteem Assessment Scale (SEAS) was based on three sections (i) Performance Self Esteem, (ii) Social Self Esteem and (iii) Appearance Self Esteem, each sub section of the questionnaires was also checked for its reliability. The reliability score on Cronbach Alpha scale for academic press section was 0.88, for disciplinary climate 0.89, teacher support 0.86 and for teacher student teacher relationship was 0.93. Likewise, in self-esteem assessment scale the Cronbach Alpha score for performance self-esteem was 0.84, for social self-esteem 0.92 and for appearance was 0.89.

In this case, it was fairly found that both questionnaires were reliable in terms of total relationship. Minor changes were made to the questionnaire for the final use of it for the collection of data. However, the final analysis of 100% data were analyzed and substantiated the confidence level and found Socialization Syles Scale (SSSS) as reliable and similarly, at Cronbach's Alpha, SEAS was found reliable. The researcher is sure that the other researchers can utilize the questionnaire with fire confidence level. The use of scale was in Islamabad Capital Territory's context and developed for the scale specific for this context. The geographical terms were considered while limiting the test. The use of the tests out of the territory does not guarantee that the errors will not be generated outside the context.

Table 3.5

Statistical Reliability Analysis of SSSS (n=44)

Tool	Reliability	Items
School socialization style scale	0.91	46
Academic Press	0.88	12
Disciplinary Climate	0.89	12
Teacher Support	0.86	12
Teacher- Student Relationship	0.93	10

Table 3.5 depicts that there were 46 items in SSSS. The reliability score on Cronbach Alpha scale for SSSS was 0.91, while academic press section scored 0.88, disciplinary climate scored 0.89, teacher support scored 0.86 and teacher-student relationship scored 0.93.

Table 3.6

Statistical Reliability Analysis of SEAS (N=44)

Tool	Reliability	Items
Self Esteem Assessment Scale (SEAS)	0.96	21
Performance Self Esteem	0.84	8
Social Self Esteem	0.92	8
Appearance Self Esteem	0.89	5

Table 3.6 depicted that there were 21 items in SEAS. In self-esteem assessment scale the Cronbach Alpha score for SEAS was 0.96, performance self-esteem was 0.84, for social self-esteem 0.92 and for appearance was 0.89.

Table 3.7

Item Total Correlations Pilot Testing School Socialization Styles Scale (SSSS) (n=44)

Item	R	Item	R	Item	R	Item	R
AP1	.216	DC1	.522**	TS1	.170	TSR1	.499**
A2P	.522**	DC2	.383*	TS2	.699**	TSR2	.496**
AP3	.431**	DC3	.280*	TS3	.196	TSR3	.543**
AP4	.431**	DC4	.369	TS4	.344	TSR4	.344*
AP5	.281	DC5	.646**	TS5	.503*	TSR5	.362*
AP6	.336*	DC6	.315*	TS6	.600**	TSR6	.399**
AP7	.452**	DC7	.600**	TS7	.603**	TSR7	.527**
AP8	.335*	DC8	.362*	TS8	.469**	TSR8	.600**
AP9	.605***	DC9	.503**	TS9	.565**	TSR9	.443**
AP10	.543**	DC10	.540**	TS10	.483**	TSR10	.404**
AP11	.527**	DC11	.465*	TS11	.488**		
AP12	.600**	DC12	.600**	TS12	.466**		

There were total 46 items in School Socialization Style Scale (SSSS). 44 items, out of 146 most of the items scored more than .30 only four items i.e. AP5 scored .281 DC3 scored .280, TS1 scored .170 and TS3 scored .196. These four items were rephrased under the supervision of supervisor according to the understanding of the students.

Table 3.8

Item Total Correlations – Pilot Test Self Esteem Assessment Scale (SEAS) (n=44)

Item	Correlation	Item	Correlation
PSE1	.103	SSE12	.341*
PSE2	.317*	ASE13	.519**
PSE3	.423**	SSE14	.449**
PSE4	.645**	PSE15	.687**
ASE5	.587**	SSE16	.538**
PSE6	.546**	ASE17	.476**
SSE7	.588**	SSE18	.558**
ASE8	.339**	PSE19	.649**
SSE9	.664**	PSE20	.414**
SSE10	.600**	ASE21	
SSE11	.461**		

There were 21 items in Self Esteem Assessment Scale (SEAS). All the items scored more than .30 except Item PSE 1 scored .103. The item PSE 1 was rephrased and curtailed it according to the understanding of the respondents under the supervision of the supervisor.

Table 3.9

Inter Section Correlation- Pilot Testing SSSS (n=44)

Variables	Academic Press	Disciplinary Climate	Teacher Support	Teacher-Student Relation	SSSS	
Correlation	1					
Academic Press	.550*	1				
Disciplinary Climate	.309	.332*	1			
Teacher Support	.40	.58	.590**	1		
Teacher-Student Relation	.629**	.679**	.849**	.659**	1	
Total	.775**	.721**	.811**	.787**	.698**	1

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

The variables stated in the Table No. 3.9 were found statistically significantly correlated at 0.01 levels (2tailed) and 0.05 levels (2-tailed). It is displayed that the correlation of each sub factors is significant. The range of intersection correlation, was from .304** to .849**. The maximum correlation was .849** which was found between “teacher support” and “teacher student relation”. The minimum correlation was .309** which was found between “disciplinary climate” and “teacher support”.

Table 3.10

Inter Section Correlation- Pilot Test Self Esteem Assessment Scale (SEAS) (n=44)

Variables	Performance Self Esteem	Social Self Esteem	Appearance Self Esteem	SET
Performance	1			
Self Esteem				
Social Self Esteem	.685**	1		
Academic Self Esteem	.457**	.553**	1	
Total	.554**	.476**	.660**	1

** . Correlation is significant at the 0.01 level (2-tailed).

Table No. 3.10 displays the intersection correlation of chief variables and sub variables of the Self Esteem Assessment Scale. It showed that all chief and sub variables were statistically significantly correlated. They ranged from .685** to .457**. However, the significant correlation was found in social self-esteem and performance self-esteem which was found at 0.01. Correlation .685** was between the social self-esteem and performance self-esteem whereas lowest correlation was found .457** which was between appearance self-esteem and performance self-esteem.

3.10. Revision of the Research Tool

The reliability correlation analysis revealed that significant correlation found in all sub sections of both the tools. The table related to “School Socialization Styles Scale (total)” revealed that

Item No. AP5, DC3, TS1 and TS3 scored correlation less than .30, for that reason the mentioned item were rearticulated in accordance with the mental level and comprehension of the students.

Similarly, in Self Esteem Assessment Scale Item No. PSE had shown correlation less than .30, therefore it had been also rearticulated according to the comprehension level of the students.

Table 3.11

Revision of School Socialization Styles Scale (SSSS)

Item Code.	Old Statement	Item Strength	Revised Statement
AP5	My teachers compel me for mastery of the subject	.216*	My teachers encourage me for mastery of the subject.
DC3	I don't listen to what the teachers say.	.281*	My teachers want to listen to them attentively.
TS1	My teachers show interest in every student learning.	.280**	My teachers give equal attention to all. .
TS3	My teachers guide me during on my class assignments.	.080	My teachers guide me on my class work.

Table 3.11 elaborates the items of School Socialization Styles Scale which scored less than .30.

Revised statements of the items are also mentioned in Table 3.12.

Table 3.12

Revision of Self Esteem Assessment Scale (SEAS)

Item Code.	Old Statement	Item Strength	Revised Statement
PSE 1	I feel confident about my abilities	.103	I See myself able to perform every task

Table 3.12 elaborates the item of Self Esteem Assessment Scale which scored less than .30. A revised statement of the item is also mentioned in the above table 3.12.

3.11. Data Collection

All studies regard data collection as an important task of their research. Authorities issued permits and written letters in advance. Similarly, National University of Modern Languages Islamabad provides that, based on the reference books and authorizations visited by the researchers, permission sought from the Director Schools of FDE to assemble data from secondary schools operating by the FDE. After seeking consent from the Director Schools, data collection procedure was started. Researchers personally visited to collect data. All participants were reminded to be honest.

3.12. Data Analysis

The research collected the data and before analysis of the data, data cleaning were ensured. The data was checked and incorrect, duplicate, or otherwise erroneous data from a dataset were removed.

The data collected by the questionnaire were analyzed and coded using the 20th edition of the Social Science Statistics Software Package (SPSS), and Cronbach's alpha, regression analysis and mean values were used for data analysis. The results are listed in Chapter 4.

3.13. Scoring of the Self Esteem Assessment Scale

The Self esteem Assessment Scale was adapted from Dharsini and Jebaseelan (2017) by the researcher for the purpose of self esteem assessment. The scale was rated on 5 point Likert scale. Respondents were asked to respond against the options ranging from 5 to 1 indicating their preferences of responses (5 = extremely, 4 = very much, 3 = somewhat, 2 = a little bit, 1 = not at all).

Further the responses were scored by calculating the score obtained by the respondents. There were 21 items included in the scale. Thus the minimum possible score was 21 ($1 \times 21 = 21$) and the highest possible score was 105 ($5 \times 21 = 105$). This range (21 - 105) was divided into three levels that were Below Average, Average and Above Average. The scoring of the responses to calculate the level of awareness was based on the following division:

Score 21-49 = Low level of self esteem

Score 50-78 = Medium Level of self esteem

Score 79-105 = High level of self esteem

Table 3.13

Scoring for the Level of Self Esteem of the secondary school students

Variable	Level of Self esteem	Score
Self Esteem	Low	21-49
	Medium	50-78
	High	79-105

Table 3.14

Scoring for the Level of Performance Self Esteem of the secondary school students

Variable	Level of Performance Self esteem	Score
Performance Self Esteem	Low	8-18
	Medium	19-29
	High	30-40

Table 3.16

Scoring for the Level of Social Self Esteem of the secondary school students

Variable	Level of Social Self esteem	Score
Social Self Esteem	Low	8-18
	Medium	19-29
	High	30-40

Table 3.17

Scoring for the Level of Appearance Self Esteem of the secondary school students

Variable	Level of Appearance Self esteem	Score
Social Self Esteem	Low	5-11
	Medium	12-18
	High	19-25

3.14. Ethical Considerations of the Research

The researcher has to follow the ethical rules to conduct any research. Foremost rule is that one should make every effort for honesty in all type of research. Data should be reported honestly i.e.

methods, results and procedures. Information should not be fabricated. The researcher should struggle to avoid biasness in data analysis, explanation of data, expert testimony and other features of research to ensure objectivity. Disclosing personal or financial information of the respondents may affect research. The researcher has to keep promises and agreements of keeping secrecy, act with devotion and sincerity, and strive for reliability of thought and action. Carefulness in another important research ethics. Careless errors and negligence should be avoided. All forms of intellectual property and copy rights must be honored. Proper acknowledge should be given. A big no for plagiarism. While doing research on human beings and their concerns reduce risk and harms and get the most out of benefits. Human self-respect, privacy and sovereignty should be taken care of.

Thus, in the research in hand, care was taken no to force the respondents to give responses. Filling of the questionnaire was left to the wish and will of the respondents. In addition, respondents were not asked to write their names on the questionnaire to obtain authentic answer and to eliminate the hesitancy of the respondents. The questionnaire cover letter also ensures that the data collected in the questionnaire will be kept confidential and not be unveiled to any authority for any other reason. Special care had been taken that no question to be asked from respondents with regards to their personal life. Permission for data collection was also obtained from director schools of FDE Islamabad through a letter of recommendation given by the National University of Modern Language Islamabad.

CHAPTER 4

ANALYSIS OF THE DATA

Two questionnaires were used for analysis, explaining and discussing the collected information in this chapter. However, the central point of discussion was the school's socialization styles and its effects on self-esteem of the students of secondary school level studying in Federal Directorate of Education, Islamabad. As mentioned in chapter 3 that the current research was descriptive and quantitative in nature, and the findings and conclusion acquired were the point of view of the secondary school students of the Federal Directorate of Education Islamabad. The data were collected by two dissimilar questionnaires developed with the help of two models. The first questionnaire was developed with the help of the model offered by Pellerin (2005) on school socialization styles and the questionnaire to measure the self-esteem of the secondary school students was adapted from Dharsini and Jebaseelan (2017). They had also adapted the tool from Heatherton and Policy (1991). The first questionnaire which was developed to know the major prevailing style of school socialization was named as School Socialization Styles Scale (SSSS). This scale comprised of 46 total items. The second tool was used to assess the level of secondary school students' self-esteem, was named as Self Esteem Assessment Scale (SEAS). The tool had total 21 items. To collect demographic information of the respondents' demographic section was also vigilantly designed. Demographic data proved helpful to be familiar with the background and surroundings of the respondents.

The questionnaires were developed after thorough study of the related literature and researches carried out on school socialization styles and self-esteem. To check the validity of both the instruments and to obtain validity certificates, both the instruments were submitted to a panel of experts who belonged to the fields of education and psychology. The team of experts consisted of four eminent professional members, two from education and two from department of psychology. The experts suggested few things to be edited and added. In lieu of the suggestions of the panel, the questionnaires were edited under the supervision of the supervisor. Validity certificate was obtained from these experts. After getting validity certificates, tools were checked for their reliability. For this reason, pilot study was carried out. For pilot testing 50 respondents were randomly selected and the questionnaires were disseminated among them. 44 questionnaires out of 50 were given back by the students chosen for the purpose of pilot testing. Due to incomplete information, out of 44 four questionnaires were rejected. Thus 40 students were included in piloting. Statistical Package for Social Sciences (SPSS) 20th Edition was used to analyze the responses of the respondents. For reliability analyses of the research tools, the data collected by the forty questionnaires were coded at first step. After obtaining responses from the forty respondents the questionnaires were further improved in lieu of the responses given by them as few items were rephrased for the understanding of the respondents for the final data collection. Finally, the sample respondents were given the final edition of the questionnaires. The collected data were entered into SPSS 20th edition for multiple statistical tests in accordance with objective and hypotheses, results were attained and conclusions drawn accordingly.

4.1. Summary of the Analysis (Final Tools)

The collected data were analyzed according to different sections. The details of different sections are mentioned below.

4.1.1. Section I Tool Construction

This segment was related to the construction of tool i.e. validity and reliability of the scales. Reliability of both the tools were obtained through Cronbach's Alpha. The reliability of the School Socialization Styles Scale (SSSS) was .95 and .78 was reliability was obtained for Self Esteem Assessment Scale (SEAS). Two different methods were employed to check the correlations of the scales. Two tables were drawn to check item total correlation.

4.1.2. Section II Demographic

Section II was consisted of demographic i.e. personal information of the respondents and its explanation. Demographic section of the questionnaire provided the necessary information about the respondents. For this reason, the researcher had incorporated this section in the data analysis.

4.1.3. Section III Major Prevailing Secondary Schools Socialization Styles.

Under this section major prevailing secondary school socialization styles were recognized. Objective 1 was achieved with the help of this section.

4.1.4. Section IV Level of Self Esteem of the Secondary School Students.

Under Section IV the level of the secondary school students' self-esteem was ascertained. For this reason, level of self-esteem was separated into three levels. Objective No. 2 was explored in this section.

4.1.5. Section V Assessment of the Effects of the school Socialization Styles on the Self Esteem of the Secondary School Students.

Effect of the school socialization styles on students' self-esteem were assessed in section V. To assess the effects of the school socialization styles on secondary school students' self-esteem regression analysis was employed. Further the effect of two major styles of socialization demandingness and responsiveness on students' self-esteem was also assessed. Regression analysis was applied to draw the results from the collected data. Objective 3 was achieved through this section.

Section I

4.2. Tool Construction

4.2.1. Reliability of School Socialization Style Scale (SSSS) and Self Esteem Assessment Scale (SEAS)

After final data collection reliability of both the tools were ensured.

Table 4.1 and Table 4.2, displayed the reliability of both the tools.

Table 4.1

Reliability of the School Socialization Styles Scale (SSSS) (n=1320)

Tool	Variables	Sub Variables	No. of Items	Cronbach's Alpha
School			46	.94
Socialization				
Styles (SSSS)				
	Demandingness		24	.82
		Academic Press	12	.79
		Disciplinary Climate	12	.84
	Responsiveness		22	.91
		Teacher Support	12	.86
		Teacher-Student Relationship	10	.88
Total			46	

Table 4.1 shows the overall reliability of the School Socialization Styles Scale (SSSS). SSSS obtained .94 Cronbach's Alpha. .94 is considered as excellent for the scale. The scale had two major variables (Demandingness and Responsiveness). Each major variable further had two sub variables. The Demandingness had sub variables of Academic Press and Disciplinary Climate. Likewise, Responsiveness had two sub variables namely Teacher's Support and Teacher-Student Relationship. Reliability of the Demandingness was .82 whereas reliability of the Responsiveness was .91. The reliability of the sub variables i.e. Academic Press, Disciplinary

Climate, Teacher's support and Teacher-Student Relationship was .79, .84, .86 and .88 respectively.

Table 4.2

Reliability of the Self Esteem Assessment Scale (SEAS) (n=1320)

Tool	Variables	No. of Items	Cronbach's Alpha
Self Esteem Assessment Scale		21	.96
	Performance Self Esteem	08	.86
	Social Self Esteem	08	.89
	Appearance Self Esteem	05	.85
Total		21	

Table 4.2 elucidates the overall reliability of the Self Esteem Assessment Scale (SEAS). Reliability of SEAS was .96Cronbach's Alpha which was considered as excellent for the scale. The scale had three sections as per the variables i.e. Performance Self Esteem, Social Self Esteem and Appearance Self Esteem. Reliability of the Performance Self Esteem was .86, Social Self Esteem was .89 and Appearance Self Esteem was .85.

4.2.2. Correlation Between School Socialization Style (SSSS) and Self Esteem Assessment Scale (SEAS)

Both the research tools were checked for Item total correlation and inter section correlation with the help of Statistical Package for Social Sciences 20th Edition.

