## Social Dynamics in the Classroom: Examining the Sociological Implications of Teachers' Self-Esteem on Teacher-Student Interaction in Educational Settings

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Abstract

The main purpose of this study was to determine the impact of secondary school teachers' self-esteem on teacher-student interaction. The effect was identified based on core components of an employee's self-esteem, such as acceptance of the profession, pride in the profession, significance of the profession, professional capabilities, and functionality of the profession. This survey research was limited to the district of Bhakkar, Punjab, Pakistan. All male and female public secondary school teachers made up the total population of the study. A sample of 320 teachers was taken through stratified sampling, which allowed the researcher to select male and female teachers proportionally. The primary data was gathered through a self-constructed tool built on a 5-point Likert scale. The core hypotheses of the study were tested through structural equation modeling (SEM), employing AMOS. The overall study hypothesized that teachers' self-esteem has a statistically significant impact on teacher-student interaction. In conclusion, a high level of self-esteem among secondary school teachers brings about a positive change in teacher-student interaction.

Keywords: Teacher's self-esteem, Teacher-student interaction, School education, Sociology of education

## Introduction

The complex idea of self-esteem greatly influences people's everyday experiences and psychological health (Stinson & Fisher, 2020). Self-esteem, which is sometimes seen as a fairly consistent personality trait, is the whole worth we place on individuals' abilities and dispositions, indicating how we feel about ourselves generally. This self-perception goes beyond the level of the individual and explores collective self-esteem, which is related to an individual's feeling of identity and belonging in different social circumstances (Kernis, 2005). This larger knowledge is influenced by the value placed on friendships, familial ties, and membership in cultural or religious groups. Individuals' connections and interactions within the broader social context are closely tied to our self-esteem, which is molded not just by our appraisals of ourselves internally (Pyszczynski, Greenberg, Solomon, Arndt, & Schimel, 2004). In addition to promoting individual well-being, recognizing and cultivating high self-esteem is crucial for maintaining the cohesiveness and health of the communities and cultures in which we live (Marmarosh, Holtz, & Schottenbauer, 2005).

It is impossible to overestimate the role that teachers' self-esteem plays in determining the dynamics of learning settings. Teachers' self-esteem is a critical factor in influencing the quality of teacher-student interactions, which has a significant impact on student performance and the educational environment as a whole (Gebresilase & Zhao, 2023). Teachers who have a high sense of self-worth become agents of change, exhibiting the ability to improve student performance, promote comprehension, and foster a happy classroom environment (Ripski, LoCasale-Crouch, & Decker, 2011). It is emphasized how important it is for teachers and students to engage in effective ways since this creates a perfect learning environment and inspires pupils to pursue academic achievement. A crucial component of educational practice is identifying and meeting students' psychological needs, which highlights the vital role that teachers play in fostering enduring and healthy connections (Abdullah, Haq, & Qureshi, 2023). Essentially, self-esteem is revealed to be a crucial element of total wellbeing as well as a major factor influencing the complex dynamics of teacher-student relationships, which in turn affects the pursuit of knowledge and academic achievement in learning environments.

Teachers' perceptions of their own value, which include their assessment of their own abilities, dispositions, and general worth, are thought to have a significant role in influencing the nature of interactions in the classroom (Abdullah, Khan, Shah, & Ullah, 2023). This study is motivated by the premise that teachers who have greater levels of self-esteem are more likely to cultivate constructive and pleasant connections with their students, which will have an impact on several aspects of the educational process. Effective communication, giving insightful feedback, and creating a welcoming and empowering environment for learning for students are a few examples of these. On the other hand, poor teacher self-esteem might cause communication problems that could impair motivation, student engagement, and the standard of the learning process as a whole.

