




INFLUENTIAL EDUCATORS: UNDERSTANDING THE IMPACTS OF TEACHER BEHAVIOR ON ELEMENTARY STUDENT PERSONALITIES

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KEYWORDS	ABSTRACT
Behavior Development, Elementary School Students, Teacher Behavior	This study delves into influence of teacher behavior on elementary school students, with a focus on their behavior development. Its primary objectives encompass understanding the driving forces behind student growth at the elementary level and identifying core factors shaping their personalities. Employing a quantitative research approach through a descriptive design, the investigation centers on impact of teachers' conduct on student behavior evolution. Study acknowledges the standing of personal ethical principles and individuals' freedom while underscoring the significance of instilling universally recognized behavioral values and virtues among elementary-level students in Pakistan. Data collection method involved a meticulously crafted questionnaire, comprising distinct items that inquired about impact of teachers' behavior on students' moral development. The study extensively analyzed data using descriptive and inferential statistics in SPSS, including T-test. This underscores teacher significance beyond academics, enhancing ethical growth & responsibility. The study emphasizes universal consensus on vital role of positive teacher-student relations in elementary education for student development.
ARTICLE HISTORY	 2024 Journal of Social Sciences Development
Date of Submission: 24-05-2024 Date of Acceptance: 27-06-2024 Date of Publication: 28-06-2024	
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Email:	aminahqayyum@gcwuf.edu.pk
DOI	https://doi.org/10.53664/JSSD/03-02-2024-19-235-246

INTRODUCTION

Education is a process that helps upcoming generations gain important knowledge, skills, attitudes, and insights while shaping their character and getting them ready for social interactions (Löper & Hellmich, 2024). The teaching, in contrast, is how a person refines their abilities (learned during education) based on their capabilities (Karsli, 2007). Teachers play more important role in behavior development that reflects the value of sciences learned from teachers and causes the students to

develop in minds while expanding living standards. The students desire authority. Children desire a teacher who sets boundaries, has high expectations, and is self-assured. They dislike teacher who is unorganized and often late with homework (Crispel & Kasperski, 2021). If teacher is uncertain or makes many mistakes, child will show signs of stress. Aggressive students require strict leadership to handle their behavior problems at school, and classroom environment should not be aggressive to pupils (Hendrickx, Mainhard, Oudman & Brekels, 2017). Personality developments are thought to impact health outcomes over interrelated biological, cognitive, social, and behavioral pathways, with personality development playing a substantial role (Mayne, 1999). Thus, the way a teacher interacts with the students, whether positively or negatively, can impact how the students perceive themselves and others.

This either boost or hinder their attitude and behavior, which in turn affects their communication skills, research capabilities, and creativity as they grow and learn (Ataunal, 2003). The elementary education is really important because it prevents people from being illiterate. Quality of education we get when young affects how smart we are as grown-ups. The value of elementary education is different in diverse cultures, but it's important everywhere (Tristani & Gunter, 2019). It's considered a good investment. The learning these basics helps us make smart choices when we were older. For example, a mom needs to know how to keep her family clean to stop sickness. Also, we can pick good leaders for our government (Cohen & Malin, 2010). The duration of elementary schooling might be determined. When the nation became independent, elementary school was four years long. Then, in 1947, it was decided to rise this time frame from four to five years at All-Pakistan Conference. It was intended to gradually extend basic education to six and then eight years. (Rashid, 2004). Other factors influence students' learning outcomes besides how hard they strive. The behavior of teachers is one significant aspect. When teachers are inspiring and positive, it impacts students' motivation, confidence, feelings about learning and their work, and even how their personalities develop over time. Effective teaching needs significantly more than just verbal explanation and communication (Gundogdu & Silman, 2007).