Table 4.3

Item-total Correlation of School Socialization Styles Scale (SSSS) (n=46)

Item No	R	Item No	r	Item No	r	Item No	r
AP1	.474**	DC1	.553**	TS1	.651**	TSR1	.491**
A2P	.495**	DC2	.654***	TS2	.660**	TSR2	.597**
AP3	.480**	DC3	.518**	TS3	.579**	TSR3	.580**
AP4	.493**	DC4	.400**	TS4	.582**	TSR4	.598**
AP5	.454**	DC5	.565**	TS5	.587**	TSR5	.617**
AP6	.534**	DC6	.571**	TS6	.530**	TSR6	.417**
AP7	.565**	DC7	.470**	TS7	.617**	TSR7	.587**
AP8	.609**	DC8	.592**	TS8	.509**	TSR8	.411**
AP9	.561**	DC9	.415**	TS9	.669**	TSR9	.630**
AP10	.617**	DC10	.352**	TS10	.616**	TSR10	.330**
AP11	.508**	DC11	.562**	TS11	.534**		
AP12	.609**	DC12	.623***	TS12	.634**		

School Socialization Styles Scale (SSSS) was developed keeping in view the School Socialization Styles model presented by Pellerin (2005). It had 46 total items. As discussed earlier this scale had two major variables (Demandingness and Responsiveness) and each major variable is further divided into two sub variables. Demandingness was divided into Academic Press and Disciplinary Climate whereas Responsiveness was divided into teacher Support and

Teacher-Student Relationship. In Table 4.3, Significance of item total correlation is displayed. Correlation of the items ranged from .330** to .654**.

Table 4.4

Inter Section Correlation of School Socialization Styles Scale (SSSS) (n=1320)

Variables	Demandingness	Responsiveness	Socialization Styles
Demandingness	1		
Responsiveness	.776**	1	
Socialization Styles	.934**	.950**	1

** . Correlation is significant at the 0.01 level (2-tailed).

Table 4.4 displays that major variables of School Socialization Styles Scale (SSSS) were statistically significantly correlated. The correlation of the major variable was significant at 0.01 level of significance. The range of item total correlation was from .776** to 950**.

Table 4.5

Inter Section Correlation of Major and Sub Variables of School Socialization Styles (SSSS)
(*n=1320*)

Variables	Demandingness	Academic Press	Disciplinary Climate	Responsiveness	Teacher's Support	Teacher Student relationship	SSSS
Demandingness	1						
Academic Press	.919**	1					
Disciplinary Climate	.938**	.727**	1				
Responsiveness	.776**	.676**	.761**	1			
Teacher's Support	.679**	.586**	.671**	.928**	1		
Teacher Student Relationship	.772**	.677**	.754**	.951**	.767**	1	
SSSS	.934**	.838**	.895**	.950**	.862**	.920**	1

** . Correlation is significant at the 0.01 level (2-tailed)

The intersection correlation of major variables and sub variables of SSSS is displayed in table 4.5. It is evident from table 4.5 that all major variables and sub variables were statistically significantly correlated. Correlation among all the sub variables was significant at 0.01 level of

significance. Highest correlation was found between School Socialization Styles Scale (SSSS) and Demandingness i.e. .934** and lowest correlation was possessed by SSSS and Academic press i.e. .838**.

Table 4.6

Item-total Correlation of Self Esteem Assessment Scale (SEAS) (n=1320)

Item No.	R	Item No.	R
PSE1	.356*	SSE12	.560**
PSE2	.396*	ASE13	.373*
PSE3	.426**	SSE14	.396*
PSE4	.381**	PSE15	.438**
ASE5	.337**	SSE16	.538**
PSE6	.388**	ASE17	.360*
SSE7	.469**	SSE18	.396**
ASE8	.433**	PSE19	.358*
SSE9	.437**	PSE20	.466**
SSE10	.464**	ASE21	.547**
SSE11	.500**		

Table 4.6 displayed the item-total correlation of the Self Esteem Assessment Scale (SEAS). In 1991 Heatherton and Policy discovered three dimension of self-esteem i.e. performance self-esteem, social self-esteem and appearance self-esteem and the same three dimensions were investigated by Darsini and Jebaseelan (2017) while conducting research on self-esteem of college students. The researcher has adapted the tool for the current study. It has 21 total items.

As discussed earlier this scale had three major variables (Performance Self Esteem, Social Self Esteem and Appearance Self Esteem). Significance level of item total correlation of the scale is evident in Table 4.6. The correlation of the items was from .337** to .560**.

Table 4.7

Inter Section Correlation of Self Esteem Assessment Scale (SEAS) (n=1320)

Variables	Performance Self Esteem	Social Esteem	Self Appearance Self Esteem	SET
Performance Self Esteem	1			
Social Esteem	.344**	1		
Appearance Self Esteem	.384**	.318**	1	
SET	.796**	.739**	.718**	1

** Correlation is significant at the 0.01 level (2-tailed).

In Table No. 4.7 it is indicated that major variables Self Esteem Assessment Scale (SEAS) were statistically meaningfully correlated. However, the correlation of the major variable was significant at 0.01 levels of significance. Highest correlation observed in performance self-esteem and SET i.e. .796**.

Section II

4.3. Demographics of the Sample

The sample of the study was secondary school students working under the administrative control of FDE Islamabad.

The demographics of the sample are mentioned in Table 4.8, Table 4.9, Table 4.10 and Table 4.11.

Table 4.8

Gender of the sample

Variables	Frequency	Percent
Male	602	42.1
Female	826	57.9
Total	1428	100.0

Table 4.8 indicated the proportion of the sample of the study. The study comprised the population of 14283 (6014 boys and 8269 girls) pupils of class 10th studying in secondary schools of the FDE Islamabad. 1428 (602 boys and 826 girls) pupils were selected as sample for the study which formed 10.3 % of the total population. However, boys were 42.1 % of the total sample and girls were 57.9% of the total sample.

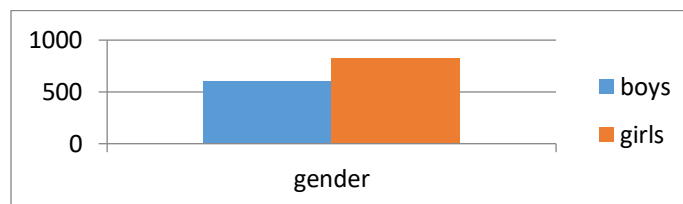


Figure 4.1 Gender of the Sample

Table 4.9

Academic Groups of the Sample

Variables	Frequency	Percent
Science	674	47.2
Arts	408	28.6
Computer Science	346	24.2
Total	1427	100.0

Table 4.9 explains that sample students belonged to three academic groups' science, arts and computer science. 47.2% students of the total sample belonged to science group, 28.6 % belonged to arts group and 24.2% students belonged to computer science group.

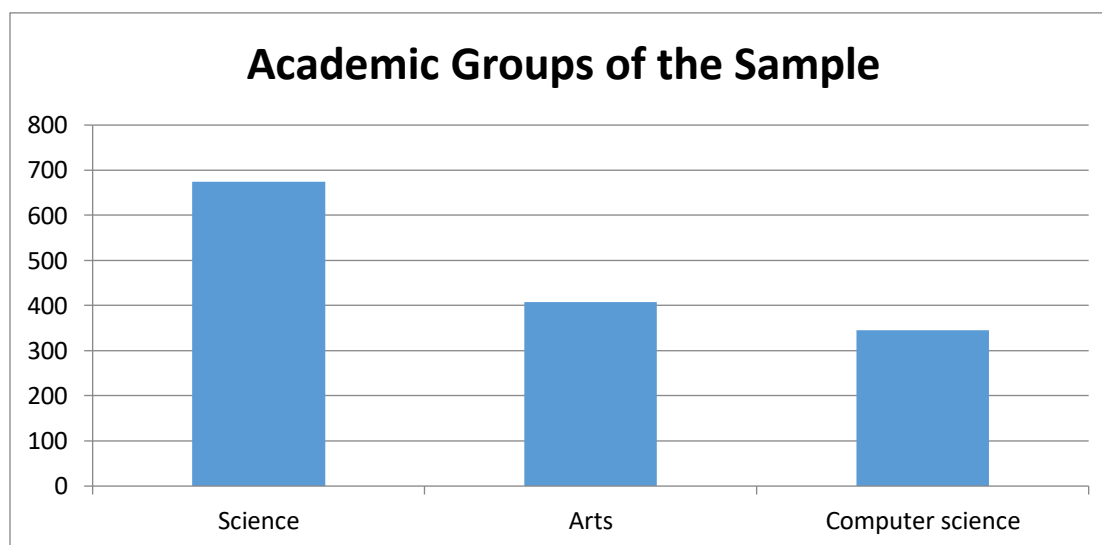
*Figure4.2 Academic Groups of the Sample*

Table 4.10

Grades Displaying Academic Achievement of the Respondents (n=1428)

Variables	Frequency	Percent
A1	101	7.1
A	464	32.5
B	839	58.7
C	24	1.7
Total	1428	100.0

Academic achievements of the respondents are displayed in Table 4.10. They have achieved these grades in 9th standard annual external exam conducted by FBISE, Islamabad. 94 % students secured A1 grade, 32.5 % students secured A grade, 58.7% secured B grade and 1.7% secured grade C.

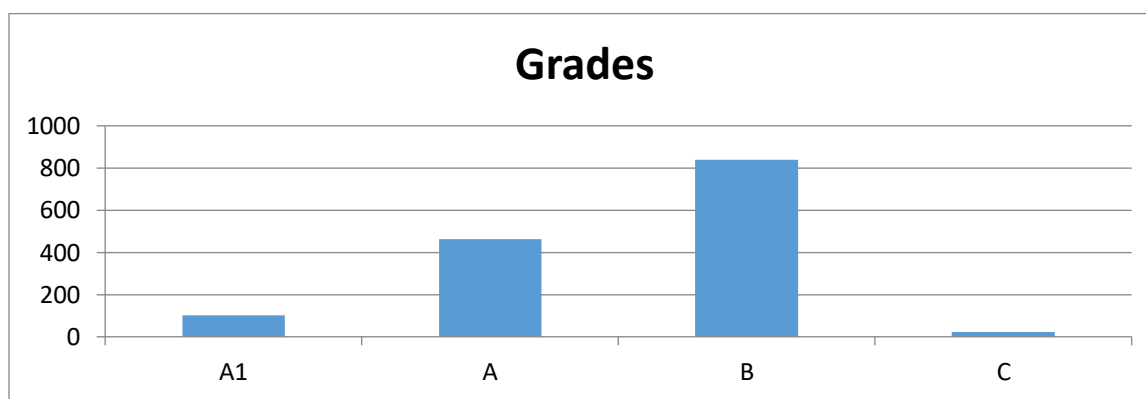


Figure 4.3 Grades displaying Academic Achievement of the respondents

Table 4.11

Ratio of Students from Different Sectors of Islamabad

Sectors	Frequency	Percent
Urban I	250	17.5
Urban II	240	16.8
Sihala	230	16.1
BharaKahu	232	16.2
Nelore	240	16.8
Ternol	236	16.5
Total	1428	100.0

Table 4.11 presented sectors of the respondents. Federal Directorate of Education Islamabad has divided the Islamabad Capital Territory (ICT) into six sectors. As indicated in the table 4.11 two sectors are Urban and rest four are rural. Table 4.11 shows the ratio of the respondents belonged to different sectors of Islamabad.

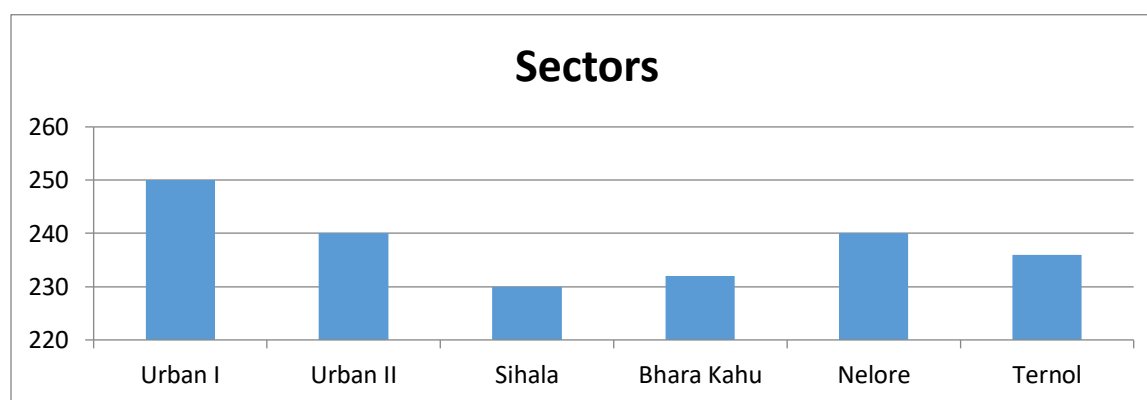


Figure 4.4 Ratio of Students from Different Sectors of Islamabad

Section III

4.4. Prevailing School Socialization Styles

4.4.1. Objective No1:

To explore the major prevailing socialization styles of the Secondary schools.

Table 4.12

Major Prevailing Socialization Styles of the Secondary Schools (n=1320)

Variables	n	Expected	Mean	Status
		Mean	Obtained	
Demandingness	1320	5	4.25	Agree
Academic Press	1320	5	4.37	Agree
Disciplinary Climate	1320	5	4.1	Agree
Responsiveness	1320	5	4.1	Agree
Teacher Support	1320	5	4.1	Agree
Teacher-Students Relationship	1320	5	4	Agree
Socialization Styles	1320	5	4.1	Agree

Table 4.12 indicated the major prevailing style of school socialization. Mean of Socialization style related to demandingness scored 4.25 mean and declared demandingness as the most prevailing school socialization style.

There were two sub variable of demandingness i.e. academic press and disciplinary climate. Academic press scored 4.37 mean of the mean. Whereas disciplinary climate scored 4.1 mean of

the mean. Under demandingness, academic press was the most prevailing style of school socialization. As appeared from the name in demandingness students expressed that in schools environment is very demanding in nature. Teachers and school administration wanted them to work hard and to spend more time on learning. For academic perfection and academic achievement and to buck them up, teachers motivates them by using encouraging statements like “you can do it.” Teachers expected from their students that they should learn a lot and they should have mastery of the subject. To achieve high grades in exam teachers forced them to cram all the content. Along with cramming and covering the course content teachers sometimes also focused on their comprehension of the content material. Students expressed that for academic achievement teachers used different techniques other than written test like quizzes, discussion, oral presentations for the revision of the content material. To some extent teachers also tried for the conceptual clarity of their students. Students were of the view that teachers created pressurized and forced environment for learning of the content material. Due teachers extreme focus on the better grades and good academic performance students merely focused on achieving good grades rather than understanding of the content. Along with academic achievement teachers expected their students to be disciplined. Disciplinary environment refers to overall working environment of the school and classroom. Students expressed that class rules had been made to discipline them and to bring refinement in their behavior. These rules had been made with student’s participation. They had been reprimanded by the teachers if any rule is breached by them. Sometimes students had been scolded by their teachers if they made any mistake. Teachers demanded perfection in their behavior that is they exercise strict control on their students. Very few teachers tried to promote self-disciplined environment most of them believed in the forced disciplined environment.

School socialization style related to responsiveness scored 4.1 mean. Sub Variables of the responsiveness i.e. teachers support and teacher-student relationship scored mean of 4.1 and 4 respectively. Responsiveness refers to the extent of supportive, warm and trusting relationships between teachers and the students. Teachers support refers supportive behavior of the teachers during learning process and support their students learning with effective feedback. Students' responses indicated that few teachers provide them opportunities to express them. And continue teaching until every student learn. Generally, teachers discuss their mistakes privately and appreciate their good work publically. Occasionally they had been provided guidance by their teachers in the solution of their problems. They had not been referred any other reference material for their side learning only course books were the focus of their attention. As far as teachers-students relationship was considered, generally teachers are interested in their students' wellbeing but they are hesitant to give individual attention in the solution of their students' personal problems. Occasionally they listened to their students what they wanted to say. However, teachers felt pride in the success of their students and give them credit for their good work.

Section IV

4.5. Level of Self Esteem

4.5.1. Objective No. 2: To explore the level of self-esteem of the Secondary school students.

Table 4.13

Level of Self Esteem of the secondary school students

Variable	Score	Levels of Self Esteem	n	Percentage
	21-49	Low	17	1.2%
Self Esteem	50-78	Medium	626	47.4%
	79-105	High	587	44.4%

The table 4.13 indicated the levels of self-esteem of the secondary school's students. For this purpose, score was dividing into three levels ranging from 21-49 for low, 50-78 for medium and 79-105 for higher levels of self-esteem. These results than obtained from the above table revealed that only 1.2 students had low level self-esteem, 47.4% had medium level of self-esteem and 44.4% had high level of self-esteem. Whereas, it is evident from the table 4.13 that majority of the student had medium level of self-esteem.

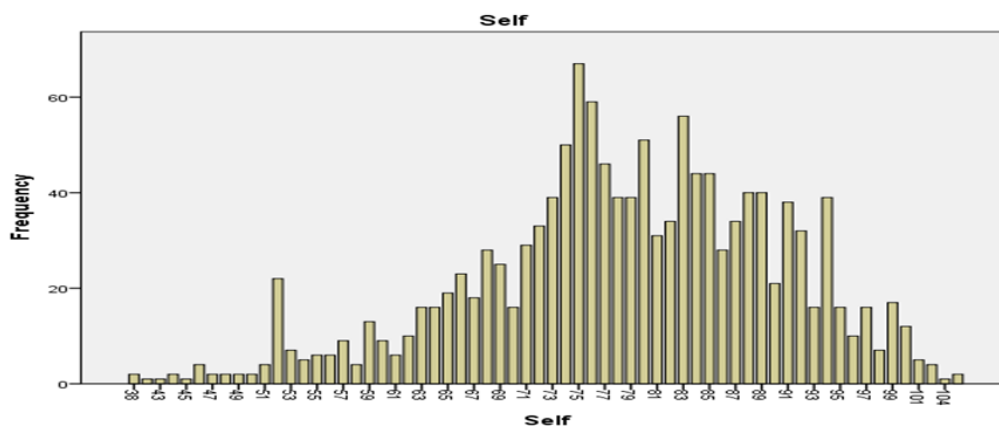


Figure 4.5 Levels of Secondary School Students' self esteem

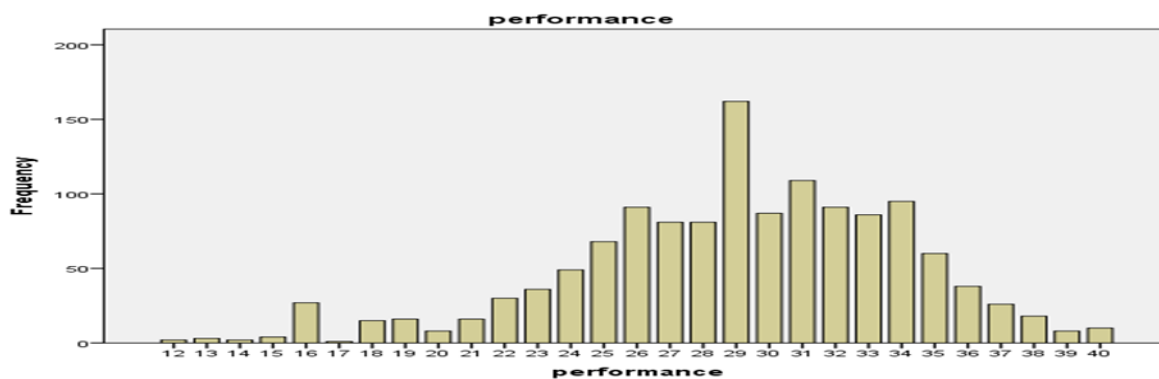
4.5.2. Levels of Performance Self Esteem

Table 4.14

Levels of Performance Self Esteem of the Secondary School Students

Variable	Score	Levels of Self Esteem	n	Percentage
Performance Self Esteem	8-18	Low	54	4%
	19-29	Medium	638	48.3%
	30-40	High	628	47.5%

The table 4.14 elucidated the levels of performance self-esteem of the secondary school students. For the determination of the levels of performance self-esteem score was divide into three levels ranging from 8-18 for low, 19-29 for medium and 30-40 for higher level of performance self-esteem. These results expressed in table 4.14 declared that that only 4% students had low level of performance self-esteem, 48.3% had medium level of performance self-esteem and 47.5% had high level of performance self-esteem. Thus it is evident from the table 4.14 that majority of the student had medium level of performance self-esteem



.Figure4.6Levels of Performance Self Esteem

4.5.3. Levels of Social Self Esteem

Table 4.15

Levels of Social Self Esteem of the Secondary School Students

Variable	Score	Levels of Self Esteem	n	Percentage
	8-18	Low	28	2.1%
Social Esteem	19-29	Medium	476	36%
	30-40	High	816	61.8%

The table 4.15 displayed the levels of social self-esteem of the secondary school's students. For the assessment of the levels of social self-esteem score was divided into three levels ranging from 8-18 for low, 19-29 for medium and 30-40 for higher level of social self-esteem. Table 4.15 indicated that those only 2.1 % students had lower level of social self-esteem, 36 % had middle levels of social self-esteem and 61.8 had higher level of social self-esteem. Therefore, this is quite evident from table 4.15 that majority of the student had higher levels of social self-esteem.