The primary goal of the current study was to close a substantial information gap about how teacher self-esteem affects student-teacher interaction. By thoroughly analyzing this link, the research sought to shed light on the complex dynamics that influence the classroom

experience and make a significant contribution to the area of education. The understanding of how teachers' general self-esteem affects student-teacher relationships not only closes a significant gap in the research but also lays the groundwork for well-informed tactics targeted at improving the calibre of educational exchanges. In order to achieve these research goals, the following research questions were addressed:

## Research Questions

- Are acceptance of profession, professional capabilities, significance of profession, pride in profession, and functionality of profession significantly correlated?
- Is there any significant impact of professional capabilities on teacher-student interaction?
- Is there any significant impact of professional capabilities on teacher-student interaction?
- Is there any significant impact of significance of profession on teacher-student interaction?
- Is there any significant impact of pride in profession on teacher-student interaction?
- Is there any significant impact of functionality of profession on teacher-student interaction?

## Literature

### Self-Esteem

The general definition of self-esteem is a person's assessment of their overall value and the emotions that go along with it (Mruk, 2013). It is made up of both cognitive and affective elements, including a person's views about their competence and value as well as the feelings associated with such beliefs (Abdel-Khalek, 2016). Academics have highlighted the difference between domain-specific self-esteem, which relates to assessments within certain life domains like intellectual, social, or physical competence, and global self-esteem, which reflects a wide and stable judgment of oneself (Khan, Ullah, Abdullah, Khan, & Ullah, 2023). Self-esteem experiences dynamic shifts during the course of a person's lifetime. It is extremely vulnerable to outside influences during childhood and adolescence, especially from important people like parents, friends, and teachers (Robins & Trzesniewski, 2005). Erikson's psychosocial phases emphasize the critical role that adolescent self-esteem development plays, wherein a positive sense of self is bolstered by the successful resolution of identity vs. role uncertainty (Hamachek, 1990). But throughout adulthood, self-esteem is a dynamic quality that changes in response to internal processes and life events. The psychological effects of self-esteem are significant. People who have high self-esteem are more likely to be resilient in the face of adversity, interact with others in more positive ways, and show a desire to take on challenging tasks (Balgiu, 2017). On the other hand, poor self-esteem is linked to a higher susceptibility to mental health problems, including depression and anxiety, as well as a worse capacity to handle stress (Abdullah, Haq, & Khan, 2023).

### Teacher-Students Interaction

The connection between teachers and students is an essential part of education since it affects students' learning experiences overall as well as their academic and socioemotional growth. It is well acknowledged that good teacher-student interactions are essential to both teaching and learning (Liberante, 2012). According to Vygotsky's socio-cultural theory, learning is a socially

mediated process that emphasizes the value of interpersonal interactions in the formation of knowledge, especially between teachers and students (Pathan, Memon, Memon, Khoso, & Bux, 2018). Students who have positive relationships with their teachers are more likely to be motivated, engaged, and successful in school (Roorda, Koomen, Spilt, & Oort, 2011). An essential component of the teacher-student relationship is communication (Frymier & Houser, 2000). Research has looked into how different communication patterns and styles affect the performance of students. Feedback and clarity from teachers had a significant impact on students' academic performance (Brown, Peterson, & Yao, 2016). Clear communication promotes comprehension, and helpful criticism lets students know where they're at and helps create a positive learning atmosphere (Doyle, 2023). The importance of building rapport between educators and learners has drawn attention since it influences the nature of the interactions. Mutual respect, trust, and a supportive environment define a good teacher-student relationship. The key elements impacting student outcomes in teacher-student interactions are warmth, proximity, and positive esteem (Ibrahim & El-Zaatari, 2020).

**Theoretical Framework**

The psychosocial theory of Erik Erikson, in particular the identity versus role confusion stage, provides a perceptive framework through which to examine the sociological effects of teachers' self-esteem on TSI in educational contexts. Adolescents struggle, according to Erikson, to develop a consistent identity and a sense of self (Erikson, 1959; Branje, Moor, Spitzer, & Becht, 2021). Teachers may go through a period similar to this in their professional growth as they learn to manage the intricacies of their work and forge a strong sense of who they are as educators. Teachers who have overcome identity-related obstacles and have strong self-esteem are more likely to approach interactions with students with assurance, sincerity, and a clear goal in mind. This self-esteem can help foster a welcoming and inclusive learning atmosphere in the classroom (Reicher, 2010). On the other hand, educators who have role confusion or poor self-esteem could display ambiguity about their professional identity, which could affect how they engage with students (King & King, 1990).