How teachers assist and encourage pupils, using positive expectations to inspire the learning, is an essential component of good teaching (Yavuzer, 2000). When the teachers respond positively, they forge close bonds with their charges and help them adopt positive behavior, reinforcing positive behavior rather than negative behavior (Yavuzer, 2000). The teachers are important examples for students. They show how to act and what to think while they teach stuff. When teachers are happy and helpful, students do well. But when teachers are negative, the students can struggle (Crispel & Kasperski, 2021). Doing well makes students feel good about themselves, while not doing well can make them feel bad. For instance, if a teacher says mean things to a student because they didn't do well, it can have really bad effects (Gecer, 2002). This is why teachers need to be positive and caring as teaching practices include giving constructive criticism for students' work, congratulating them, wanting to hear what they have to say, and participating in his research on how effective teacher behavior affects student motivation. Inspiring open communication and active listening builds trust & respect, enabling to develop strong interpersonal skills. The study's findings show that nonverbal behaviors of teachers, like smiling, having relaxed attitude, using range of gestures, and exhibiting

various facial expressions, have a higher influence on students' learning experiences than lesson's content (Frymier, 1993).

LITERATURE REVIEW

The actions of people while carrying out the duties that are expected of teachers are referred to as "teacher behavior," particularly those actions linked to supervision and guidance of other people's learning (Ryan, 1969). In democratic way of teaching behavior, Amidon (1967) describes 'teaching' like this: "Teaching is when teacher and students talk and share ideas with each other in classroom. This happens in specific activities that can be easily recognized." Gage (1989) following democratic behavior of the teacher, explains 'teaching' in this way: "Teaching means using personal influence to help another person become capable of behaving differently." According to laissez-faire way of teaching, Brubacher (2017) has defined 'teaching' like this: "Teaching is when situation is set up with challenges and obstacles that someone tries to overcome. By trying to overcome these contests, they learn in the process."

Ryan's Theory of Teacher Behavior

Ryan's theory of teacher behavior provides framework for comprehending various characteristics of teacher behavior that can influence student learning. Piaget (1965) saw the cause of a person's conduct as being particularly significant. David G. Ryan, a professor of education at the University of Minnesota, created the theory in the 1960s. The Ryan's thesis distinguishes three basic Types of teacher behavior:

- i. Instructional behavior: These are the acts that teachers perform to help students learn. This involves things like introducing new content, providing prospects for practice, and providing feedback Self-regulatory is the capacity to modify behavior to fit a particular circumstance (Kuypers, 2011).
- ii. Management behavior: The term refers towards behaviors taken by teachers to create and maintain a positive learning environment, and responding to misbehavior are all part of this phenomenon.
- iii. Personal behavior: This relates to teachers' personality features and attributes. According to Ryan's idea, these three types of teacher behavior are interconnected and all play a role in student learning. Teachers who can well manage their classes, are likely to be able to deliver successful education.
- iv. Favorable attitudes about teaching and learning are also more likely to foster a favorable learning environment for their students. Knowing the good, wanting the good, and acting on the positive mental, emotional, and behavioral behaviors that make up excellent character (Lickona, 1991).

Ryan's idea has had impact on education and it has been used to inform teacher training programs as well as research on effective teaching approaches. The teacher preparation program includes extensive teaching practice. Teaching is an art, but it requires struggle, strength, and dedication. (Azam, 2014) The idea provides a useful framework for considering various components of teacher behavior that can influence student learning. Here are some significant ideas from Ryan's theory of teacher behavior. Teacher conduct is a social behavior, which means it is influenced by interactions

between teachers and pupils. Teacher conduct is observable, which means that it can be observed and measured. A range of factors influence teacher behavior: These aspects include the teacher's personality, the qualities of the students, and classroom environment. Anything a living being does that combines activity with a response to stimuli is considered behavior. Behavior refers to how we control/hold ourselves in what we do, particularly in light of external effects (Mundy, 1999). Ryan's theory of teacher behavior is a useful tool for comprehending the various characteristics of teacher behavior that can impact student learning. The theory provides framework for considering teacher conduct and can be used to inform teacher training programs and research upon effective teaching approaches. Teachers' positive behavior has a direct impact on the learners' learning performance (Shah, 2009).