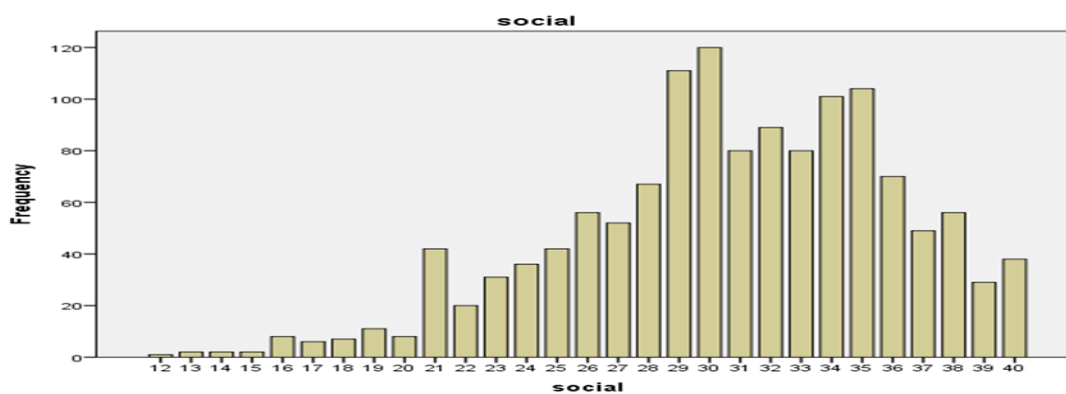


Figure4.7 Levels of Social Self Esteem

4.5.4 Levels of Appearance Self Esteem

Table 4.16

Levels of Appearance Self Esteem of the Secondary School Students

Variable	Score	Levels of Self Esteem	n	Percentage
Appearance Self Esteem	5-11	Low	25	1.8%
	12-18	Medium	584	44.2%
	19-25	High	711	53.8%

The table 4.16 expressed the levels of appearance self-esteem of the secondary school's students. For obtaining the levels of appearance self-esteem score was divided into three levels ranging from (5-11 for lower, 12-18 for mediums and 19-25 for higher level) of appearance self-esteem. Table 4.16 displayed that those only 1.8 % students had low level of appearance self-esteem, 44.2 % had medium level of appearance self-esteem and 53.8% had high level of appearance self-esteem. Thus this is evident from the table 4.16 that majority of the student higher level of appearance self-esteem.

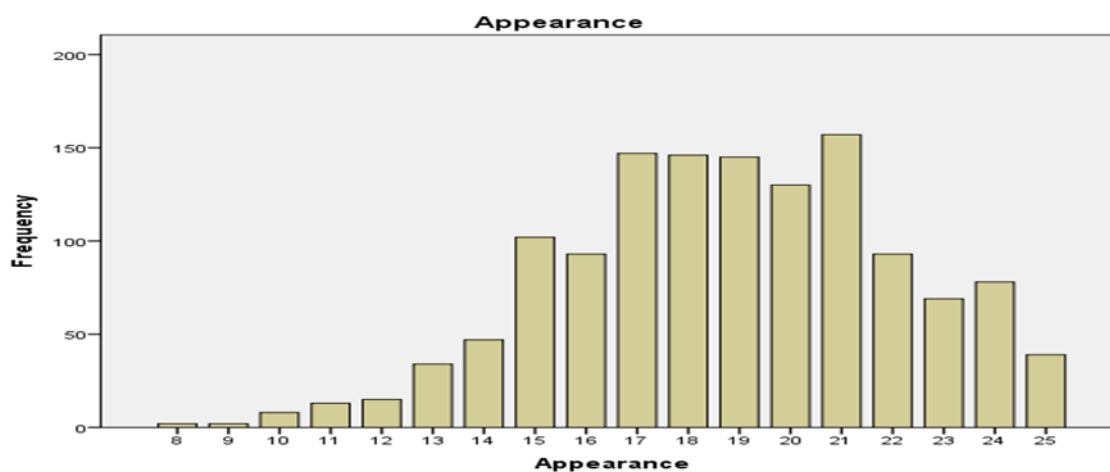


Figure 4.8 Levels of Appearance Self Esteem

Section V

4.6. Regression Analysis

4.6.1. Objective No 3: To assess the effect of socialization styles on self-esteem of the Secondary school Students.

Table 4.17

Effect of Socialization Styles on Self Esteem of the Secondary School Students

Independent Variable	Dependent Variable	R Square	β (Coefficient)	t	Sig
School Socialization Styles	Self Esteem	.132	.164	14.74	.000

* $P < 0.05$

a. Dependent Variable: Self Esteem

b. Independent Variable: School Socialization Styles

Table 4.17 displayed that R^2 Value was .132. That signifies that the independent variable (School Socialization Styles) described 132% variation in students 'self-esteem and the rest was due some other factor. Hence, in the coefficient ($\beta = .164$) it displays that this effect was positively statistically significant at 0.05 level of significance. Thus the hypothesis 'there is no statistically weighty effect of school socialization styles on student esteem of the secondary school students' is excluded.

4.6.1.1. Objective No. 3 (a): To assess the effect of school socialization styles related to demandingness on self-esteem of the Secondary School Students.

Table 4.18

Effect of Demandingness on Students' Self Esteem

Independent Variable	Dependent Variable	R Square	β (Coefficient)	t	Sig
Demandingness	Self Esteem	.146	.337	15.010	.000

* $P < 0.05$

a. Dependent Variable: Self Esteem

b. Independent Variable: Demandingness

Table 4.18 displayed that R^2 Value was .146. That signifies that the independent variable (Demandingness) described 14% variation in students' self-esteem and the rest was due some other factor. So, coefficient ($\beta = .337$) illustrations that this effect was positively statistically significant at 0.05 level of significance. Whereas the hypothesis 'there is no statistically substantial effect of socialization style related to demandingness on self-esteem of the secondary school students' is disallowed.

4.6.1.2. Objective No. 3 (a) (i): To assess the effect of school socialization styles related to academic press on self-esteem of the Secondary School Students.

Table 4.19

Effect of Academic Press on Students' Self Esteem

Independent Variable	Dependent Variable	R Square	β (Coefficient)	t	Sig
Academic Press	Self Esteem	.171	.703	16.646	.000

* $P < 0.05$

a. Dependent Variable: Self Esteem

b. Independent Variable: Academic Press

Table 4.19 displayed that R^2 Value was .171. That signifies that the independent variable (Academic Press) described 17% variation in students' self-esteem and the rest was due some other factor. While the coefficient ($\beta = .703$) shows that this effect was positively statistically momentous at 0.05 level of significance. So, the hypothesis 'there is no statistically significant effect of socialization style related to Academic Press on self-esteem of the secondary school students' is failed to be accepted.

4.6.1.3. Objective No. 3 (a) (ii): To assess the effect of school socialization styles related to disciplinary Climate on self-esteem of the Secondary School Students.

Table 4.20

Effect of Academic Disciplinary Climate on Students' Self Esteem

Independent Variable	Dependent Variable	R Square	β (Coefficient)	t	Sig
Disciplinary Climate	Self Esteem	.091	.474	11.460	.000

**P<0.05*

a. Dependent Variable: Self Esteem

b. Independent Variable: Disciplinary Climate

Table 4.20 displayed that R^2 Value was .091. That represents that the independent variable (Disciplinary Climate) described 09.1 % variation in students 'self-esteem and the rest was due some other factor. While the coefficient ($\beta = .474$) shows that this effect was positively statistically significant at 0.05 level of significance. Thus the hypothesis 'there is no statistically significant effect of socialization style related to disciplinary climate on self-esteem of the secondary school students' is failed to be accepted.

4.6.1.4. Objective No. 3 (b): To assess the effect of school socialization styles related to responsiveness on self-esteem of the Secondary School Students.

Table 4.21

Effect of Responsiveness on Students' Self Esteem

Independent Variable	Dependent Variable	R Square	β (Coefficient)	t	Sig
Responsiveness	Self Esteem	.94	.254	11.716	.000

* $P < 0.05$

a. Dependent Variable: Self Esteem

b. Independent Variable: Responsiveness

Table 4.21 displayed that R^2 Value was .94. That represents that the independent variable (Responsiveness) described 94 % variation in students 'self-esteem and the other factor. Whereas, coefficient ($\beta = .254$) shows that this effectiveness was positively statistically important at 0.05 level of significance. However, in the light of the hypothesis 'there is no statistically significant effect of socialization style related to responsiveness on self-esteem of the secondary school students' is failed to be accepted.

4.6.1.5. Objective No. 3 (b) (i): To assess the effect of school socialization styles related to teacher support on self-esteem of the Secondary School Students.

Table 4.22

Effect of Teacher Support on Students' Self Esteem

Independent Variable	Dependent Variable	R Square	β (Coefficient)	t	Sig
Teacher Support	Self Esteem	.091	.428	11.472	.000

* $P < 0.05$

a. Dependent Variable: Self Esteem

b. Independent Variable: Teacher Support

Table 4.22 displayed that R^2 Value was .091. That signifies that the independent variable (Teacher Support) described 091 % variation in students' self-esteem and the other due to the other factors. Whereas, coefficient ($\beta = .428$) displays that this effect was positively statistically significant at 0.05 level of significance. Similarly, in light of the hypothesis 'there is no statistically significant effect of socialization style related to teacher support on self-esteem of the secondary school students' is failed to be accepted.

4.6.1.6. Objective No. 3 (b) (ii): To assess the effect of school socialization styles related to teacher-student relationship on self-esteem of the Secondary School Students.

Table 4.23

Effect of Teacher-Student Relationship on Students' Self Esteem

Independent Variable	Dependent Variable	R Square	β (Coefficient)	T	Sig
Teacher Relationship	Student Self Esteem	.076	.479	10.415	.000

**P<0.05*

a. Dependent Variable: Self Esteem

b. Independent Variable - Teacher-student Relationship

In the Table 4.23 it is displayed that R² Value was .076. That signifies that the independent variable (Teacher-student relationship) labeled 07 % difference in students' self-esteem and the other were because of the other factors. Whereas, coefficient ($\beta = .479$) demonstrates that this effectiveness was positively statistically substantial at 0.05. Furthermore, in the test of hypothesis there is no statistically significant effect of socialization style related to teacher student relationship on self-esteem of the secondary school's student is failed to be accepted.

CHAPTER 5

SUMMARY, FINDINGS, CONCLUSIONS, DISCUSSIONS AND RECOMMENDATIONS

5.1. Summary

Basically the design of the research aimed to explore the effectiveness of school socialization styles on self-esteem of the secondary school students. Following were key objectives of the research: To explore the major prevailing socialization styles of the Secondary schools, to explore the self-esteem of the Secondary school's students and to assess the effectiveness of socialization styles of self-esteem of the Secondary School's Students. Considering the set objective No. three the researcher formulated one key and two sub and 4 sub subs hypotheses. Schools are social organizations and are found in every society and area. Future generation is nurturing in the schools. Besides academics and educational skills students' social skills and self-esteem are nurtured in the school. Therefore, schools 'atmosphere should be vigorous, healthy and interactive where students not only demonstrate good academic results but also develop a sense of positive self-esteem. Thus this research will be beneficial for the policy makers, teachers, parents and school administration in taking up of effective socialization styles of schools which would result in developing a healthy self-esteem of students. Current study would assist school heads to get a apprehension of their schools socialization styles and how these socialization styles put effect on students 'self-esteem and nurture them as well adjusted

members of the society. If the teachers and school heads got the cognizance of school socialization styles, then teachers would try to establish positive and supportive relationship with their students which would generate a positive self-esteem of the students. Curriculum developers and policy makers may also obtain direction from this study as it will offer guideline to include such interactive activities in the curriculum which assist in improving socializing skills of the students. Learners will be the chief beneficiary of the study as learners were the center of attention of the study as they will enjoy positive socializing style in school which would help them to grow with healthier self-esteem. Students of today are the prospect asset for their parents and this research would provide enduring benefits to the parents as their children would prepare in such schools where they would enjoy valuable socialization styles. Schools with good socialization styles would give them well-attuned individuals and practical citizens for tomorrow with positive sense of self-esteem. As mentioned earlier schools are social institutions therefore society in general would be benefitted from this research. Future citizens are bringing up in the schools. If schools give them effectual social atmosphere in which attention is not only paid to academic achievements but also to emotional rearing by giving sufficient attention to promote high self-esteem among its learners. Keeping in view the restricted resources and time this research was delimited to the students of Class 10th only studying in the secondary schools of Federal Directorate of Education Islamabad. To test hypothesizes to gain the set objectives. In this regard, two different theoretical frameworks utilized. Pellerin (2005) theory of school socialization styles was used to assess the socialization styles of the schools and Dharsini and Jeebaseelan (2017) theory of self-esteem was used to assess low, medium and high self-esteem of the students. Theoretical framework for school socialization styles was based on model presented by Pellerin (2005). Which he had used in his research “Students Disengagement and

the Socialization Styles of High School”. The model presented two main segments of school socialization styles i.e. demandingness and responsiveness. Demandingness referred to authoritative style of socialization and responsiveness referred to democratic and supportive style of school socialization. His frame work provided clear picture that how both the style effect students’ socialization and their adjustment to the society. Demandingness included strives for high academic performance and achievements under authoritative control of the teachers and the further refinement of these achievements by providing suitable social environment. Demandingness was further divided academic press and disciplinary climate. Academic press included all the academic activities and learning environment provided by the teachers during delivery of their lessons. Disciplinary climate takes up over all working environment of the class weather the classroom is order and students are self-disciplined. Efficient use of the given time for learning purposes comes under disciplinary climate of the classroom Responsiveness is meant to be the extent to which teachers are supportive, warm and trusting and having positive relationships between with their students. Responsiveness was further divided into teacher support and teacher-student relationship. Teacher support was taken up in this research supportive behavior of a teacher during the lesson delivery. Her/his friendly and supportive attitude toward with students that provides them prospect to contribute in teaching learning process and support their learning with his/her effective feedback. Students teacher relationship meant to be how well students feel at ease and comfort with their teacher. The teachers concern for students’ wellbeing and give passions listening to their problems and guide them accordingly. Teachers encourage them to produce good work.

Self-esteem assessment scale adapted by Darsini and Jebaseelan (2017) in their study named “Study on Self- Esteem among the College Students in Trichirappalli District” was utilized to

assess the students' self-esteem. The test made up of three elements i.e. students' performance self-esteem, socialized self-esteem and appearance self-esteem. Performance self-esteem regarded as the performance and achievement of the students that how much they feel pride in their success and being valued in the school and society. Social self-esteem regarded as the feelings of an individual of being valued in the social setting by peers, teachers and parents and his feeling of being well adjusted in the society. Appearance self-esteem regarded as the person's feeling of being valued for his looks, physique, features and dressing and how he/she carries himself/herself with others with his appearance.

This research was quantitative and co relational. Quantitative techniques were used to illustrate inferences from cause and effect analysis of the views gathered from the respondents to find out the effect of socialization on self-esteem of the secondary schools' students. The quantitative analysis facilitated researcher in depicting a concrete set of strategies and socialization practices that would benefit the schools. There were two variables in the study. (a) School socialization styles (b) Self-esteem. School socialization style was treated as independent variable whereas student's self-esteem was dependent variables. Effectiveness of school socialization styles on secondary level students' self-esteem was measured. All students of 10th class of the schools working in six sectors of capital territory functioning under FDEI, which constitute number of 14283 (Boys 6014, Girls 8269) were treated as the population of the research. 10 % of the total number of students i.e. 1428 students of the secondary considered as the sample of the study. Proportionate stratified random sampling technique was used. 10 % boys i.e. 602 boys and 10% of the girls i.e. 826 were proportionately selected as sample for the study. Two standardized tools were used for the process of data collection.

Self-developed scale based on the parameters given by Pellerin, (2005) was used to assess school socialization style. This scale had two main sections i.e. Demandingness and Responsiveness. Each section was further divided into two more sub section. Section one i.e. demandingness had two sub sections respectively: academic press and Disciplinary climate. Section two i.e. Responsiveness was further divided into: teacher support and Students-teacher relationship. To gauge the level of self-esteem, self-esteem assessment scale used by Dharsini and Jeebaseelan (2017) was adapted keeping in view the three parameters. Above mentioned questionnaires distributed among the students randomly selected schools for data collection. 1400 questionnaire were distributed among the sample students. Out of 1400 questionnaire 1350 were returned and 30 were rejected due to incomplete responses. The data were analyzed by SPSS 20th edition. Reliability and item total correlation was checked. To dig out the effect of school socialization styles on self-esteem regression analysis and t test were used. After obtaining findings from the data analysis conclusion were drawn and recommendation were suggested.