The way a teacher handles this identification stage in the classroom can have an impact on larger societal dynamics. A teacher's solid professional identity at the core of positive student-teacher relationships can help students feel engaged and like they belong (Amerstorfer & Münster-Kistner, 2021). Consequently, this might foster a supportive school community and culture. In addition, given Erikson's focus on the influence of social norms, the social consequences of teachers' self-esteem go beyond interpersonal relationships to encompass wider educational frameworks. Teaching techniques, expectations for student accomplishment, and the role they play in fostering a healthy sociocultural environment in the classroom may all be impacted by teachers' opinions of their own competence and value, as well as how they negotiate social expectations.

## Conceptual Model
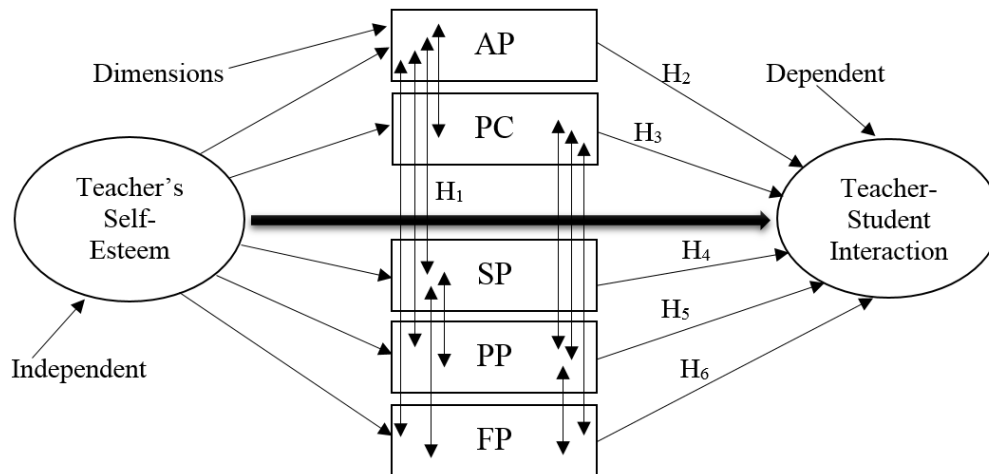


## Hypotheses

### Primary Hypothesis

Based on the theoretical and conceptual frameworks, the study can hypothesize that teachers' self-esteem has a significant impact on teacher-student interaction.

### Secondary Hypotheses

- $H_1$ - There is a significant correlation among acceptance of profession, professional capabilities, significance of profession, pride in profession, and functionality of profession.
- $H_2$ - There is a statistically significant impact of acceptance of profession on teacher-student interaction.
- $H_3$ - There is a statistically significant impact of professional capabilities on teacher-student interaction.
- $H_4$ - There is a statistically significant impact of significance of profession on teacher-student interaction.
- $H_5$ - There is a statistically significant impact of pride in profession on teacher-student interaction.
- $H_6$ - There is a statistically significant impact of functionality of profession on teacher-student interaction.

## Methodology

### Method and Participants

This study used a survey research design with quantitative research method to examine how teacher self-esteem affects student-teacher interaction in an educational setting. The population of male and female secondary teachers working in public schools spread over four tehsils was the main subject of the study, which was carried out in Bhakkar district. The research's broad scope included 84 public schools with male teachers and 97 public schools with female teachers in the district; the study population consisted of 966 male teachers and 1000 female teachers. The population's gender classification and dispersion among different educational institutions pave the way for a thorough examination of the sociological effects of teachers' self-esteem on their interactions with students in this heterogeneous learning environment.