Effect of Teacher Behavior on Personality of Student

Personality traits are collectively regarded as the common and permanent ways of acting, thinking, and feeling that make a man essentially stable under all circumstances (Onyekuru & Ibegbunam 2015). The impact of teacher behavior on school student personality is a well-studied topic in the fields of education and psychology. Numerous studies have been conducted to investigate that how teacher behaviors and interactions affect various areas of student personality development, such as the self-esteem, motivation, academic accomplishment, social skills, and general well-being. It is believed that behavior is a human response to the environment or the outside world (Skinner, 2019). Behavior refers to dynamics of interaction and established communication techniques between a teacher and students.

Theories of Researchers

Juvonen, Le, Kaganoff, Augustine, and Constant (2004) conducted an influential study in this field. They carried out a longitudinal study to investigate the impact of teacher support and student perceptions of teacher-student relationships on students' self-esteem and academic engagement. A varied sample of middle school children participated in the study, which discovered that positive teacher actions like providing support, encouragement, and building a pleasant classroom climate were connected with higher levels of student self-esteem and increased academic engagement over time. This implies that positive teacher-student connections can have major impact on student personality development. Wentzel (2002) conducted another pertinent study that investigated importance of teacher-student connections in molding students' social & emotional development. Students reported higher levels of social competence, self-esteem, and drive to study when teachers demonstrated warm, caring, and supportive behaviors, according to the findings. Negative teacher behaviors, on the other hand, such as the criticism, harsh discipline, and partiality, were linked to negative outcomes such as reduced self-esteem, decreased motivation, and weaker social skills. This study emphasizes the significance of good teacher actions in promoting the students' healthy personality development.

Furthermore, Roorda et al. (2011) did a meta-analysis to investigate association between teacher-student interactions and various student outcomes. The positive teacher-student connections were connected with higher levels of academic motivation, engagement, and accomplishment, as well as increased social and emotional well-being, according to the research, which included studies from

kindergarten to high school. The favorable teacher behaviors, such as emotional support, effective communication, and courteous interactions, the researchers concluded, are critical for generating favorable student outcomes. These and other research show that teacher behavior has a substantial impact on student personality and development. The positive teacher actions such as supporting, encouraging, and cultivating positive relationships is consistently linked to beneficial to student outcomes like greater self-esteem, motivation, academic engagement, and social skills. Negative teacher actions, on other hand, have a negative impact on student personality, leading to reduced self-esteem, diminished motivation, and poorer social and emotional well-being. The teachers have significant impact over their charges. Whether they are aware of it or not, learners often imitate and are inspired by their teachers (Soroya, Hashmi & Soroya 2014). Several ideas exist to support effect of teacher behavior on student personality. The two prominent theories that help explain this association are as follows:

Social Learning Theory

According to learning theories, development is mostly influenced by the environment (Hoffman, 1993). Alber Bandura social learning theory emphasizes importance of modeling & observational learning in shaping behavior. According to concept, children gain not only from own experiences but from seeing and imitating others, especially their professors. Students supporting her perform as role models and behaviors can have a considerable impact on formation of students' personalities. When teachers demonstrate positive behaviors like kindness, empathy, and polite communication, pupils are likely to copy and internalize these actions, resulting in the development of favorable personality traits.

Self-Determination Theory

The Self-determination theory, emphasizes internal motivation and psychological needs that guide human behavior, was created by Edward Deci and Richard Ryan. According to this theory, students have three main psychological needs: relatedness, competence, and autonomy. Teacher behavior that meets these demands can have a favorable impact on students' personality development. The students feel fulfilled and well-being when teachers provide them with choices and opportunities to exercise autonomy, acknowledge and promote their skills, and develop meaningful relationships (Deci & Ryan, 2012) This, in turn, helps to establish a pleasant and adaptable personality. These theories contend that teacher behavior has significant impact on student personality development. The teenage years mark the sensitive and crucial stage in a child's growth (Somerville, 2013). So, behavior of teachers is influenced by students strongly at this age. Teacher behavior can shape students' personalities, including self-concept, values, social skills, and overall well-being. While these ideas support relationship amid teacher behavior & student personality, other factors such as family history, peer relationships, and individual variations play a role in personality development. When investigating impact of teacher conduct on student personality, interaction of many aspects should be considered.