5.2. Findings

Objective No. 1: “To explore the major prevailing socialization styles of the Secondary schools”.

1. Mean of Socialization style related to demandingness was 102.3422. This declared demandingness as the most prevailing school socialization style.
2. There were two sub variable so of demandingness i.e. academic press and disciplinary climate. Academic press scored mean of 52. Whereas disciplinary climate score mean of 49.8422.
3. Under demandingness, academic press was the most prevailing style of school socialization.

4. In the pursuit of demandingness teachers demands perfection from their students in the mastery of the course content to show good academic performance and to achieve good grades in examination.
5. To organize and regulate the students the teachers demand and expect perfect discipline in the procedures of the classroom for smooth delivery of the lessons and even outside the classroom they expect their students to display discipline in their behaviors.
6. Under demandingness, academic press was the most prevailing style of school socialization. In academic press style of socialization teachers and school administration demanded from their students to spend more and more time on learning and cramming of the course content.
7. Sometimes teachers used motivational strategies for their students to arouse readiness in them for the learning of the course content. They gave motivational remarks to the students as “you can do it”, to persuade them to for the learning and mastery of the course content/ exercises.
8. Schools social environment related to academic performance and achievement was very much demanding. They demand their students to show extra ordinary good academic performance by achieving high grades in the external/board exam.
9. In pursuit of high grades students sometimes sacrificed comprehension of the content and merely focused on the cramming of the content material to reproduce it in the examination.

10. Completion of the course content was the priority of the teachers and for the sake of covering the course content within given limited time they also ignore the comprehending aspect of the students learning.
11. For mastery of the course and for academic perfection teachers not only took written tests from the students but had also used different techniques like quiz, oral presentation and discussions for the revision of the learned material.
12. Occasionally teachers tried and made efforts for the conceptual clarity of the student.
13. School social environment with regard to academic press was this much forceful and to come up to the expectations of the teachers that students focus was only the achievement of good grades and covering the course content.
14. It was found out from the data that under demandingness style of socialization teachers demanded their students to exhibit perfecto of perfection in their behavior.
15. Class rules were determined with student's participation and on the breach of rule the students had to face reprimand from their teacher.
16. Students had to bear scolding of their teachers if any behavioral or academic mistake was made by them.
17. Teachers exercised strict control on their students and very few teachers were trying to promote the environment of self-discipline.
18. School socialization style related to responsiveness scored mean of 90.2451.

19. Responsiveness was the 2nd best prevailing school socialization style. Responsiveness style of school socialization regarded as trusting and affectionate environment.
20. Under responsiveness there were two sub style of socialization i.e. teacher support and teacher-student relationship. Sub Variables of the responsiveness i.e. teachers support and teacher-student relationship scored mean of 49.4605 and 40.7845 respectively.
21. It was apparent from student responses that few teachers provided them opportunities to express themselves and continue teaching until every student learn.
22. Generally, teacher privately discussed students' mistake made in the course of academic and appreciate their good work publically.
23. Occasionally students had been provided guidance by their teachers in the solution of their personal problems.
24. It was found from students' responses that majority of the teachers did not provide them reference material other than course books for their side learning and their teachers focus in only course books.
25. It was determined from student's responses that generally teachers were interested in student's well-being but they did not give individual attention to their students in the improvement of their mistakes.
26. Teachers felt pride in the success of their students and gave them credit on good work done

Objective No. 2: To explore the level of self-esteem of the Secondary school students.

27. Data analysis revealed that only 1.2 students had low level self-esteem, 47.4% had medium level of self-esteem and 44.4% had high level of self-esteem. Thus it is evident from table 4.13 that many of the students had medium levels of self-esteem.
28. The results declared that only 4% students had low level of performance self-esteem, 48.3% had medium level of performance self-esteem and 47.5% had high level of performance self-esteem. Thus table 4.14 declared that majority of the student had medium level of performance self-esteem.
29. It is highlighted that only 2.1% students with low levels of social self-esteem, 36% had medium level of social self-esteem and 61.8 had higher level of social self-esteem. Thus it was determined that mainstream of the student had high level of social self-esteem (Table 4.15)
30. It was determined 1.8 % students had low level of appearance self-esteem, 44.2 % had medium level of appearance self-esteem and 53.8% shows the higher levels of appearance self-esteem. Majority of the student had high level of appearance self-esteem. (Table 4.16)

Objective No. 3: To assess the effect of socialization styles on self-esteem of the Secondary School Students.

31. School Socialization styles R² Value was .132. That represents that the independent variable (School Socialization Styles) described 13.2% variation in students' self-esteem and the rest was due some other factor. While the coefficient ($\beta = .164$) shows that this effect was statistically significant at 0.05 level of significance.

32. Thus it is determined that there is statistically significant effect of school socialization styles on self-esteem of the secondary school students. (Table 4.17)

Objective No. 3 (a): To assess the effect of school socialization styles related to demandingness on self-esteem of the Secondary School Students.

33. Demandingness R2 Value was .146. That represents that the independent variable (Demandingness) described 14.6% variation in students' self-esteem and the rest was due some other factor. While the coefficient ($\beta = .337$) shows that this effect was statistically significant at 0.05 level of significance.

34. Thus it was revealed that there is statistically significant effect of socialization style related to demandingness on self-esteem of the secondary school students. (Table 4.18)

Objective No. 3 (a) (i): To assess the effect of school socialization styles related to academic press on self-esteem of the Secondary School Students.

35. Academic press R2 Value was .171. That represents that the independent variable (Academic Press) described 17.1% variation in students' self-esteem and the rest was due some other factor. While the coefficient ($\beta = .703$) shows that this effect was statistically significant at 0.05 level of significance.

36. Thus it is obtained that there is statistically significant effect of socialization style related to Academic Press on self-esteem of the secondary school students. (Table 4.19)

Objective No. 3 (a) (ii): To assess the effect of school socialization styles related to disciplinary Climate on self-esteem of the Secondary School Students.

37. Disciplinary Climate R2 Value was .091. That characterizes that the independent variable (Disciplinary Climate) described 09.1 % variation in students' self-esteem and the rest was due some other factor. While the coefficient ($\beta = .474$) shows that this effect was statistically important at 0.05 level of significance.
38. It was found that there is statistically noteworthy effect of socialization style related to disciplinary climate on self-esteem of the secondary school students (Table 4.20)

Objective No. 3 (b): To assess the effect of school socialization styles related to responsiveness on self-esteem of the Secondary School Students.

39. Responsiveness at R2 Value was .94. That signifies that the independent variable (Responsiveness) described 94 % variation in students' self-esteem and the rest was due some other factor. While the coefficient ($\beta = .254$) shows that this effect was statistically noteworthy at 0.05 level of significance.
40. Thus, it is evident that there is statistically significant effect of socialization style connected to responsiveness on self-esteem of the secondary school's students (Table 4.21).

Objective No. 3 (b) (i): To assess the effect of school socialization styles related to teacher support on self-esteem of the Secondary School Students.

41. Teacher support R2 Value was .091. That denotes the independent variable (Teacher Support) labeled 09 % difference in students' self-esteem and the rest was due some other factor. While the coefficient ($\beta = .428$) shows that this effect was statistically significant at 0.05 level of significance.

42. Thus it was proved that there is statistically weighty effect of socialization style connected to teacher support on self-esteem of the secondary school students. (Table 4.22)

Objective No. 3 (b) (ii): To assess the effect of school socialization styles related to teacher-student relationship on self-esteem of the Secondary School's Students.

43. Teacher student relationship's R2Value was .076. This denotes that the independent variable (Teacher-student relationship) labeled 07 % difference in students' self-esteem and the other was because of some different factor. Whereas, the coefficient was ($\beta = .479$) that shows effect as it was statistically weighty at 0.05 level of significance.
44. Thus it was determined that this is statistically substantial effect of socialization style connected to teacher student relationship on self-esteem of the secondary school's students. (Table 4.23)

5.3. Discussion

The thesis "The Effect of School Socialization Style on Students' Self-Esteem at Secondary School Level" aimed to explore the level of self-esteem among secondary school students, identify the prevailing school socialization style, and assess the effect of school socialization style on students' self-esteem, studying in secondary schools of Federal Directorate of Education (FDE) Islamabad. The theoretical framework of the research in hand was based on the model of school socialization style of Pallerin (2005), which emphasizes the role of schools in shaping students' socialization experiences, and Self esteem assessment scale by Dharsini and Jeebaseelan (2017). The research was based on three major objectives and five hypotheses (one major and four sub hypotheses).

The findings of the study provided valuable insights related to the effect of school socialization style on self-esteem among secondary school students. By exploring school socialization style, the study identified the areas where schools may need to improve their socialization practices to better support students' self-esteem. Additionally, by assessing the effect of school socialization style on self-esteem, the study provided evidence to support the importance of creating a supportive and caring school climate that fosters positive self-esteem in students.

Pallerin (2005) explore the relationship between the socialization style of high schools and student disengagement. The author argued that schools are important agents of socialization that shape students' attitudes and behaviors, and that the socialization style of a school can have a significant impact on student motivation and engagement. The authors identified distinct socialization styles: demandingness and responsiveness. The demandingness socialization style was characterized by strict rules and discipline, with little emphasis on caring or support for students. The responsiveness was characterized by a focus on students' teacher relationship, students' participation and decision-making and high level of support and concern for students' well-being.

The study found that demandingness style of socialization was associated with higher levels of student disengagement, while schools with a responsive socialization style were associated with lower levels of disengagement. Students in authoritarian schools reported feeling disconnected from the school community and disengaged from learning, while students in democratic or caring schools reported feeling more engaged and connected. The authors suggest that schools can take steps to promote a more positive and supportive socialization style, such as by fostering a sense of community and belonging, providing academic and emotional support to students, and involving students in decision-making processes.

The research in hand found that demandingness was the most prevailing socialization style in secondary schools and it had positive significance effect on self esteem of secondary school students.

Dharsini and Jeebaseelan (2017) used the Self Esteem Assessment Scale to gauge the level of self esteem and provided valuable insights into the self-esteem levels of college students. The study used a quantitative research design and a sample size of 500 participants, making it a relatively robust study.

The study found that the majority of college students have moderate levels of self-esteem, with only a small percentage having high or low levels of self-esteem. The study also found that there were no significant differences in self-esteem levels between male and female students. The findings of the study suggested that interventions to promote self-esteem among college students may be beneficial, particularly for those with low self-esteem levels.

The research in hand was conducted to gauge the levels of self esteem of the secondary school students and data findings produced similar results that majority of the students have moderate level of self esteem and suggested measures to improve the levels of self esteem of those who were possessing low level of self esteem.

Wentzel's (2016) study on socialization in school contexts from a cultural perspective offered a comprehensive review of research on how schools shape the socialization experiences of children and adolescents. The author argues that schools are not just academic institutions but also important socialization agents that shape students' social, emotional, and moral development. The author presented the different domains of socialization in schools, including academic, social, and moral development. The study findings highlighted the role of teachers in

shaping socialization experiences and argued that teacher-student relationships are critical for promoting positive socialization experiences in schools. The author also discussed the role of peer relationships in shaping socialization experiences and highlights the importance of creating a positive school climate that promotes inclusion and a sense of belonging among all students.

The findings of the research in hand also support the results of the Wentzel's (2016) study as student teacher relationship and student-student relationship were found as one of the important components in school socialization practices.

The study by Chen et al. (2015) examined the relationship between school-based stressors academic pressure, negative social interactions and self-esteem in Chinese middle school students. The results showed that school-based stressors were negatively associated with self-esteem, and that the impact of stressors on self-esteem was mediated by psychological resources i.e., self-efficacy, social support. While the research in hand showed dissimilar findings as findings declared that academic press and positive significant effect on students self esteem.

The study by Britner (2011) examined differences in school experiences between high and low self-esteem adolescents. The study found that adolescents with high self-esteem reported more positive school experiences compared to those with low self-esteem. Specifically, adolescents with high self-esteem reported feeling more connected to their teachers, feeling more positive about their academic abilities, and being more engaged in school than those with low self-esteem. These findings have important implications for educators and parents. The study suggested that it is important to foster positive self-esteem in adolescents to promote positive school experiences and academic achievement. This can be done by providing opportunities for students to develop their skills and abilities, encouraging positive interactions with teachers and

peers, and creating a supportive and inclusive school environment. The study also highlights the need for educators to be aware of the potential negative impact of low self-esteem on academic achievement and school experiences, and to provide support and interventions as needed. Overall, the study by Britner (2011) contributes to our understanding of the relationship between self-esteem and school experiences, and emphasizes the importance of promoting positive self-esteem in adolescents to foster positive academic outcomes and school experiences. The findings of the study supported the results of the current study and put emphasis on the positive interaction of teachers and peers. Hence the current study results considered the school experience (school socialization style) as an important feature in developing positive self esteem of the students.

According to Lim Elias and Maria (2020) parental involvement socialization are significant in a child's pursuit for success and learning. There are several positive effects of having a parent being involved with their child about school. The effects can be activated by the parent being active in telling the importance of school, or even asking those questions about school. Academic socialization happens the most in elementary school. This means that being involved with your children in this age can determine academic drive, attention, and motivation for the rest of their lives. Giving them attention not only through homework, but asking questions about friends in school, teachers, and activities can help encourage academic socialization. The age group that academic socialization has the most impactful is children that are in 10th12th grade.

Kyoshaba (2009) research findings revealed that there was a significant relationship between parents' social economic status and academic performance and a significant relationship between former school background and academic performance. On the basis of the findings, the researcher made the conclusions that parents' social economic status is important because

parents provide high levels of psychological support for their children through environments that encourage the development of skills necessary for success at school. That location, ownership and academic and financial status of schools do count on making a school what it is and in turn influencing the academic performance of its students because they set the parameters of a students' learning experience. . The university may improve the student support system such that students from low social economic backgrounds are identified and assisted through offering scholarships.

Kweiga (2002), Portes and Macleod (1996) stated that school background affects the academic performance of a child. They also argue that the student's success in College or University depends on achievements of high schools. The social behavior is affected by the environment and the institutions transform their knowledge through text, teacher student learning process which can be reflected by the student's academic performance (output), and the academic achievement is a mirror or reflection of teaching methodology and students' learning out comes. Sentem (2003) findings are that schools are social institution where the students can learn from teachers, book, and classmates, even from classroom and school environment. School background has great influence on child's academic performance and social behavior

In a web article "I matter too" (2017) argued that the elders and parents must encourage children to socialize in school. Educational clubs provide them chance to socialize with students with multiple traits and talents, hence boost self-esteem and smoothen the process of socialization. Sports clubs at school provide many ways to involve students socially at school. Clubs and societies in school are the focal point for the socialization which in turns develops positive self-esteem. Meskauskiene (2017) supported that it is incumbent for the teachers to develop socially healthy educational learning environment. Healthy and purposeful learning environment is one

of the most important ingredients affecting the successful build of students' self-esteem. Healthy environment include school's culture, social norms, domestic regulation, student-teacher relationship, teacher-school management relationship and psycho social climate of the school. The authoritative learning environment of the school usually depersonalizes the learners and weakens their self-esteem. It is observed that the schools which have democratic style of socialization, where students are provided with the opportunities to take part in decision making, enjoy respectful relationship, practice self-discipline, in such environment young learners self-esteem is flourishing. Cherry (2018) claimed that students' self-esteem is nurtured in school social environment. Possessing balanced self-esteem is vital for individual success. Its decrease promotes gloomy feelings, and depression that can persuade young people to make wrong choices and could not work up to their potential. Cherry (2018) also argued that too much high self-esteem can also be the reason of personality disorder and can affect interpersonal relationship. According to Cherry (2018) too much high and too low self-esteem both are dangerous therefore it is ideal to enjoy a balance for rejoicing the social interaction. Holden (2018) claimed that youngsters' personal thoughts and emotions affect their behavior and their interpersonal relationship; children who possess good socialization skills enjoy healthy self-esteem whereas children with low self-esteem are mostly stubborn. The environment in which children practice socialization directly impact their self-esteem, loving and warm social environment enhances self-confidence and positive self-esteem (Holden, 2018). Children's socialization with the society starts with their schooling (Universal Class, 2018). Elementary school's socialization style plays utmost important role to obstruct or nourish child self-esteem. School socialization style largely affects to accustom them with new social setting as how they will respond in their academics and how they will go along with their peers. As learners proceed

through elementary school, they may have learning difficulties and finding tough to grasp new material; they may find it difficult to socialize with new friends. These things should be properly taken care of, if neglected by the school it may affect their self-esteem negatively (Universal Class, 2018). After elementary when children enter the middle school socialization in school is very important for them, they must have the ability to socialize well with their peers, because at this age children reflect upon themselves through the eyes of their friends. For effective buildup of their positive self-esteem it is important that they must socialize well (Universal Class, 2018). Self-esteem is an important and necessary feature for children to perform any thing (Watson, 2019). Hale and healthy self-esteem is not only important for their academic performance but it also plays important role in strengthening their social skills and paves the way for the children to make new friends. Good self-esteem makes it easy for the children to enjoy good relationship with peers and teachers. Students with positive self-esteem are comparatively better to face challenges, failures and disappointments.

Morin (2019) said that teachers usually demand perfection and praise only perfection. For instance on showing excellent result on spelling test, teachers use to praise like this “excellent job getting all you’re spelling words right” or on poor performance they usually comment “you did not perform well or you are paying attention to spelling”. (Morin 2019) was of the view that teacher should always praise the student’s effort by saying that I noticed that you did not give up during the match and your efforts are paid off or I likes the way you studied hard for your spelling test. This would bring perfection in students work without putting any affecting their self-esteem negatively.