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## Sampling and Sample Size

The study used a stratified random sampling technique, which made sense considering that the population in the Bhakkar district was split between male and female primary schools. This methodology guaranteed a proportion of the sample that was representative of the population within each gender group. A sample size of 320 was found to be required in order to fairly reflect the district's overall population (1966), using Krejcie and Morgan's (1970) table as a guide. The study's findings are made more reliable and generalizable by the use of stratified random sampling and careful consideration of the population distribution. This creates a strong basis for investigating the sociological effects of teacher self-esteem on student-teacher interaction in Bhakkar's secondary schools. Details of the population and sample distribution have been added to Table 1.

**Table 1**

*Population and Sample Distribution*

| Tehsil | Population | | Sample | |
|---|---|---|---|---|
| | Male | Female | Male | Female |
| Bhakkar | 292 | 310 | 49 | 57 |
| Darya Khan | 262 | 257 | 46 | 42 |
| Kallur Kot | 207 | 220 | 33 | 31 |
| Mankera | 205 | 213 | 30 | 32 |
| Total | 966 | 1000 | 158 | 162 |
| Grand Total | 1966 | | 320 | |

## Instrumentation

The research instrument utilized to gather data for this study was carefully created and validated. This self-created instrument comprised six different scales: acceptance of profession (AP), pride in profession (PP), significance of profession (SP), professional capabilities (PC), functionality of profession (FP), and teacher-student interaction (TSI). AP, PP, SP, and PC were developed for self-esteem (an independent variable), while the TSI scale was created for teacher-student interaction (a dependent variable). All the scales were designed on a 5-point Likert scale with 34 items, ranging from strongly disagree to strongly agree. In addition, seven experienced teachers from various institutions underwent a rigorous content validation process to determine the validity of the instrument. Furthermore, a preliminary investigation, including thirty educators, was carried out as a pilot study to evaluate the feasibility and reliability of the survey. Cronbach's alpha was used to verify the instrument's reliability, guaranteeing a coefficient between 0.7 and 0.9. This thorough approach to the research instrument's creation, validation, and reliability testing strengthens the validity and soundness of the study's conclusions by bolstering the process of gathering data.

## Procedure

The researcher dutifully obtained permission from the concerned authorities at the district and tehsil levels before beginning data collection, giving a clear presentation of the study's goals. In order to gather data, the researcher physically visited the chosen schools and built a trustworthy

relationship with the sampled male respondents. In order to collect data from female respondents, a female research assistant was hired. This strategy guaranteed a supportive atmosphere for candid and open involvement, in addition to promoting a higher response rate. Prioritizing ethical issues meant that all respondents gave their informed consent for study objectives and that their participation was voluntary. The data collection technique was notably efficient, as each questionnaire was completed in around twenty to twenty-five minutes. The study's remarkable 98% total response rate attests to the meticulous preparation, moral concerns, and effective engagement tactics used throughout the data gathering stage.

After the data gathering stage, version 22 of the Statistical Package for Social Sciences (SPSS) and AMOS V-26 were used to analyze the collected data. Descriptive and inferential statistics were used in a two-tiered analytical method. Calculations of the mean (M) and standard deviation (SD) were used to do descriptive analysis. Estimates were calculated through confirmatory factor analysis (CFA) and structural equation modelling (SEM). Before going towards SEM modelling, its prerequisites, such as exploratory factor analysis (EFA), model fit measures, validation (convergent and discriminant), and reliability (composite and Cronbach's alpha), were carefully met.

**Analysis and Results**

Confirmatory factor analysis (CFA) model fit metrics show that the proposed model generally fits the observed data quite well. Table 1 shows the normalized value of CMIN/DF is 2.893, which is within the suggested range of 1 to 3, indicating a good fit. Furthermore, the Comparative Fit Index (CFI) is 0.970, which is above the good criterion of 0.95. The Root Mean Square Error of Approximation (RMSEA) is 0.056, just above the 0.06 standard but still regarded as outstanding, while the Standardized Root Mean Square Residual (SRMR) is 0.020, far below the 0.08 level.