RESEARCH METHODOLOGY

This section thoroughly covers various essential elements, encompassing research population, used research approach, formulation and sequencing of questions, employed data collection instrument,

incorporation of ethical considerations, data collection methods, preliminary testing & credibility of acquired outcomes.

Research Design

It was descriptive study. This study was focused on describing current situations. Descriptive studies aim to provide information about existing conditions, relationships, opinions, ongoing processes, observable effects, or emerging trends (Best, 2006). While their primary focus is upon the present, descriptive studies may also examine past events, procedures, effects that have relevance to the current conditions.

Approach of Study

Quantitative data was utilized in descriptive study. Quantitative research methodology allowed researchers to conduct a comprehensive investigation within a shorter timeframe and facilitated the derivation of broader conclusions (Flick, 2015). A questionnaire had been devised to gather pertinent information for the inquiry. Quantitative data was collected through the administration of the questionnaire.

Population & Sampling

Elementary-level students of public & private schools at Tehsil Jhang. Study included Elementary-level students from public and private schools in Tehsil Jhang. The count of schools in the region was 4230, with 912 schools, constituting 22% of total, being privately operated. There was total of 191 schools in Jhang. In this research, a convenience sample was employed. Convenient sampling, a non-probability sampling method, was utilized to select participants due to their easy accessibility (Platton, 2002). We opted for this sampling technique as it enabled us to include the students who were readily available and willing to take part in our study. Study's sample comprised elementary school students from the two public and two private schools in Jhang. Specifically, the research aimed to include 50 male & 50 female students, totaling 100 participants, from four schools within the Jhang district.

Research Instrument

To gather the data, a questionnaire was selected. My questionnaire contained 10 statements. Ten statements were about how teachers' action affect how children develop behavior A Likert scale was used in the questionnaire's design, which is an example of an extremely effective measurement method. 1 (strongly disagree), 2 (disagree), 3 (neutral), 4 (agree), and 5 (strongly agree). A sum of 100 questionnaires was collected and readied for inputting data. Out of these, 50 questionnaires (25 from public schools and 25 from private schools) were filled out by male participants. Concurrently, female respondents (25 from public schools and 25 from private schools) responded to remaining 50 questionnaires.

Data Analysis Techniques

We looked at quantitative supervised data using descriptive and correlation-based statistical techniques to answer our study questions. The SPSS program was used by researchers to evaluate quantitative results. Using t-tests, gender, sector, and class disparities were quantified. Descriptive

method was used to obtain insights for qualitative component. Interviews were used to collect the responses. Until open coding was applied, all of this data was there in its raw, unrefined form & was meaningless. It used open coding to assign pertinent codes to reveal patterns in data, that produced themes (Neuman, 1997).

RESULTS & DISCUSSION

Table 1 The Confident Personality of Student is Developed by Positive Behavior of Teacher

	Frequency	Percent	Valid Percent
Strongly Disagree	6	6.0	6.0
Disagree	5	5.0	5.0
Neutral	22	22.0	22.0
Agree	33	33.0	33.0
Strongly Agree	34	34.0	34.0
Total	100	100.0	100.0

Table 1 indicates that the responses 6% of students strongly disagreed, 5% disagreed, 22% were neutral, 33% agreed and 34% respondents strongly agreed with the statement that the confident personality of a student is developed by the positive behavior of teachers as evident from the results of this study.