Robichaud (2013) said that when a learner is not performing well and failed to complete any academic task, the teacher usually say that he is not gifted. Rather teacher should use learners’

mistakes and failures as learning strategies. The phrase “child is not gifted” gives the child feeling of incompetency and obstructs the build of positive self-esteem. Robinchaud (2013) claimed that whenever a teacher want to help the student to develop in him the feelings of positive self-esteem and personal competence he/she should adopt strategies that help the learners to overcome learning hurdles. The teachers should carefully observe child progress and encourage actions which would help him in completing the assigned task carefully. Teachers may use the words which help in learning the task as she/he may say I may guide you in choosing the right formula, I will help you in understanding the task, and etc. in this way child will be able to complete any academic task successfully without hurting his self-esteem. It is imperative for. Robinchaud (2013) said that it is imperative that the teacher must be able to differentiate between behavior and a person, as criticism on certain action can be born but criticism on personality one cannot bear. Petty (2004) advised the teachers for smart advisory criticism on any academic task that is accepted by the students as encouragement and thus their self-esteem may not be damaged. Petty (2004) emphasized that the teacher criticism on academic progress should aim towards the future in a very positive and constructive way, it must not be negative and pinching child’s self-esteem. It is an effective way to motivate students to find their mistakes by themselves in this way they will not feel embarrassed and their self-esteem would not be affected negatively. The most effective praises on any academic task are those that very minutely and specifically focus what the child has done. Negative and discouraging feedback by the teacher on any academic activity may diminish or crumble child self-esteem therefore teachers must be very careful in selection of praise words. (Petty, 2004)

Baumeister (2015) said that for decades psychologist have viewed self-esteem as the significant trait that would repair all that is wrong with social environment and society. Psychologist

assumed the maximizing the self-esteem as benefitting to better health, better family life, and ensures greater chances of success in life. The idea of boosting students' self-esteem is normal expansion of this notion. Several schools have launched program that are designed to support students' student self-esteem. In these programs trophies are given every student in little league and several other athletic programs in junior primary schools by not keeping the score so as not to hurt anyone self-esteem. Such programs were grounded in the earliest researches on self-esteem and academic press. Baumeister (2015) believed that such tactics are harmful for the development of positive self-esteem. (Baumeister, 2015). The notion that the High Self Esteem is helpful in getting good grades is assisted by skepticism. Correlation between two does not mean that one has caused other. However, it is not the case that good grades cause high self-esteem, rather high self-esteem also causes good grades of the students. A third probability could be there which cause the good grades. To resolve the issues related to what did what, and how the change in grades occur time to time, scientists established good grades and is at first number either high self-esteem or performance. In this regard, a study was priory conducted on 10th class students which were 1,500 in number and they were all from all over the world. The researcher found the boom immediate after good grades and felling of it with the lower grades in the class. Unlike this, people also improve grades because of the high self-esteem (Breimiser 2015)

Intrinsic rewards can be good motivators for showing good academic performance and fostering good self-esteem. But these techniques must be administered very carefully (Marzano, Pickering and Pollock 2001). For instance rewarding a student for completing a simple academic task does not necessarily enrich intrinsic motivation and self-esteem but may in fact harm it. It is necessary to focus on enhancing students' internal motivation not only to learn, but to value what is being

taught and display proper classroom behavior with positive self-esteem that will ultimately benefit everyone (Marzano, Pickering and Pollock 2001).

Morin (2019) said that disciplining a child for make wrong choices do not mean that make him feel awful about himself. In school social environment disciplining students should not mean to shame children. It could be quite destructive for the construct of his self-esteem. In school social culture healthy disciplining techniques can help student to realize about his mistake, but this realization should not make him feel awful about himself. Morin (2019) claimed that it is essential s for that they must have clear understanding of students development to raise them with healthy self-esteem. For disciplining students, school management and teachers should not expect too high from students, high expectations cause frustration in child when he finds himself unable to meet these expectations thus affecting his self-esteem. Too low expectations can also be damaging if school expect too little from students it may stunt their development and self-esteem. Morin (2019) was of the view that for proper disciplining school management and teacher must know students need for independence throughout each developmental stage. They must identify social, physical, emotional and intellectual miles stones their students are reaching. For disciplining a child one should not say that “you are a bad boy or girl”, “you are naughty”. Teachers should change the way student perceive themselves and if they begin to perceive themselves as bad there are more chances that they would misbehave and create more discipline issues. For inculcating disciplinary climate in school socialization instead of saying “you are naughty or bad” one should say that you made a bad choice. Teachers should remind a child that he can be a good student who made a poor or wrong choice. With such positive gestures students would be disciplined in desirable way without hurting their self-esteem. According to Marzano, Pickering and Pollock 2001 in many schools the emphasis has not been given on nourishment of

internal motivation and self-esteem, but they only focus on controlling the class by enforcing stern disciplining measures. (Marzano, Pickering, & Pollock, 2019)

According to Tassel et al. (2008) in some schools there is confusion regarding controlling and disciplinary actions which regard both the same. However, the threat of this approach is considerably particular day to upholding this away the focus from learning to students and can detriment their self-esteem in classroom management.

Self-discipline and self-control is a critical skill to acquire, not only for children but also for adults. We can say that self-discipline refers to have control or power over one's own action and emotions rather than over other people. To instill the habit of self-control school must give opportunities to their students to make choices. Children who are not given the discretion to make choices, rest of the kids, teachers, and the choice is made by their parentage; hence they don't gain the skill of self-discipline and feeling lower about their self-esteem because they do not own the responsibility for the consequence of their behavior (National Association of School Psychologist 2002). Baumeister (2015) stated that self-disciplined students are mentally healthy & self-esteem is high. They make best choices, have strong friendship. While low at controlling the self and LSE results a main predictor and become a reason for criminality and the related evils like violation of rules and norms. Being self-disciplined seems to an interior and core strength that can increase self-worth and self-esteem and make the individual more successful in many domains. According to a study of Science Daily (2010) schools who taught the children skills of self-discipline, they can control and monitor their emotions and anger, not only show improvement in their classroom behavior but also help them in boasting their self-esteem. In the study "feelings thermometer" was used by the students to describe the intensity of their emotions. For self-discipline training with proper grooming of self-esteem the students were also

taught the method to screen the feelings & adjust to reaching to point which is not controllable for them. Students were taught such strategies which did not hurt their and other people feelings and self-esteem. These strategies include breath taking and back retrieving backwards and no emotional charges. (University of Rochester Medical Center, 2010). This way the teachers will be more practical and effective in delivering his intended lesson.

A teacher is supposed to be explicit while in the class and avoid any behavior which causes any ambiguity and communication gap. In the book 'Teach like a Champion' is highlighted that teacher need to avoid sarcastic and ambiguous remarks to the students as these are hurting and confusing. Remarks like 'stop fooling around' are not acceptable (DougLemove, 2010). Clarity of the comment is very important thing for instructional delivery. Asking students to make guesses on the desired topic before the announcement and instructions is helpful. The students should be directed as per their needs and the directions provided must be well organized and concrete in nature (Doug Lemove, 2010, p. 179). It is the instructions which guarantee the utilization of the control in the future understanding. The behaviors of the students can be unexpected, but ignoring such behaviors can cause future persistence (p.175). Misbehavior must be handled and modified with positive behaviors immediate when they occur because the other participants will consider that this behavior has no harm. But the teachers should not get emotional as it is not required for the problem. To address such behaviors, teacher should ignore and praise the proper and acceptable behaviors (p. 175) which can communicate and a there will be resent for the behavior in the class.

Morin (2019) argued trying to make a student feel about himself will not encourage him to do better rather it will badly affect his self-esteem. Teachers can support a child by giving him a logical consequence in a very respectful manner. It would held him in learning new skills and

avert him from repeating his mistake. Teachers should make it clear he will find chances in future to do better. Teachers support can preserve his self-esteem that will give him confidence to try harder and show better performance next time

According to Ayres (2001) in democratic social environment where teachers are supportive there must be deliberation, discussions and dialogues. This is also a fact that mistakes, struggle, misperception, and emotions are there in every dialogue. This disequilibrium of the dialogue is managed by supportive teacher not hurting any body's emotions and self-esteem, leads to discovery exploration and change.

Disciplinary problems along with expectancy led to relationship between teacher and students poor teacher student relationship include avoiding student disruptions, hostility, and alienation, while good teacher student relationship include care affection and attention (Hung Siu, 2002). It is observed that the teachers do not pay proper attention toward the students who are not performing well. They avoid calling them, give less chances for answering the questions, do not provide follow-up questionnaire for the problem situations, they make sarcastic comments to criticize on mistakes, do not praise the students for their efforts in home-work, provide less feedback, do not motivate much for further efforts, even the performance of the student is frequently interrupted. In an investigation, it was found that the viewpoints of the instructors are formed which were mirrored in the instructions. The attitude of teachers is very strange as the students are expected to perform as per expectations of the teacher (Hung Siu Tong, 2002). Mississippi's secondary schools were investigated for study by the author and 102 teachers as sample were analyzed and found that the teachers deal their students according to the needs and personality characteristics and expectations of the students (Al-Fadhli & Sing, 2006).

Self-esteem and school socialization styles can have a significant impact on a child's academic achievements. According to Kweiga (2002) self-esteem and school socialization styles are closely linked and can significantly impact a child's academic achievements. A nurturing and supportive school environment, positive teacher-student relationships, and healthy peer interactions can enhance a child's self-esteem and, consequently, their academic success. Conversely, negative socialization experiences can have the opposite effect. It's essential for educators, parents, and caregivers to be aware of these factors and work together to create a positive and empowering educational environment for children.

The effect of school socialization style on students' self-esteem has important implications for educational practice. Educators can promote higher levels of self-esteem among students by creating a positive and supportive school climate, providing autonomy-supportive learning environments, and fostering positive teacher-student relationships. Such interventions can help students feel valued, respected, and competent, which can in turn contribute to higher levels of self-esteem .

5.4. Conclusions

Following conclusions are drawn from the findings of the research in hand.

1. It is concluded from the findings of the data analysis of Objective No. 1 that demandingness was the most prevailing style of school socialization (finding No. 1). In the pursuit of demandingness teachers demands perfection from their students in the mastery of the course content to show good academic performance and to achieve good grades in examination.
2. To organize and regulate the students the teachers demand and expect perfect discipline in the procedures of the classroom for smooth delivery of the lessons and

even outside the classroom they expect their students to display discipline in their behaviors (finding No. 2).

3. Under demandingness, academic press was the most prevailing style of school socialization. In academic press style of socialization teachers and school administration demanded from their students to spend more and more time on learning and cramming of the course content (finding No. 3).
4. Sometimes teachers used motivational strategies for their students to arouse readiness in them for the learning of the course content. They gave motivational remarks to the students as “you can do it”, to persuade them to for the learning and mastery of the course content/ exercises (finding No. 4).
5. Schools social environment related to academic performance and achievement was very much demanding. They demand their students to show extra ordinary good academic performance by achieving high grades in the external/board exam (finding No. 5).
6. In the pursuit of high grades students sometimes sacrificed comprehension of the content and merely focused on the cramming of the content material to reproduce it in the examination. Covering of the course content was the priority of the teachers and for the sake of covering the course content within given limited time they also ignore the comprehending aspect of the students learning (finding No. 6,7,8,9, &10).
7. For mastery of the course and for academic perfection teachers not only took written tests (from the students but had also used different techniques like quiz, oral presentation and discussions for the revision of the learned material. Occasionally

teachers tried and made efforts for the conceptual clarity of the student. School social environment with regard to academic press was this much forceful that to meet expectations of the teachers that students focus was only the achievement of good grades and completion of the course content (finding No. 11, 12& 13).

8. It was concluded from the data that under demandingness style of socialization teachers demanded their students to exhibit perfect of perfection in their behavior (finding No. 14).
9. Class rules were determined with student's participation and on the breach of rule the students had to face reprimand from their teacher (finding No. 15).
10. Students had to bear scolding of their teachers if any behavioral or academic mistake was made by them (finding No. 16).
11. Teachers exercised strict control on their students and very few teachers were trying to promote the environment of self-discipline (finding No. 17).
12. Responsiveness was the 2nd best prevailing school socialization style. Responsiveness style of school socialization regarded as trusting and affectionate environment (finding No. 18 & 19).
13. Under responsiveness there were two sub style of socialization i.e. teacher support and teacher-student relationship. It was concluded from student responses that few teachers provide them opportunities to express themselves and continue teaching until every student learn (finding No. 20, 21).
14. Generally, teacher privately discussed students' mistake made in the course of academic and appreciate their good work publically. Occasionally students had

been provided guidance by their teachers in the solution of their personal problems (finding No. 22 & 23).

15. It was concluded from students' responses that majority of the teachers did not provide them reference material other than course books for their side learning and their teachers focus in only course books (finding No. 24).

16. It was concluded from student's responses that generally teachers were interested in student's well-being but they did not give individual attention to their students in the improvement of their mistakes. Teachers felt pride in the success of their students and gave them credit on good work done by their students (finding No. 25 & 26).

5.5 Limitation of the Research

The scarcity of the resources compelled researcher encountered few constraints as well. As the effect of socialization style was the center to the research, the investigation was conducted to assess its effects. There are some reasons for not adding some of the aspects of the issues. Though certain features of the research problem could not be included in the research for different reasons. The impact of socialization styles on students' commitment, motivation, satisfaction and dropout rate was not doable to measure because of limited time and monetary resources. The study was conducted only in secondary schools established in the premises of Islamabad Capital Territory serving under FDE Islamabad, while other sections of the schools' education like elementary and higher secondary were excluded. The school socialization styles may be evaluated in diverse school setting for instance elementary and higher secondary schools but that requires lot of time and other resources.

5.6 Recommendations

5.6.1 Recommendations for school heads/Managers

As data findings proved demandingness as the most prevailing school socialization style for the retention of this style following recommendations are made for the school heads/managers:

1. School heads may demand perfection from their students in the mastery of the course content and to show good academic performance by providing interactive learning environment where students have hands on activity based and conceptual learning.
2. To maintain discipline and regulate students' habits and ethos it is recommended to school heads to adopt proactive approach rather than reactive approach. By being proactive and positive school heads may:
 - i. Communicate clearly and regularly a vision for innovative discipline practices.
 - ii. Enlist all members of the school community, including staff, students, and families, in the process of writing just and equitable school rules.
 - iii. Build a team of motivated students and school adults to review discipline-related data; critically examine school discipline policies; and provide recommendations for improvement that are consistent with an innovative vision.
 - iv. Administer consequences for infractions fairly and consistently.
 - v. Carefully log all infractions into student information systems software to ensure that data represent a clear and accurate vision of how discipline is administered in the school (i.e., by student demographics (gender, ethnicity, disability, language learner status), by teacher, and by location).

- vi. Prioritize innovative behavior management practices as a topic for staff professional development.
 - vii. Observe teachers and school staff regularly and systematically to ensure that innovative behavior management practices are being applied as intended.
 - viii. Provide feedback immediately and add additional supports (e.g., coaching) as needed.
3. School heads are recommended to ensure that teachers may provide ample opportunities to their students to be active participant in teaching learning process. School heads may spare time for formative assessments of the students to gauge their leaning and suggest remedial measures to concerned teachers to improve and overcome academic short comings accordingly. They may have follow up plan that how much remedial measures are helpful to improve students academically.
 4. School heads may expect from their students to show bright and glaring academic performance in external/board exams result, but in the pursuit of excellent academic performance in terms of numbers and grades mere focus may not be cramming of the content material. To pursue good grades, it is recommended that school heads may ensure the comprehension of the content material may not be ignored at any level and suggest to teachers to adopt strategies like effective use of teachings aids, frequent testing, keeping track of students' academic weaknesses and taking in time remedial measures, extra coaching and drilling etc for learning and comprehension of the students.
 5. To cover course content within predetermined time it is recommended that school heads may make arrangements to adopt like team teaching, projects, home

assignments, group discussion, cooperative learning, presentation, and skimming etc. to cover course content within limited time with comprehension and conceptual clarity.

6. To observe and maintain disciplinary climate as recommended earlier that school heads may be proactive rather than reactive. Secondly teachers may use positive reinforcement. School heads may not only point out what their students did wrong they may also acknowledge they did right. For example, "I noticed that you placed the flower pot at right place and save it from breakage."
7. It is revealed from data findings that if student make academic or behavioral mistake they had to bear scolding of their teachers. It is recommended to school heads that in case of any mistake done by the students, they may not focus on the person but on the action. The focus of logical consequence is always the action not the person's character. for example, school heads may avoid saying "you are so careless and irresponsible" rather they may say, "What you did was carelessly done, I believe in you that you can do better than this. We are come up with a solution to fix it for you."
8. To promote self-discipline in school socialization it is recommended that school heads may reinforce good behavior with positive disciplining techniques like good behavior must be acknowledged and reinforced, remain neutral and unbiased during conflicts, respect self-esteem of the student, search for the root cause of the misbehavior, model good behavior, timely praise the good deed, give patience listening to students problem and remove the object that cause disturbance, distraction and misbehavior

9. It is recommended to school managers that if any student is suffering due to some personal reason like if the child is from broken home, his parents exercise strict discipline at home, he is going through any emotional, physical or social abuse or any other reason they may give him active listening, take time to process the problem and come up with a practical solution to the problem.
10. It was apparent from findings that teachers only used text books for teaching and did not suggest or provide any reference material for their side learning. To eradicate this practice, it is recommended School heads may ensure that teachers must mention reference material and its usage while planning lessons.
11. To maintain healthy self-esteem, it is recommended to the school managers that they may adopt strategies like acknowledge and praise accomplishments of the students, have realistic expectations, enhance sense of ownership, cuddle growth mindset and avoid comparing one student with another to improve level of self-esteem of the students.
12. Findings declared that students possessed medium level of self-esteem in respect of performance self-esteem. To improve the level of performance self-esteem it is recommended heads may focus on small achievements of the students, set achievable goals for them, look for positive experiences and consider reward system.
13. It was apparent from the findings that majority of the students had high level of appearance self-esteem. To maintain the level and to improve medium and low appearance self-esteem it is recommended that school heads may guide students in

morning assembly and other occasions about their self-care, avoid criticizing their dressing rather gives them suggestion in a meaningful way to improve.

14. As findings exposed that school socialization styles had great effect on the students' self-esteem, therefore it is recommended for school manager to provide environment which pay attention to individual differences, accept their uniqueness, help them to develop a sense of responsibility, enhance their sense of ownership, help them to maintain positive self-discipline, promote skills of self-advocacy.
15. It is declared from findings that school socialization styles related to demandingness had significant effect on students' self-esteem. Therefore, it is recommended for school heads that achievable academic target and realistic behavioral goals may be set for the students.
16. As apparent from findings that school socialization style related to academic press has significant effect on students' self-esteem therefore it is recommended that school heads may appreciate students' academic accomplishments. Acknowledge and praise them even on small achievement.
17. It is further recommended for policy makers and school heads that a comprehensive discipline policy may be devised with appropriate system of reward and consequences.

5.6.2 Recommendations for Teachers

1. It is recommended for teachers may demand perfection from their students in the mastery of the course content to show good academic performance by providing interactive learning environment. Classes that embrace interactive learning are less about regurgitating information and more about discussions, critical thinking, and

open-ended questioning. As such, students with all manner of learning requirements are accommodated.