**Table 2**

*Kaiser-Meyer-Olkin (KMO), Bartlett's Test, and Model Fit Matrices*

| KMO | Bartlett's Test | CMIN | DF | CMIN/DF | CFI | SRMR | RMSEA | PClose |
|---|---|---|---|---|---|---|---|---|
| .851 | 21104.728*** | 595.858 | 561 | 2.893 | 0.970 | 0.020 | 0.056 | 0.031 |

Note. *** $p < 0.001$. Cutoff criteria of Hu and Bentler (1999) was followed in fit indexes.

The value of PClose, or probability of Close Fit, is 0.031, falling inside the allowed range of less than 0.05. All things considered, these results offer compelling evidence in favor of the CFA model's validity, suggesting that it is a very credible depiction of the fundamental framework of the data that was observed.

**Table 3**

*Discriminant Validity through Fornell-Larcker Criterian*

| | FP | SP | PP | PC | AP | TSI |
|---|---|---|---|---|---|---|
| FP | 0.880 | | | | | |
| SP | 0.533*** | 0.854 | | | | |
| PP | 0.490*** | 0.591*** | 0.936 | | | |
| PC | 0.487*** | 0.583*** | 0.310*** | 0.896 | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| AP | 0.554*** | 0.642*** | 0.672*** | 0.460*** | 0.912 | |
| TSI | 0.430*** | 0.742*** | 0.654*** | 0.537*** | 0.754*** | 0.890 |

Note. *** $p < 0.001$.

The discriminant validity was established through Fornell-Larcker Criterions and Heterotrait-Monotrait (HTMT) ratio. The findings shed light on how unique the latent constructs in this research are. In Table 3, the correlations between the constructs in Fornell-Larcker criterian are shown by the off-diagonal components, while the diagonal elements show the square roots of the Average Variance Extracted (AVE) for each construct. The diagonal numbers show the percentage of variance in each construct that is captured by its measurable indicators (e.g., 0.880 for FP). Interestingly, all diagonal values are greater than the squared correlations across the constructs, suggesting that the variation in each construct's indicators is explained by it alone rather than by any of the other constructs. The latent constructs—FP, SP, PP, PC, AP, and TSI—seem to be differentiated and suitably assessed, which lends support to discriminant validity. Additional information on the relationships between constructs is provided by the statistically significant correlations (e.g., 0.533 between FP and SP), which show possible connections within the conceptual framework. These results collectively imply that the measurement model has strong discriminant validity, giving you confidence in its capacity to distinguish between the latent components in your investigation.

**Table 4**

*Discriminant Validity through Heterotrait-Monotrait (HTMT) Criterion*

| | FP | SP | PP | PC | AP | TSI |
|---|---|---|---|---|---|---|
| FP | | | | | | |
| SP | 0.619 | | | | | |
| PP | 0.370 | 0.548 | | | | |
| PC | 0.604 | 0.723 | 0.728 | | | |
| AP | 0.533 | 0.584 | 0.484 | 0.588 | | |
| TSI | 0.701 | 0.341 | 0.540 | 0.632 | 0.587 | |

When determining if the study's constructs demonstrate discriminant validity—that is, whether they are distinct from one another—the HTMT criteria is frequently employed. It is suggested that the constructs have discriminant validity if the correlations between them are less than a

certain threshold, which is often 0.85 (Kline, 2023). Table 4 suggests that the majority of correlations are less than 0.85, which indicates that the discriminant validity of the components is acceptable.