Table 2 Students Learn Skills that Shape their Personalities with the Help of Teachers

	Frequency	Percent	Valid Percent
Strongly Disagree	5	5.0	5.0
Disagree	15	15.0	15.0
Neutral	4	4.0	4.0
Agree	37	37.0	37.0
Strongly Agree	39	39.0	39.0
Total	100	100.0	100.0

Table 2 indicates that the response of 5% of students strongly disagreed, 15% disagreed, 4% were neutral, 37% agreed and 39% respondents strongly agreed with the statement that students learn skills that shape their personalities with the help of the teachers as evident from the results of this current study.

Table 3 Harsh Behavior of Teachers may Result in the Insecure Personality of Students.

	Frequency	Percent	Valid Percent
Strongly Disagree	2	2.0	2.0
Disagree	11	11.0	11.0
Neutral	10	10.0	10.0
Agree	45	45.0	45.0
Strongly Agree	32	32.0	32.0
Total	100	100.0	100.0

Table 3 indicates that the response of 2% of students strongly disagreed, 11% disagreed, 10% were neutral, 45% agreed and 32% respondents were strongly agreed with the statement that harsh behavior of teachers may result in the insecure personality of students as evident from the results of this current study.

Table 4 Students' Personalities Grow as Result of their Teachers' Encouragement of Teamwork.

	Frequency	Percent	Valid Percent
Strongly Disagree	4	4.0	4.0
Disagree	15	15.0	15.0
Neutral	6	6.0	6.0
Agree	32	32.0	32.0
Strongly Agree	43	43.0	43.0
Total	100	100.0	100.0

Table 4 indicates that the responses of 4% of students strongly disagreed, 15% disagreed, 6% were neutral, 32% agreed and 43% respondents were strongly agreed with the statement that students' personalities grow as a result of their teachers' encouragement of teamwork as evident from the result.

Table 5 Teachers who Expect lot from Students help them Become Goal-Oriented Personality.

	Frequency	Percent	Valid Percent
Strongly Disagree	4	4.0	4.0
Disagree	9	9.0	9.0
Neutral	7	7.0	7.0
Agree	42	42.0	42.0
Strongly Agree	38	38.0	38.0
Total	100	100.0	100.0

Table 5 indicates that the responses of 4% of students strongly disagreed, 9% disagreed, 7% were neutral, 42% agreed and 38% respondents were strongly agreed with the statement that teachers who expect a lot from their students help them become goal-oriented personalities as confirmed from results.

Table 6 Teachers who Treat Children Fairly Promote a Sense of Justice in Students.

	Frequency	Percent	Valid Percent
Strongly Disagree	4	4.0	4.0
Disagree	1	1.0	1.0
Neutral	4	4.0	4.0
Agree	38	38.0	38.0
Strongly Agree	53	53.0	53.0
Total	100	100.0	100.0

Table 6 indicates that the responses of 4% of students strongly disagreed, 1% disagreed, 4% were neutral, 38% agreed and 53% respondents strongly agreed with the statement that teachers who treat children fairly promote a sense of justice in students.

Table 7 Teachers Inspiring Students to Speak up for Justice foster Sense of Awareness

	Frequency	Percent	Valid Percent
Strongly Disagree	10	10.0	10.0
Disagree	6	6.0	6.0
Neutral	10	10.0	10.0
Agree	33	33.0	33.0
Strongly Agree	41	41.0	41.0
Total	100	100.0	100.0

Table 7 indicates that the response of 10% of students strongly disagreed, 6% disagreed, 10% were neutral, 33% were agreed and 41% respondents were strongly agreed with the statement that teachers encouraging students to speak up for justice fosters a sense of awareness in their personalities.

Table 8 Students' Personalities are Shaped by Teachers who Support Creativity.

	Frequency	Percent	Valid Percent
Strongly Disagree	7	7.0	7.0
Disagree	10	10.0	10.0
Neutral	12	12.0	12.0
Agree	40	40.0	40.0
Strongly Agree	31	31.0	31.0
Total	100	100.0	100.0

Table 8 indicates that the response of 7% of students strongly disagreed, 10% disagreed, 12% were neutral, 40% agreed and 31% respondents were strongly agreed with the statement that students' personalities are shaped by teachers who support creativity as evident from the results of present study.