2. To maintain discipline and regulate behavior it is recommended that teachers may adopt proactive approach rather than reactive approach. In proactive approach they try to prevent the mistake before it happens and reactive approach ends with punishment after happening of the mistake for example before starting group discussion in class set clear rules that we will give active listening to every group member accept differences of opinions and draw meaningful conclusion with consensus.
3. To make students good and glaring academically it is recommended that teachers may provide ample opportunities to their students to be active participant in teaching learning process. They may arrange for time to time formative assessments of the students to gauge their leaning and adopt remedial measures to improve and overcome academic short comings accordingly. In time improvement measure may be taken by the teachers to make their students academically sound. Cramming of the course content without comprehending it, can be avoided by participative teaching.
4. It is recommended that teachers may use intrinsic motivational strategies to urge their students to participate actively in teaching learning process. To make them to concentrate and pay full attention during teaching learning process, time to time questions may be asked by the teachers, and if students ask any questions, they may be welcomed by the teachers. Appreciative remarks and comments may be given

frequently by the teachers to the students to keep them focused during teaching learning process.

5. It is recommended that the comprehension of the content material may not be ignored and teachers may adopt strategies like effective use of teachings aids, frequent testing, keeping track of students' academic weaknesses and taking in time remedial measures, extra coaching and drilling etc. for learning and comprehension of the students and to produce good grades in external examination.
6. To cover course content within predetermined time it is recommended that teachers may adopt measures like team teaching, projects, home assignments, group discussion, cooperative learning, presentation, and skimming etc. to cover course content within limited time with comprehension and conceptual clarity.
7. For effective revision with comprehension of the content it is recommended to teachers that other than written tests quizzes, discussion oral presentations may also be the strategies to revise the course content with conceptual clarity and comprehension.
8. To observe and maintain disciplinary climate as recommended earlier that teachers may be proactive rather than reactive. Secondly teachers may use positive reinforcement. Teachers may not only point out what their students did wrong they may also acknowledge they did right. For example, "I noticed that you placed the flower pot at right place and save it from breakage."
9. It is recommended that making of classroom rules with students consent and participation may be retained, further it is suggested that every rule may have its logical consequence. For example, if someone report late to the classroom without

any genuine reason and missed his class-work, he/she has to stay in classroom during break to complete his missed class work.

10. It is recommended that in case of any mistake done by the students, teachers may not focus on the person but on the action. The focus of logical consequence is always the action not the person's character. For example, teachers may avoid saying "you are so careless and irresponsible" rather they may say, "What you did was carelessly done, I believe in you that you can do better than this. We are come up with a solution to fix it for you."
11. To promote self-discipline in school it is recommended that teachers may reinforce good behavior with positive disciplining techniques like set class rules at the beginning of the new session, set goals at the start of the class, good behavior must be acknowledged and reinforced, remain neutral and unbiased during conflicts, respect self esteem of the student, search for the root cause of the misbehavior, model good behavior, timely praise the good deed, teachers parents and care takers may give patience listening to students problem and remove the object that cause disturbance, distraction and misbehavior
12. Responsiveness style of school socialization expects trusting and affectionate learning environment in the school therefore to retain this style it is recommended that in the beginning of the session teachers may get to know their students name as quickly as possible. Teachers may take time to talk individually with each student. Teachers can do this by setting a target for talking one to one with every student every student or whatever is feasible. They may ask about how they do with the content material and skills in the course or they may ask about leisure time

activities. For example, they may ask students about their extracurricular activities, interests and hobbies

13. It was revealed from data findings that if any student made any academic mistake during the course of learning teacher discussed it privately and they appreciated the student's good work publically. It is recommended to continue this practice to boost morale of the students.
14. It is recommended to teachers that if students are suffering due to some personal reason like if the child is from broken home, his parents exercise strict discipline at home, he is going through any emotional, physical or social abuse or any other reason teachers may give them active listening, take time to process the problem and come up with a practical solution to the problem.
15. It is recommended that teachers may use reference material for their lesson planning and also suggest magazines books, web pages and other media to enhance students learning. Teachers may mention reference material in their lesson plans.
16. In lieu of the findings it is recommended that teachers may take interest in the wellbeing of their students and may provide individual attention to their students in the correction of their mistakes.
17. Findings revealed that teachers felt pride and honor in the success and good work of their students and gave credit to the students on the good work done by them. It is recommended to teachers to retain this practice with more effective motivational strategies like praising in time, do not flatter, award certificate etc.
18. To boost self-esteem of the students it is recommended teachers that teachers may adopt strategies like acknowledge and praise accomplishments of the students, have

realistic expectations, enhance sense of ownership, nurture growth mindset and avoid comparing one student with another to improve level of self-esteem of the students.

19. To improve the level of performance self-esteem it is recommended teachers may focus on small achievements of the students, set achievable goals for them, look for positive experiences and consider reward system. Such strategies may help teachers to improve performance self-esteem of the students.
20. To improve the social self-esteem of the students it is recommended that teachers may acknowledge what their students are good at, whether it is singing, doing puzzles, acting, public speaking etc. build positive relationship with their students, be kind to them, teach them to be assertive and give them achievable challenge.
21. For the improvement of low appearance self-esteem, it is recommended for teachers that students must be guided about their self-care, avoid criticizing their dressing rather give them suggestion in a meaningful way to improve. Treat students equally ignoring their looks and complexion.
22. It is recommended to teachers to pay attention to individual differences, accept uniqueness of their students, help them to develop a sense of responsibility, enhance their sense of ownership, help them to maintain positive self-discipline, promote skills of self-advocacy.
23. It is declared from findings that school socialization styles related to demandingness had significant effect on students' self-esteem. Therefore, it is recommended for teachers that achievable academic target and realistic behavioral goals may be set for the students.

24. As apparent from findings that school socialization style related to academic press has significant effect on students' self-esteem therefore it is recommended that teachers may appreciate students' academic accomplishments. Acknowledge and praise them even on small achievement. Praise them privately and in front of their fellows. Accept individual differences and teachers may try to know strengths and different learning styles of the students and plan their lessons accordingly which can cater the needs of every child and foster the unique abilities of every child.
25. It is evident from the findings that school socialization style related to disciplinary climate had great effect on students' self-esteem. It is recommended for teachers, school heads and parents that positive disciplining techniques like setting limits, teach them to differ right from wrong in soft words and actions, give them active listening, give them attention, catch them doing something good, make class rules with their consensus etc.
26. It is further recommended for policy makers and school heads that a comprehensive discipline policy may be devised with appropriate system of reward and consequences.
27. Due to greater effect of school socialization style related to responsiveness on students' self-esteem it is recommended that teachers may know their students name as quickly as possible, try to spend one-on-one time and give them active listening, look something positive to comment on, try to develop interest in their students interest, share your stories and listen to their stories, guide them on academics and in personal life setting.

28. It is recommended that teachers may provide supportive learning environment inside the classroom where students are provided with plenty of chances to participate in teaching learning process and to express their views without any hesitation. Their queries and even silly questions may be handled by the teachers in such a way that their self-esteem does not get hurt.
29. It is recommended that teachers may have very affectionate relation with their students. Students personal queries may be kept secret by the teachers and students may be provided solution of their problems in such a way that they do not feel embarrass but feel them on the pedestal of positive self-esteem.

5.6.3 Recommendations for parents

1. To regulate children's behavior parents are recommended to be proactive rather than reactive. In proactive approach they try to prevent the mistake before it happens and reactive approach ends with punishment after happening of the mistake. Parents may speak with intention and consistency. Create plans and follow routines. Reward direction over outcome. Accept and learn from mistakes.
2. To improve self-esteem of their wards parents are recommended to avoid comparison among siblings, cousins and other fellows
3. To improve the level of performance self-esteem it is recommended parents may focus on small achievements of their wards, set achievable goals for them, look for positive experiences and consider reward system. Such strategies may help them to improve performance self-esteem of their wards.
4. It is recommended that parents may not only acknowledge academic achievements of their wards but also appreciate what their children are good at, weather it is

singing, doing puzzles, acting, public speaking etc. build positive relationship with their wards, be kind to them, teach them to be assertive and give them achievable challenge.

5. As findings exposed that school socialization styles had great effect on the students' self-esteem, therefore it is recommended for school managers, teachers and parents that schools may build such environment which pay attention to individual differences, accept their uniqueness, help them to develop a sense of responsibility, enhance their sense of ownership, help them to maintain positive self-discipline, promote skills of self-advocacy.
6. Parents may try to spend one-on-one time and give them active listening, look something positive to comment on, try to develop interest in their students' interest, share your stories and listen to their stories, and guide them on academics and in personal life setting.
7. It is recommended that teachers and parents may provide guidance in such a way that they feel satisfied and give them sense of positive self.

5.6.4 Recommendations for Policy Makers

1. Policy makers are recommended to include interactive learning practices while planning curriculum and scheme of studies such as entry/exit tickets, free writing/minute paper/question of the day exercise, ice breakers, think–pair–share, case studies and problem-based learning, debate, interview or role play. Interactive demonstrations.

2. It is recommended to device a proactive discipline policy to articulate proactive discipline policy for designing proactive discipline policy makers are recommended to:
 - i. Select school leaders who articulate an innovative philosophy on the purpose and practice of school discipline.
 - ii. Reconsider Zero Tolerance policies. Zero tolerance policies and practices may be applied to only the most severe behaviors that risk the safety of students and staff.
 - iii. Seek to keep all students in active learning environments, even if those environments are separated from the general student population.
 - iv. Regularly examine school discipline data with careful attention to disparities across subgroups (e.g., race, gender, disability, language learner status).
 - v. Include policy standards for involving Student Voice in school discipline policies (e.g., a representative group of students will be convened to provide input on any proposed new school discipline policy).
 - vi. Focus on prevention. Consider what skills students need to acquire in order to reduce the need for undesired behavior. Adopt curricula and strategies designed to build and reinforce social and emotional skills. Build time into school days to allow teachers to provide instruction on social and emotional skills.
 - vii. Identify district personnel responsible for helping school adults' move from traditional discipline philosophies and practices to innovative ones. Teachers

need instruction and coaching in order to make sustainable changes to classroom management practices.

- viii. Identify funds and resources needed to implement effective, innovative discipline practices, including funds for professional development and ongoing coaching. » Train staff in principles and procedures of Threat Assessment.
3. For effective revision with comprehension of the content it is recommended to policy makers /curriculum planners that other than written tests, other innovative strategies like quizzes, discussion oral presentations may also be included in pedagogical part of the curriculum.
 4. It is recommended for policy makers / curriculum planners to mention reference material like web pages, web links, videos, books, maps while planning curriculum.
 5. To maintain the level and to improve medium and low appearance self-esteem it is recommended for policy makers / curriculum planners to include topics like self-care, etiquettes etc, in the curriculum.
 6. It is further recommended for policy makers that a comprehensive discipline policy may be devised with appropriate system of reward and consequences.

In the study in hand the researcher shaded light on the effect of socialization styles on students' self-esteem at this secondary school level. It highlighted the significance of fostering positive self-esteem among students and provides insights into the role of school socialization practices in shaping students' self-perceptions. By understanding the effect of school socialization styles on self-esteem, educators can create inclusive and supportive learning environments that promote students' overall well-being and academic success. The researchers recommend future researchers to carry out researches on the factors,

such as siblings, socio economic status, family back ground and their influence on students' achievements and self esteem.

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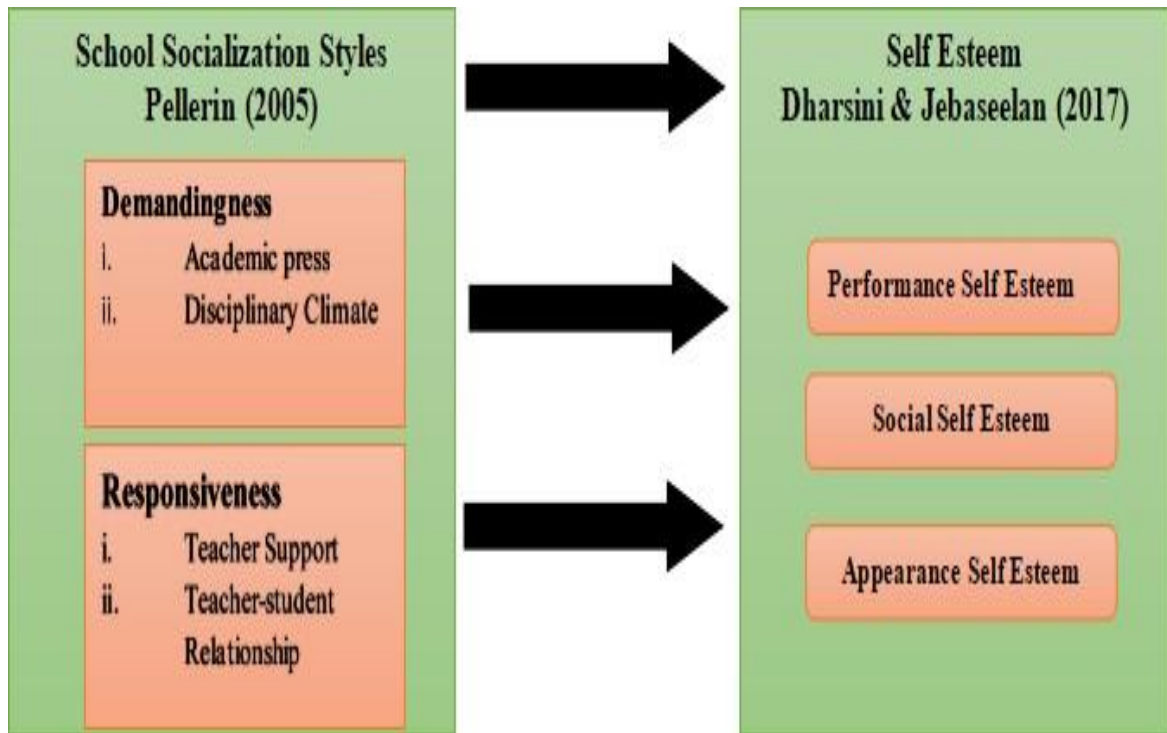
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Appendix A

Theoretical Framework of the Study



Topic Approval Letter



NATIONAL UNIVERSITY OF MODERN LANGUAGES
FACULTY OF SOCIAL SCIENCES
DEPARTMENT OF EDUCATION

Dated: 26-02-2019

ML.1-4/2019/Edu

To: Noor E Ain,
699-PhD/Edu/F17

Subject: APPROVAL OF PHD THESIS TOPIC AND SUPERVISOR

1. Reference to Letter No. ML.1-2/2019-Edu dated 11-02-2019, the Higher Authority has approved your topic and supervisor on the recommendation of Faculty Board of Studies vide its meeting held on 5th Dec 2018.

i. Supervisor's Name & Designation

Dr. Quratul Ain Hina,
Assistant Professor, Department of Education
NUML, Islamabad.

ii. Topic of Thesis


Effects of Socialization Styles on Students' Self-Esteem at Secondary School Level

2. You may carry out research on the given topic under the guidance of your Supervisor/s and submit the thesis for further evaluation within the stipulated time. It is to inform you that your Thesis & Published Research Article should be submitted within prescribed period by Sept 2022 positively for further necessary action please.

3. As per policy of NUML, all MPhil/PhD theses are to be run through Turnitin by QEC of NUML before being sent for evaluation. The university shall not take any responsibility for high similarity resulting due to thesis prior run by any other individual.

4. Thesis is to be prepared strictly on NUML's format that can be taken from MPhil & PhD Coordinator, Department of Education.

Telephone No: 051-9265100-110 Ext: 2090
E-mail: mdin@numl.edu.pk


Dr. Hukam Dad Malik
Head,
Department of Education

Cc to:
Dr. Quratul Ain Hina (Supervisor)
Individual Concerned.

Data Collection Reference Letter



DEPARTMENT OF EDUCATION
FACULTY OF SOCIAL SCIENCES
National University of Modern Languages
Sector H-9, Islamabad
Tel. No. 051-9265100 Ext: 2090

ML.1-5/2019.Edu

Dated: 10-02-2019

WHOM SO EVER IT MAY CONCERN

Miss Noor E.Ain student of PhD Department of Education, National University of Modern Languages is engaged in the Research Work.

She may please be allowed to visit you to obtain the required information for her Research Work.

This information shall not be divulged to any unauthorized person or agency. It shall be kept confidential.



Dr. Husam Dad Malik
Head,
Department of Education.

SAMPLE CERTIFICATE FOR TOOL VALIDATION



SCHOOL SOCIALIZATION STYLE ASSESSMENT SCALE

For The Research Entitled As

**EFFECT OF SOCIALIZATION STYLES ON STUDENTS’
SELF ESTEEM AT SECONDARY SCHOOL LEVEL**

By

Ms Noor E Ain

PhD Scholar, Faculty of Social Sciences, National University of Modern Languages
Islamabad Pakistan.

This to certify that the questionnaire developed by the scholar towards her thesis has been assessed by me and I find it that it has been designed adequately to assess the secondary level school socialization styles based on two main section i.e. demandingness and responsiveness. Responses thus collected will aid treatment of the subject in a scientific manner.

It is considered that the research instrument, developed for the research above titled, is according to the objectives of the research, assures adequate content and face validity according to the purpose of research, and can be used for data collection by the researcher with amount of confidence.

Name _____
Designation _____
Institute _____
Signature _____
Date _____

SAMPLE CERTIFICATE FOR TOOL VALIDATION



SELF ESTEEM ASSESSMENT SCALE

For The Research Entitled As

**EFFECT OF SOCIALIZATION STYLES ON STUDENTS’
SELF ESTEEM AT SECONDARY SCHOOL LEVEL**

By

Ms Noor E Ain

PhD Scholar, Faculty of Social Sciences, National University of Modern Languages
Islamabad Pakistan.

This to certify that the questionnaire developed by the scholar towards her thesis has been assessed by me and I find it that it has been designed adequately to assess the secondary level students’ self-esteem, based on three main section i.e. performance self-esteem, social self-esteem and appearance. Responses thus collected will aid treatment of the subject in a scientific manner.

It is considered that the research instrument, developed for the research above titled, is according to the objectives of the research, assures adequate content and face validity according to the purpose of research, and can be used for data collection by the researcher with amount of confidence.

Name _____
Designation _____
Institute _____
Signature _____
Date _____

Cover Letter for Validity Certificate

To Whom It May Concern

Respected Sir/ Madam

It is stated with that I am a PhD (Edu) Scholar of National University of Modern Languages Islamabad, conduction research of Effect of Socialization Styles on Students Self Esteem at Secondary Level. Attached herewith is the questionnaire to collect data. It is requested to you please thoroughly check the designed questionnaire, suggest me any amendments and if any, and issue me a validation certificate.

Thanking you in anticipation.

Noor E Ain

Phd Edu Scholar

National University of Modern Languages Islamabad

Dated : _____

Cover Letter for Validity Certificate

To Whom It May Concern

Respected Sir/ Madam

It is stated with that I am a PhD (Edu) Scholar of National University of Modern Languages Islamabad, conduction research of Effect of Socialization Styles on Students Self Esteem at Secondary Level. Attached herewith is the questionnaire to collect data. It is requested to you please thoroughly check the designed questionnaire, suggest me any amendments and if any, and issue me a validation certificate.