**Table 5**

*Mean (M), Standard Deviation (SD), Factor Loading (FL), Cronbach's Alpha (α), Composite Reliability (CR), and Average Variance Extracted (AVE) for Each Item/Construct*

| Constructs, Dimensions, Items | M | SD | FL | α | CR | AVE |
|---|---|---|---|---|---|---|
| *Factor 1. AP (Independent)* | 3.46 | .43 | | .82 | 0.97 | 0.83 |
| I do not merit more fitting occupation than current one. | 3.43 | .35 | .808 | .93 | | |
| I do not contemplate a career change. | 3.54 | .25 | .807 | .75 | | |
| I do not experience inner conflict against this profession. | 3.22 | .65 | .790 | .78 | | |
| My interests align well with my profession. | 3.65 | .54 | .763 | .83 | | |
| I do not have a strong aversion to my profession. | 3.57 | .44 | .745 | .89 | | |
| I did not enter my profession with a sense of reluctance. | 3.36 | .37 | .739 | .77 | | |
| *Factor 2. PC (Independent)* | 3.53 | .43 | | .83 | 0.95 | 0.80 |
| I can focus on intellectual tasks demanded by profession. | 3.53 | .35 | .862 | .74 | | |
| I believe I am a moderately proficient educator. | 3.78 | .28 | .861 | .84 | | |
| I believe I do not lack any professional deficiencies. | 3.55 | .46 | .860 | .87 | | |
| I can fulfil professional responsibilities in positively. | 3.24 | .64 | .849 | .90 | | |
| *Factor 3. SP (Independent)* | 3.41 | .46 | | .81 | 0.93 | 0.73 |
| My occupation holds significant importance to me. | 3.65 | .33 | .843 | .88 | | |
| I would readily advocate for my profession if required. | 3.23 | .57 | .824 | .75 | | |
| I consider my profession to be prestigious. | 3.44 | .36 | .817 | .79 | | |
| My profession possesses qualities of ideal occupation. | 3.53 | .40 | .792 | .92 | | |
| I believe that my profession holds a promising future. | 3.21 | .68 | .780 | .71 | | |
| *Factor 4. PP (Independent)* | 3.72 | .39 | | .83 | 0.97 | 0.88 |
| I find contentment in my chosen profession. | 3.87 | .42 | .864 | .78 | | |
| My profession is a favored and sought-after vocation. | 4.02 | .26 | .845 | .73 | | |
| I hold a high level of respect for my profession. | 3.54 | .36 | .833 | .94 | | |
| I can contribute productively within my profession. | 3.45 | .54 | .811 | .89 | | |
| *Factor 5. FP (Independent)* | 1.24 | .92 | | .81 | 0.91 | 0.78 |
| My profession is not an integral part of who I am. | 1.04 | .91 | .876 | .76 | | |
| My profession doesn't align well with my personality. | 1.26 | .87 | .826 | .84 | | |
| Profession has not qualities that can influence people. | 1.42 | .96 | .824 | .85 | | |
| *Factor 6. TSI (Dependent)* | 3.47 | .42 | | .79 | 0.97 | 0.79 |
| I maintain positive demeanor in interaction with student. | 3.44 | .43 | .817 | .76 | | |
| I maintain positive demeanor for open discussions. | 3.24 | .53 | .816 | .83 | | |
| I exhibit patience guiding students appropriate behavior. | 3.55 | .35 | .801 | .70 | | |
| I involve students in meaningful activities in classroom. | 3.25 | .62 | .796 | .74 | | |
| My class organization facilitates interactive processes. | 3.57 | .33 | .786 | .80 | | |

| Students feel comfortable seeking assistance from me. | 3.76 | .42 | .750 | .73 |
| I am attentive and responsive to every student. | 3.28 | .29 | .749 | .88 |
| I am proficient in addressing students' questions. | 3.68 | .44 | .739 | .91 |

The measurement model's findings, given in Table 5, show that the latent constructs, each of which is represented by a unique collection of items, can be assessed with validity and reliability. The central tendency for each element may be understood from the mean values (M). Regarding the notion of acceptance of profession (AP), for instance, respondents generally exhibit a favorable view (M = 3.46), indicating a broad agreement with the assertions supplied. The variety in answers is shown in standard deviations (SD), and all constructs show very little variability. All of the items have consistently high factor loadings (FL), which suggests that every item measures the targeted latent construct accurately. The convergent and internal consistency dependability of the constructs are further confirmed by the average variance extracted (AVE) and composite reliability (CR) values.