Table 9 Kind Teachers Inspire their students to have a Positive Outlook on Life.

	Frequency	Percent	Valid Percent
Strongly Disagree	8	8.0	8.0
Disagree	9	9.0	9.0
Neutral	6	6.0	6.0
Agree	42	42.0	42.0
Strongly Agree	35	35.0	35.0
Total	100	100.0	100.0

Table 9 indicates that the response of 8% of students strongly disagreed, 9% disagreed, 6% were neutral, 42% agreed and 35% respondents strongly agreed with the statement that kind teachers inspire their students to have a positive outlook on life as evident from the results of this study for chasing the objectives.

Table 10 Effective Communication of Teachers is Positively Influenced by Student's Personality.

	Frequency	Percent	Valid Percent
Strongly Disagree	14	14.0	14.0

Disagree	8	8.0	8.0
Neutral	9	9.0	9.0
Agree	43	43.0	43.0
Strongly Agree	26	26.0	26.0
Total	100	100.0	100.0

Table 10 indicates that the responses of 14% students strongly disagreed, 8% disagreed, 9% were neutral, 43% agreed and 26% respondents strongly agreed with the statement that effective communication of teacher is positively influenced by the student's personality as evident from the results of this study.

CONCLUSIONS

The investigation into the effect of teacher behavior on the personality development of students at elementary level has yielded insightful and meaningful results, providing substantial evidence that reinforces the crucial role educators play in shaping the lives of young learners. Through a meticulous analysis of various tables, study illuminated the intricate interplay between teacher actions and students' growth on personal and moral dimensions. One notable result that emerged consistently across the tables was the substantial impact of positive teacher behavior on students' confidence & self-assuredness. Strong correlation between teachers who fortified self-expression and the development of confident personalities underscores significance of fostering environment where students feel empowered to voice their thoughts and opinions. This, in turn, lead to enhanced self-esteem and cultivation of well-rounded individuals who poised to navigate life's challenges with self-assuredness. The teachers can model prosocial conduct for their pupils, provide helpful & nurturing learning environment & stimulate development of fundamental psychological needs by displaying good actions.

The study also indicated the importance of embracing diversity and fostering open-mindedness in students. Tables revealing positive impact of teachers who inspire listening to various viewpoints underscored role of educators in shaping individuals who are respectful and receptive to diverse perspectives. This aspect of development is crucial in a world that is increasingly interconnected and understanding and appreciating different cultures and beliefs are essential. In conclusion, the research has effectively demonstrated that teacher behavior significantly influences both the personality and moral development of elementary-level students. The findings underscore vital responsibility teachers hold in nurturing the holistic growth of young minds. By promoting positive behavior, fostering confidence, and instilling moral values, educators have power to mold students into well-adjusted individuals with strong character and a sense of ethical purpose. This research not only contributes to the academic discourse but also emphasizes the paramount importance of investing in teacher training and support, recognizing their potential to shape a brighter and more morally conscious future.

Recommendations

1. Schools, both public and private, should prioritize comprehensive teacher training programs that focus on fostering positive behavior, effective communication, and empathy, helping teachers create a supportive learning environment.

2. Encourage students to take ownership of their personal and moral development through initiatives such as peer mentoring, community service, and projects that promote values they deem important for desired developments.
3. Recognize and celebrate student achievements and positive behaviours, reinforcing the importance of these qualities in classroom and beyond to address issues promptly & usefully for modelling the students' behaviours.
4. Implement dedicated character education programs that are integrated into the curriculum, aiming to explicitly teach and reinforce values like empathy, integrity, and responsibility as determinants for personality development.
5. To create platforms for students to express their thoughts and ideas about their learning experiences, allowing them to contribute to shaping classroom environment and curriculum for desired leading developments.
6. Schools should encourage ongoing professional development opportunities for teachers to stay updated on best practices for nurturing students' personalities and moral growth toward anticipated growths and success.

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