Thanking you in anticipation.

Noor E Ain

Phd Edu Scholar

National University of Modern Languages Islamabad

Dated : _____

CERTIFICATE FOR TOOL VALIDATION
SCHOOL SOCIALIZATION STYLE ASSESSMENT SCALE

Certificate for Test Validation
(School Socialization Style Assessment Scale)



CERTIFICATE OF VALIDITY

For The Research Entitled As

**EFFECT OF SOCIALIZATION STYLES ON STUDENTS'
SELF ESTEEM AT SECONDARY SCHOOL LEVEL**

By

Ms Noor E Ain

PhD Scholar, Faculty of Social Sciences, National University of Modern Languages
Islamabad Pakistan.

This to certify that the questionnaire developed by the scholar towards her thesis has been assessed by me and I find it that it has been designed adequately to assess the secondary level school socialization styles based on two main section i.e. demandingness and responsiveness. Responses thus collected will aid treatment of the subject in a scientific manner.

It is considered that the research instrument, developed for the research above titled, is according to the objectives of the research, assures adequate content and face validity according to the purpose of research, and can be used for data collection by the researcher with amount of confidence.

Name A. ZAKIR MEHMUD
Designation Assistant Professor
Institute Abul Kalam Khan University
Signature [Signature] Mardan
Date 2/2/2019

Certificate for Test Validation
(School Socialization Style Assessment Scale)



CERTIFICATE OF VALIDITY

For The Research Entitled As

**EFFECT OF SOCIALIZATION STYLES ON STUDENTS’
SELF ESTEEM AT SECONDARY SCHOOL LEVEL**

By

Ms Noor E Ain

PhD Scholar, Faculty of Social Sciences, National University of Modern Languages
Islamabad Pakistan.

This to certify that the questionnaire developed by the scholar towards her thesis has been assessed by me and I find it that it has been designed adequately to assess the secondary level school socialization styles based on two main section i.e. demandingness and responsiveness. Responses thus collected will aid treatment of the subject in a scientific manner.

It is considered that the research instrument, developed for the research above titled, is according to the objectives of the research, assures adequate content and face validity according to the purpose of research, and can be used for data collection by the researcher with amount of confidence.

Name Dr Muhammad Idrees
Designation APP
Institute Abdul Wali Khan University
Signature [Signature] Mardan
Date 14/2/2015
Assistant Professor
Department of Education
Abdul Wali Khan University
Mardan

CERTIFICATE FOR TOOL VALIDATION
SELF ESTEEM ASSESSMENT SCALE

Certificate for Test Validation
(Self-Esteem Assessment Scale)



CERTIFICATE OF VALIDITY

For The Research Entitled As

EFFECT OF SOCIALIZATION STYLES ON STUDENTS' SELF ESTEEM AT SECONDARY SCHOOL LEVEL

By

Ms Noor E Ain

PhD Scholar, Faculty of Social Sciences, National University of Modern Languages
Islamabad Pakistan

This to certify that the questionnaire developed by the scholar towards her thesis has been assessed by me and I find it that it has been designed adequately to assess the secondary level students' self-esteem, based on three main section i.e. performance self-esteem, social self-esteem and appearance. Responses thus collected will aid treatment of the subject in a scientific manner.

It is considered that the research instrument, developed for the research above titled, is according to the objectives of the research, assures adequate content and face validity according to the purpose of research, and can be used for data collection by the researcher with amount of confidence.

Name D. TARIQ MEHMUD
Designation Assistant Professor
Institute Abul Kalam Khan University
Signature [Signature] Mardan
Date 8/2/2019

Certificate for Test Validation
(Self- Esteem Assessment Scale)



CERTIFICATE OF VALIDITY

For The Research Entitled As

**EFFECT OF SOCIALIZATION STYLES ON STUDENTS’
SELF ESTEEM AT SECONDARY SCHOOL LEVEL**

By

Ms Noor E Ain

PhD Scholar, Faculty of Social Sciences, National University of Modern Languages
Islamabad Pakistan.

This to certify that the questionnaire developed by the scholar towards her thesis has been assessed by me and I find it that it has been designed adequately to assess the secondary level students’ self-esteem, based on three main section i.e. performance self-esteem, social self-esteem and appearance. Responses thus collected will aid treatment of the subject in a scientific manner.

It is considered that the research instrument, developed for the research above titled, is according to the objectives of the research, assures adequate content and face validity according to the purpose of research, and can be used for data collection by the researcher with amount of confidence.

Name Dr Muhammad Idris

Designation AP

Institute Abdul wali Khan university

Signature [Handwritten Signature] Mardan

Date 14/2/2017
Assistant Professor
Department of Education
Abdul Wali Khan University
Mardan

Certificate for Test Validation
(Self- Esteem Assessment Scale)



CERTIFICATE OF VALIDITY

For The Research Entitled As

**EFFECT OF SOCIALIZATION STYLES ON STUDENTS'
SELF ESTEEM AT SECONDARY SCHOOL LEVEL**

By

Ms Noor E Ain

PhD Scholar, Faculty of Social Sciences, National University of Modern Languages
Islamabad Pakistan.

This to certify that the questionnaire developed by the scholar towards her thesis has been assessed by me and I find it that it has been designed adequately to assess the secondary level students' self-esteem, based on three main section i.e. performance self-esteem, social self-esteem and appearance. Responses thus collected will aid treatment of the subject in a scientific manner.

It is considered that the research instrument, developed for the research above titled, is according to the objectives of the research, assures adequate content and face validity according to the purpose of research, and can be used for data collection by the researcher with amount of confidence.

Name IMRAN BUKHARI
Designation Lecturer
Institute NIP, QAU
Signature [Signature]
Date 25/02/2019

Certificate for Test Validation
(Self- Esteem Assessment Scale)



CERTIFICATE OF VALIDITY

For The Research Entitled As

**EFFECT OF SOCIALIZATION STYLES ON STUDENTS'
SELF ESTEEM AT SECONDARY SCHOOL LEVEL**

By

Ms Noor E Ain

PhD Scholar, Faculty of Social Sciences, National University of Modern Languages
Islamabad Pakistan.

This to certify that the questionnaire developed by the scholar towards her thesis has been assessed by me and I find it that it has been designed adequately to assess the secondary level students' self-esteem, based on three main section i.e. performance self-esteem, social self-esteem and appearance. Responses thus collected will aid treatment of the subject in a scientific manner.

It is considered that the research instrument, developed for the research above titled, is according to the objectives of the research, assures adequate content and face validity according to the purpose of research, and can be used for data collection by the researcher with amount of confidence.

Name D. Farhad Rizvi
Designation Assistant Professor
Institute National Institute of Psychology, Islamabad
Signature [Signature]
Date 22/3/19

Appendix J

List of Experts Committee for Tool Validation

1. Dr. Tariq Mehmud Abdul Wali Khan University Mardan

2. Dr. Fahad Riaz National Institute of Psychology Quaid-e-Azam
University Islamabad

3. Dr. Muhammad Idrees Abdul Wali Khan University Mardan

4. Imran Bukhari National Institute of Psychology Quaid-e-Azam
University Islamabad

Appendix K

List of Schools Included in Population

Province	District	Level	Name
ICT	ISLAMABAD	HIGH	IMSB (VI-X), I-9/4, (NO 2)
ICT	ISLAMABAD	HIGH	IMSB (I-X), SAID PUR
ICT	ISLAMABAD	HIGH	IMSB (I-X) TALHAR
ICT	ISLAMABAD	HIGH	IMSB (VI-X) RAWAL DAM
ICT	ISLAMABAD	HIGH	IMSB (I-X) SHAHDARA
ICT	ISLAMABAD	HIGH	IMSB (I-X) KUREE
ICT	ISLAMABAD	HIGH	IMSB (I-X) CHATTAR
ICT	ISLAMABAD	HIGH	IMSB (I-X) BHARA KAU
ICT	ISLAMABAD	HIGH	IMSB (I-X), G-8/4
ICT	ISLAMABAD	HIGH	IMSB (I-X), G-5, PMS COLONY
ICT	ISLAMABAD	HIGH	IMSB (VI-X), I-10/2
ICT	ISLAMABAD	HIGH	IMSB (VI-X), SIHALA
ICT	ISLAMABAD	HIGH	IMSB (VI-X), I-9/4, (NO 1)
ICT	ISLAMABAD	HIGH	IMSB (VI-X) F-6/2, NO 8
ICT	ISLAMABAD	HIGH	IMSB (VI-X), G-6/4
ICT	ISLAMABAD	HIGH	IMSB (VI-X) G-7/3-1
ICT	ISLAMABAD	HIGH	IMSB (VI-X), G-11/2
ICT	ISLAMABAD	HIGH	IMSB (VI-X), F-8/3
ICT	ISLAMABAD	HIGH	IMSB (VI-X), G-9/1
ICT	ISLAMABAD	HIGH	IMSB (VI-X), G-10/3,
ICT	ISLAMABAD	HIGH	IMSB (VI-X), G-8/1,
ICT	ISLAMABAD	HIGH	IMSB (VI-X), I/8-4,
ICT	ISLAMABAD	HIGH	IMSB (VI-X) SHAH ALLAH DITTA
ICT	ISLAMABAD	HIGH	IMSB (I-X), KHANNA NAI ABADI
ICT	ISLAMABAD	HIGH	IMSB (I-X) KIRPA
ICT	ISLAMABAD	HIGH	IMSB (I-X) KHANNA DAK
ICT	ISLAMABAD	HIGH	IMSB (VI-X) TARLAI
ICT	ISLAMABAD	HIGH	IMSB (VI-X) JHANG SYEDAN
ICT	ISLAMABAD	HIGH	IMSB (I-X) JAGIOT
ICT	ISLAMABAD	HIGH	IMSB (I-X) TUMAIR
ICT	ISLAMABAD	HIGH	IMSB (VI-X) CHIRAH
ICT	ISLAMABAD	HIGH	IMSB (I-X), MAIRA BERI ,
ICT	ISLAMABAD	HIGH	IMSB (I-X), MAIRA BEGWAL
ICT	ISLAMABAD	HIGH	IMSB (VI-X) GOLRA ,
ICT	ISLAMABAD	HIGH	IMSB (VI-X), NOORPUR SHAHAN

ICT	ISLAMABAD	HIGH	IMSB (I-X) MAIRA AKKU
ICT	ISLAMABAD	HIGH	IMSB (VI-X) NOON ,
ICT	ISLAMABAD	HIGH	IMSB (VI-X) I-14 ,
ICT	ISLAMABAD	HIGH	IMSB (I-X) NAUGAZI ,
ICT	ISLAMABAD	HIGH	IMSB (VI-X) SANGJANI
ICT	ISLAMABAD	HIGH	IMSB (I-X), BANI SARAN
ICT	ISLAMABAD	HIGH	IMSB (I-X), DHALIALA
ICT	ISLAMABAD	HIGH	IMSB (I-X), GHAGRI
ICT	ISLAMABAD	HIGH	IMSB (I-X), HARNO THANDA PANI
ICT	ISLAMABAD	HIGH	IMSB (I-X) BHADANA KALAN ,
ICT	ISLAMABAD	HIGH	IMSG (I-X) NARA SYEDAN
ICT	ISLAMABAD	HIGH	IMSG (I-X), NHC
ICT	ISLAMABAD	HIGH	IMSG (VI-X), F-7/2
ICT	ISLAMABAD	HIGH	IMSG (VI-X), G-7/2
ICT	ISLAMABAD	HIGH	IMSG (VI-X), G-7/1
ICT	ISLAMABAD	HIGH	IMSG (I-X), PRESIDENTIAL ESTATE
ICT	ISLAMABAD	HIGH	IMSG (VI-X), G-6/2,
ICT	ISLAMABAD	HIGH	IMSG (I-X), G-6/1-3
ICT	ISLAMABAD	HIGH	IMSG (I-X) RADIO COLONY RAWAT
ICT	ISLAMABAD	HIGH	IMSG (I-X) UPRAN GOHRA
ICT	ISLAMABAD	HIGH	IMSG (I-X) GAGRI
ICT	ISLAMABAD	HIGH	IMSG (I-X), G-5, PMS COLONY
ICT	ISLAMABAD	HIGH	IMSG (I-X), DHOKE GANGAL
ICT	ISLAMABAD	HIGH	IMSG (VI-X), E-8/3
ICT	ISLAMABAD	HIGH	IMSG (VI-X) SIHALA
ICT	ISLAMABAD	HIGH	IMSG (I-X), MALOT
ICT	ISLAMABAD	HIGH	IMSG (I-X), SAID PUR
ICT	ISLAMABAD	HIGH	IMSG (I-X) SHAHDRA KHURD
ICT	ISLAMABAD	HIGH	IMSG (I-X) NOORPUR SHAHAN
ICT	ISLAMABAD	HIGH	IMSG (I-X) LAKHWAL
ICT	ISLAMABAD	HIGH	IMSG (I-X) TALHAR
ICT	ISLAMABAD	HIGH	IMSG (I-X) RAWAL TOWN
ICT	ISLAMABAD	HIGH	IMSG (I-X) PHULGRAN
ICT	ISLAMABAD	HIGH	IMSG (I-X) KURRI
ICT	ISLAMABAD	HIGH	IMSG (I-X) GOKINA
ICT	ISLAMABAD	HIGH	IMSG (I-X), HUMAK
ICT	ISLAMABAD	HIGH	IMSG (VI-X), I-10/4
ICT	ISLAMABAD	HIGH	IMSG (I-X), JABA TELI
ICT	ISLAMABAD	HIGH	IMSG (I-X), NEW SHAKRIAL
ICT	ISLAMABAD	HIGH	IMSG (VI-X) CHIRAH

ICT	ISLAMABAD	HIGH	IMSG (I-X), MAIRA BERI
ICT	ISLAMABAD	HIGH	IMSG (I-X) BADIA QADIR BUKSH ,
ICT	ISLAMABAD	HIGH	IMSG (I-X) NAUGAZI ,
ICT	ISLAMABAD	HIGH	IMSG (VI-X), I-14/3
ICT	ISLAMABAD	HIGH	IMSG (I-X) TARNOUL ,
ICT	ISLAMABAD	HIGH	IMSG (I-X) BHADANA KALAN ,
ICT	ISLAMABAD	HIGH	IMSG (I-X) JHANGI SYEDAN ,
ICT	ISLAMABAD	HIGH	IMSG (VI-X), F-6/1
ICT	ISLAMABAD	HIGH	IMSG (VI-X), I-9/4,
ICT	ISLAMABAD	HIGH	IMSG (I-X), DARKALA
ICT	ISLAMABAD	HIGH	IMSG (VI-X), I-8/1
ICT	ISLAMABAD	HIGH	IMSG (VI-X), G-11/1
ICT	ISLAMABAD	HIGH	IMSG (I-X), F-11/1
ICT	ISLAMABAD	HIGH	IMSG (I-X), G-11/2
ICT	ISLAMABAD	HIGH	IMSG (I-X) G-10/3
ICT	ISLAMABAD	HIGH	IMSG (VI-X), G-10/1
ICT	ISLAMABAD	HIGH	IMSG (I-X), G-9/1
ICT	ISLAMABAD	HIGH	IMSG (VI-X), G-9/4
ICT	ISLAMABAD	HIGH	IMSG (VI-X), G-9/3
ICT	ISLAMABAD	HIGH	IMSG (VI-X), G-8-2
ICT	ISLAMABAD	HIGH	IMSG (I-X),E-9
ICT	ISLAMABAD	HIGH	IMSG (I-X) SUNGJANI ,
ICT	ISLAMABAD	HIGHER SECONDARY	IMCG (VI-XII) G-6/1-4
ICT	ISLAMABAD	HIGHER SECONDARY	IMCG (VI-XII), KOT HATHIAL, BK
ICT	ISLAMABAD	HIGHER SECONDARY	IMCG (I-XII), UNIVERSITY COLONY
ICT	ISLAMABAD	HIGHER SECONDARY	IMCG (VI-XII) NCH, CHAK SHAHZAD
ICT	ISLAMABAD	HIGHER SECONDARY	IMCG (VI-XII) MALPUR
ICT	ISLAMABAD	HIGHER SECONDARY	IMCG (I-XII) MAIRA BEGWAL
ICT	ISLAMABAD	HIGHER SECONDARY	IMCG (I-XII) PIND BEGWAL
ICT	ISLAMABAD	HIGHER SECONDARY	IMCG (VI-XII), HERDOGHER
ICT	ISLAMABAD	HIGHER SECONDARY	IMCG (VI-XII), RAWAT
ICT	ISLAMABAD	HIGHER	IMCG (VI-XII) HUMAK

		SECONDARY	
ICT	ISLAMABAD	HIGHER	IMCG (I-XII), PIND MALKAN
		SECONDARY	
ICT	ISLAMABAD	HIGHER	IMCG (I-XII), MARGALLA
		SECONDARY	TOWN,
ICT	ISLAMABAD	HIGHER	IMSG (I-XII) MOHRA NAGIAL
		SECONDARY	
ICT	ISLAMABAD	HIGHER	IMCG (I-XII) KIRPA
		SECONDARY	
ICT	ISLAMABAD	HIGHER	IMCG (VI-XII), G-8/4
		SECONDARY	
ICT	ISLAMABAD	HIGHER	IMCG (VI-XII), G-9/2
		SECONDARY	
ICT	ISLAMABAD	HIGHER	IMCG (I-XII), I-9/1
		SECONDARY	
ICT	ISLAMABAD	HIGHER	IMCG (I-XII), SHAH ALLAH
		SECONDARY	DITTA ,
ICT	ISLAMABAD	HIGHER	IMCG (I-XII), GOLRA,
		SECONDARY	
ICT	ISLAMABAD	HIGHER	IMCG (VI-XII) NILORE
		SECONDARY	
ICT	ISLAMABAD	HIGHER	IMCG (VI-XII), PUNJGRAN
		SECONDARY	
ICT	ISLAMABAD	HIGHER	IMCG (VI-XII) TARLAI
		SECONDARY	
ICT	ISLAMABAD	HIGHER	IMCG (I-XII) JAGIOT
		SECONDARY	
ICT	ISLAMABAD	HIGHER	IMCG (I-XII) PIHOUNT
		SECONDARY	
ICT	ISLAMABAD	HIGHER	IMCG (I-XII) THANDA PANI
		SECONDARY	
ICT	ISLAMABAD	HIGHER	IMCG (I-XII) LOHI BHER
		SECONDARY	
ICT	ISLAMABAD	HIGHER	IMCB (VI-XII), RAWAT
		SECONDARY	
ICT	ISLAMABAD	HIGHER	IMCB (VI-XII) G-6/2
		SECONDARY	
ICT	ISLAMABAD	HIGHER	IMCB, (VI-XII), G-7/2
		SECONDARY	
ICT	ISLAMABAD	HIGHER	IMCB (VI-XII), G-7/4
		SECONDARY	
ICT	ISLAMABAD	HIGHER	IMCB (VI-XII), I-10/1
		SECONDARY	

ICT	ISLAMABAD	HIGHER SECONDARY	IMCB (VI-XII), (BSK) BHARA KAU
ICT	ISLAMABAD	HIGHER SECONDARY	IMCB (VI-XII), CHAKSHAHZAD
ICT	ISLAMABAD	HIGHER SECONDARY	IMCB (VI-XII), G-9/4
ICT	ISLAMABAD	HIGHER SECONDARY	IMCB (VI-XII), MUGHAL
ICT	ISLAMABAD	HIGHER SECONDARY	IMCB (I-XII) JABA TALI
ICT	ISLAMABAD	HIGHER SECONDARY	IMCB (I-XII) BHIMBER TRAR
ICT	ISLAMABAD	HIGHER SECONDARY	IMCB (I-XII) HUMAK
ICT	ISLAMABAD	HIGHER SECONDARY	IMCB (I-XII) PAHG PANWAL
ICT	ISLAMABAD	HIGHER SECONDARY	IMSB (I-XII) MOHRA NAGIAL
ICT	ISLAMABAD	HIGHER SECONDARY	IMCB (VI-XII), TARNOL ,
ICT	ISLAMABAD	HIGHER SECONDARY	IMCB (I-XII), NILORE
ICT	ISLAMABAD	HIGHER SECONDARY	IMCB (VI-XII) PIND BEGWAL

Appendix L

Research Instrument Cover Letter

Serial No: _____

Effects of Socialization Styles on Students' Self Esteem at Secondary School Level

I am conducting the study for PhD research entitled Effect of Socialization Styles on Students Self Esteem at Secondary Level the kind supervision of Dr. Quratul- Ain Hina. The attached questionnaire has been designed to get information about you and your opinion/ view regarding the School Socialization Styles. As you are concerned with the study, I request you to please fill the attached questionnaire. I assure you that your views will be used only for the purpose of research and your opinion/ view will be kept confidential. Your participation is entirely voluntary and you will not be affected in any way by this research. Feel free to enquire any question about this study. Thank you very much for your cooperation and participation.

Yours faithfully,
Noor E Ain
PhD Scholar
Department of Education
National University of Modern Language
Islamabad. Pakistan

Appendix M

Demographic Section

Gender	Male 1		Female 2		
Age	14 years 1	15 years 2	16 Years 3	17 Years 4	18 years 5
Examination Passed	SSI 1		SSII 2		
Marks	_____ out of _____ Percentage _____ %				
Group	Science 1	Arts (Hunanities) 2		Computer Science 3	
Grade	A+ 1	A 2	B 3	C 3	D 4
Sector	Urban I 1	Urban II 2	Bhara Kahu 3	Nelore 4	Ternol 5
School Name					
Province	Sindh 1	KPK 2	Punjab 3	Baluchistan 4	Others 5
Religion	Islam 1	Christianity 2	Hindu 3	Others 4	
Father's Profession	Labour 1	Business 2	Govt Job 3	Private Job 4	Unemployed 5
Mother's Profession	Labour 1	Business 2	Govt Job 3	Private Job 4	House Wife 5

Appendix N

School Socialization Styles Scale

INSTRUCTIONS

You are requested to give your response against the option ranging from 4 to 1 indicating your preferences of responses (5= Always, 4=Most of the times, 3= Sometimes 2= Rare 1=Never)

School Socialization Styles Scale							
Section 1. Demandingness							
Demandingness refers to strive for high academic achievements and the further refinement of these achievements by providing suitable social environment.							
Items	Code	a. Academic Press	Never 1 کبھی نہیں	Rare 2 بہت کم	Some Times 3 بعض اوقات	Most of the times 4 اکثر اوقات	Always 5 ہمیشہ
1.	AP1	Teachers want me to work hard. اساتذہ چاہتے ہیں کہ میں بہت زیادہ محنت کروں	1	2	3	4	5
2.	AP2	Teachers encourage me by saying “you can do it.” اساتذہ ہماری خواص راہ انزائیگی کے لئے کہتے ہیں کہ آپ ہر کام کر سکتے ہیں	1	2	3	4	5
3.	AP3	Teachers like error free work done by me. اساتذہ میرا غلطیوں سے پاک کام پسند کرتے ہیں۔	1	2	3	4	5
4.	AP4	Teachers want me to learn a lot اساتذہ چاہتے ہیں کہ بہت زیادہ لوں سیکھوں۔	1	2	3	4	5
5.	AP5	Teachers encourage me for mastery of the subject اساتذہ ترغیب دیتے ہیں کہ میں ہر مضاموں پر عبور حاصل کروں	1	2	3	4	5
6.	AP6	Teachers suggest me the ways to study properly. اساتذہ ہدایت دیتے ہیں کہ میں اچھے طریقے سے پڑھوں۔	1	2	3	4	5

7.	AP7	Teachers motivate me to learn all the content to secure good grades. اساتذہ مجھے متحرک کرنے ہیں کہ میں تمام موضوعات کو اچھے طریقے سے سیکھوں تاکہ اچھے نمبر حاصل کر سکوں	1	2	3	4	5
8.	AP8	Teachers focus on my comprehension of the content اساتذہ اس بات پر توجہ مرکوز رکھتے ہیں کہ میں تمام موضوعات کو سمجھ کر پڑھ سکوں	1	2	3	4	5
9.	AP9	Teachers use various techniques other than written e.g. oral test, dictation and discussion test for the revision of the content material. اساتذہ تحریری امتحان کے علاوہ مختلف طریقے جیسے زبانی امتحان، املاء اور مباحثہ سبق کی دہرائی کے لیے استعمال کرتی ہیں	1	2	3	4	5
10.	AP10	Teachers clarify my concepts. اساتذہ میرے تصورات کو واضح کرتے ہیں	1	2	3	4	5
11.	AP11	Teachers provides friendly environment to learn. دوستانہ اساتذہ سیکھنے کے لیے ماحول فراہم کرتے ہیں	1	2	3	4	5
12.	AP12	My focus of the study is to achieve good grades. میری پڑھائی کا مقصد اچھے نمبر حاصل کرنا ہے	1	2	3	4	5
a. Disciplinary Climate			Never	Rare	Some Times	Most of the times	Always
			کبھی 1 نہیں	بہت 2 کم	بعض 3 اوقات	اکثر 4 اوقات	میشہ 5
13.	DC1	Teachers give five minutes in the beginning of every period	1	2	3	4	5

		to settle down. اساتذہ ہر ہیریٹڈ کے اَخاز میں ہانچ ہنٹ نوار ہونے کے لئے دیئے ہوں					
14	DC2	Teachers think about me that I can work well. اساتذہ کا خیال ہے کہ میں ہر کام بہتر طریقے سے کر سکتا ہوں	1	2	3	4	5
15	DC3	Teachers want to listen to them attentively. اساتذہ امید کرتے ہیں کہ میں ان کی ہر بات غور سے سزوں	1	2	3	4	5
16	DC4	Teachers expect silence and order in class اساتذہ امید کرتے ہیں کہ جماعت میں خاموشی ہو اور وہ منظم ہو۔	1	2	3	4	5
17	DC5	Teachers want to utilize every second of study period. اساتذہ ہڑھائی کے ہیریٹڈ کا ہر لمحہ ہڑھائی کے لئے استعمال کرنا چاہتے ہیں۔	1	2	3	4	5
18	DC6	Teachers make class rules with my participation. اساتذہ جماعت کے اصول مہری شمولیت سے بناتے ہیں۔	1	2	3	4	5
19	DC7	Teachers guide me if I break any rule. اساتذہ جماعت میں منظم رہنے میں مہری رہنمائی کرتے ہیں۔	1	2	3	4	5
20	DC8	Teachers pay individual attention to me if I make any mistake. اساتذہ مجھے انفرادی توجہ دیتے ہوں	1	2	3	4	5
21	DC9	Teachers demand perfection in my behavior اساتذہ مہرے رویے کو مکمل طور پر ٹھیک دیکھنا چاہتے ہیں	1	2	3	4	5
22.	DC10	Teachers counsel me if I display bad behavior. مہرا روئے ہاُرا ہو نو اساتذہ مجھے درست کرنے میں مہری رہنمائی کرتے ہیں	1	2	3	4	5
23.	DC11	My teachers want to make me a responsible person. اساتذہ مجھے ایک ذمہ دار انسان	1	2	3	4	5

		بیازا چاہتے ہیں۔					
24.	DC12	Teachers promote self discipline in friendly environment. اساتذہ مجھے منظم رکھنے کے لئے دو سناڑہ ماحول تراہم کرنے میں	1	2	3	4	5
Section 2. Responsiveness							
Responsiveness refers to the extent of supportive, warm and trusting relationships between teachers and the students.							
a. Teachers Support			Never کبھی 1 نہیں	Rare بہت 2 کم	Some Times بعض 3 اوقات	Most of the times 4 اکثر اوقات	Always میشہ 5
25	TS1	Teachers give equal attention to all. اساتذہ بچوں کو سیکھنے کے عمل میں دلچسپی لہتے ہیں۔	1	2	3	4	5
26	TS2	Teachers provide me opportunities to express myself اساتذہ مجھے میرے خیالات کے اظہار کا موقع دہتے ہیں۔	1	2	3	4	5
27	TS3	Teachers guide me on my classwork اساتذہ میری جماعت کی مشوروں میں میری رہنمائی کرتے ہیں	1	2	3	4	5
28	TS4	Teachers continue teaching until every student understands اساتذہ اس وقت تک پڑھاتے رہتے ہیں جب تک ہر ایک کو سمجھڑہ آجائے۔	1	2	3	4	5
29	TS5	work. Teachers publically appreciate my good اساتذہ میرے اچھے کام کی سب کے سامنے تعریف کرتے ہیں	1	2	3	4	5
30	TS6	My teachers privately discuss my mistakes with me to improv اساتذہ میری غلطیوں کی اکتولے میں اصلاح کرتے ہیں۔	1	2	3	4	5
31	TS7	Teachers provide me guidance to solve my	1	2	3	4	5

		اساتذہ مہتری مشکلات problems کو حل کے لئے رہنمائی فراہم کرتے ہیں					
32	TS8	Teachers like me to ask question during or after lesson اساتذہ سبق کے دوران یا آخر میں سوالات پوچھنا پسند کرتے ہیں	1	2	3	4	5
33	TS9	Teachers' works as a facilitator اساتذہ مہترے مددگار کے طور پر کام کرتے ہیں	1	2	3	4	5
34	TS10	Teachers suggest me side reference material for learning اساتذہ مہتری معلومات learning کے لئے اضافی مواد بھی پڑھنا تجویز کرتے ہیں	1	2	3	4	5
35	TS11	Teachers think I feel comfortable while asking questions from them اساتذہ کا خیال ہے کہ میں ان سے سوال پوچھ سکتی ہوں۔	1	2	3	4	5
36	TS12	Teachers pay individual attention to every student. اساتذہ ہر بچے کو انفرادی توجہ دیتے ہیں	1	2	3	4	5
b. Teacher Student Relationship			Never کبھی 1 نہیں	Rare بہت 2 کم	Some Times بعض 3 اوقات	Most of the times 4 اکثر اوقات	Always میش 5
37	TSR1	Teachers think that I get along well with them. اساتذہ کا خیال ہے کہ میں باا ساری ان کے ساتھ چل رہی ہوں	1	2	3	4	5
38	TSR2	Most of the teachers are interested in my well being. اساتذہ مہتری فالح میں دلچسپی رکھتے ہیں	1	2	3	4	5
39	TSR3	Teachers really listen to what I want to say. اساتذہ جو میں کہتا ہوں وہ سنا لیتے ہیں	1	2	3	4	5

40	TSR4	Teachers provide me extra help if I need it. اساتذہ مجھے اضافی مدد فراہم کرتے ہیں اگر مجھے ضرورت ہوں	1	2	3	4	5
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41	TSR5	Teachers treat me fairly. اساتذہ مہزے سا اہ انصاف کرتے ہیں	1	2	3	4	5
42	TSR6	Teachers guide me in the solution of my personal problems اساتذہ مہزے ذاتی مہزے کے حل مہزے بھی مہزے رہنمائی کرتے ہیں	1	2	3	4	5
43	TSR7	my Teachers give me opportunity to discuss problems them. اساتذہ مجھے موقع فراہم کرتے ہیں۔ کہ مہزے ان سے اپنے مہزے پر بات کر سکوں	1	2	3	4	5
44	TSR8	Teachers support me in performing well. اساتذہ مہزے کارکردگی بہتر کرنے مہزے مدد کرتے ہیں	1	2	3	4	5
45	TSR9	Teachers feel pride in my success. اساتذہ مہزے کامیابی پر ناخوش ہو کر ہنس کر رہتے ہیں۔	1	2	3	4	5
46	TSR10	Teachers give me credit on my good work. اساتذہ مہزے اچھے کام کو سراہتے ہیں۔	1	2	3	4	5

Appendix O

Self Esteem Scale

INSTRUCTIONS

You are requested to give your response against the option ranging from 5 to 1 indicating your preferences of responses (5= extremely, 4= very much, 3=somewhat, 2= A little bit 1= Not at all)

Self Esteem Scale							
S #	codes	Items	Not at all 1	A Little bit 2	Somewhat 3	Very much 4	Extremely 5
1	PSE1	I feel myself able to perform every task.	1	2	3	4	5
2	PSE2	I am worried about whether I am regarded as a failure. (R)	1	2	3	4	5
3	PSE3	I am worried about whether I am regarded as a success.	1	2	3	4	5
4	PSE4	I feel frustrated about my performance.(R)	1	2	3	4	5
5	ASE5	I feel satisfied with the way my body looks right now	1	2	3	4	5
6	PSE6	I feel that I extract meaning easily from the text during reading.	1	2	3	4	5
7	SSE7	I feel that others respect and admire me.	1	2	3	4	5
8	ASE8	I am satisfied with my	1	2	3	4	5

		weight.					
9	SSE9	I feel self-conscious. (R)	1	2	3	4	5
10	SSE10	I feel myself as smart as others.	1	2	3	4	5
11	SSE11	I feel pleased with myself.	1	2	3	4	5
12	SSE12	I feel good about myself.	1	2	3	4	5
13	ASE13	I am pleased with my appearance right now.	1	2	3	4	5
14	SSE14	I am worried about what other people think of me. (R)	1	2	3	4	5
15	PSE15	I feel myself at ease when I understand things.	1	2	3	4	5
16	SSE16	I feel superior to others at this moment.	1	2	3	4	5
17	ASE17	I feel attractive.	1	2	3	4	5
18	SSE18	I feel concerned about the impression I am making.(R)	1	2	3	4	5
19	PSE19	I feel that I have more scholastic ability right now than others.	1	2	3	4	5
20	PSE20	I feel like I'm doing well.	1	2	3	4	5
21	ASE21	I am worried about looking foolish. (R)	1	2	3	4	5

Scoring:

Items 2, 4, 9, 14, 16, 21 are reverse-scored.

Sum scores from all items and keep scale as a continuous measure of state self esteem.

The subcomponents are scored as follows:

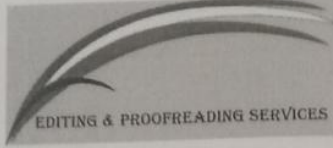
Performance Self-esteem items: 1, 2, 3, 4, 6, 15, 19, 20.

Social Self-esteem items: 7, 9, 10, 11, 12, 14, 16, 18,

Appearance Self-esteem items: 5, 8, 13, 17, 21

Appendix P

Appendix Q



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Certificate of Proofreading

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INTERACTIVE TEACHING APPROACHES

Interactive teaching approaches are instructional methods that actively engage students in the learning process, encouraging them to participate, ask questions, collaborate with their peers, and apply what they've learned. These approaches are in contrast to traditional, passive methods of teaching, such as lecturing, where students play a more passive role in their education. Interactive teaching methods can be used in various educational settings, including K-12 classrooms, higher education, and even corporate training programs. Here are some common interactive teaching approaches:

1. Discussion-Based Learning:

Instructors facilitate class discussions on relevant topics, encouraging students to express their opinions, ask questions, and engage in critical thinking. This approach can help students develop communication skills and deepen their understanding of the subject matter.

2. Group Work and Collaboration:

Assigning group projects or activities allows students to work together, share ideas, and solve problems as a team. This approach promotes teamwork and can improve social skills

3. Problem-Based Learning (PBL):

PBL presents students with real-world problems or scenarios, and they work to find solutions through research, analysis, and critical thinking. PBL encourages independent learning and problem-solving skills.

4. Peer Teaching:

In this approach, students take on the role of the teacher, explaining concepts to their peers. This reinforces their understanding of the material and encourages active engagement.

5. Flipped Classroom:

The flipped classroom model involves students reviewing materials independently (e.g., watching pre-recorded lectures or reading) before coming to class. Class time is then used for interactive activities, such as discussions and hands-on exercises.

6. Case Studies:

Case studies present real or hypothetical situations, encouraging students to analyze and apply their knowledge to make decisions or solve problems. This method can be particularly effective in fields like business, law, and healthcare.

7. Socratic Seminars:

In this method, instructors use open-ended questions to prompt discussion and critical thinking among students. It's often used in philosophy, ethics, and literature classes.

Interactive Technology:

Incorporating technology, such as interactive whiteboards, online discussion forums, and educational apps, can make lessons more engaging and interactive.

8. Simulations and Role-Playing:

Simulations and role-playing activities allow students to immerse themselves in realistic scenarios, helping them apply knowledge and develop practical skills

9. Experiential Learning:

Field trips, internships, and hands-on experiences provide students with real-world exposure to their subject matter, making learning more meaningful and memorable.

10. Game-Based Learning:

Educational games, such as educational video games and board games, can be used to teach and reinforce concepts in a fun and interactive way.

11. Jigsaw Method:

In this cooperative learning approach, each student becomes an "expert" on a specific topic and then shares their knowledge with a group of peers, who have become experts on different topics. This encourages collaboration and peer teaching.

12. Think-Pair-Share

: Students are given a question or problem to think about individually, then discuss their thoughts with a partner before sharing with the entire class. It promotes active participation and discussion.

13. Gallery Walk:

Students move around the classroom to view and discuss various materials or exhibits related to the topic of study. It encourages exploration and discussion.