**Figure 1. Structural Model**
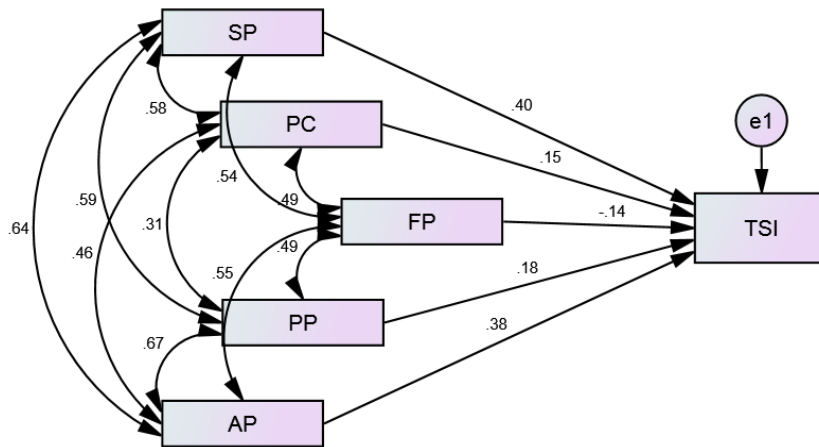


The AVE values, which vary from 0.73 to 0.88, are higher than the suggested cut-off point of 0.50, indicating that the corresponding constructs account for a significant amount of the variance in the items. Furthermore, every composite reliability score is higher than the standard cut-off of 0.70, indicating that every latent variable is reliable.

Table 6

*Standardized and Unstandardized Estimates*

| | | | Unstandardized | | | | | | | Standardized | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Estimates | SE | t | p | | | | β | Impact |
| TSI | ← | SP | .423 | .040 | 10.475 | *** | TSI | ← | SP | .405 | Significant |
| TSI | ← | PC | .173 | .037 | 4.703 | *** | TSI | ← | PC | .154 | Significant |
| TSI | ← | FP | -.163 | .037 | -4.367 | *** | TSI | ← | FP | -.144 | Significant |
| TSI | ← | PP | .143 | .028 | 5.034 | *** | TSI | ← | PP | .184 | Significant |
| TSI | ← | AP | .321 | .032 | 9.902 | *** | TSI | ← | AP | .384 | Significant |

Note. *** $p < 0.001$.

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The internal consistency metric, Cronbach's alpha (α), values are consistently high, suggesting a high degree of correlation across the items within each construct. Overall, these results support the robustness of the questionnaire employed in the study by indicating that the measurement model is well-constructed and has valid and trustworthy indicators for each latent construct.

The links between the latent constructs in this study are made clear by the estimates derived from the structural equation model. The unstandardized estimates (β) in Table 6 show how the dependent variable (TSI) changes in response to a one-unit change in the independent variables (PC, AP, FP, SP, and PP). A one-unit rise in the importance of the profession is linked to a 0.423-unit increase in TSI, according to the positive unstandardized estimate of 0.423 for the route from SP to TSI.

The standardized estimates (β) offer a measure that is similar among variables, expressing the degree of correlation in units of standard deviation. The presence of significant correlations is shown by the statistical significance of all routes (p < 0.001). The standardized effect size of every path is represented by the impact values, which are the standardized estimates and range from -0.144 to 0.384. Together, these results imply that the constructs of PC, AP, FP, SP, and PP have statistically significant and relevant associations with TSI in the model. Scattered plots given above also indicate significant relationships among variables, showing that the perceptions of the majority of respondents fall between the values of 4 and 5 (agree to strongly agree). The plots also indicate that the data were not normally distributed.

## Discussion

In order to determine how teachers' self-esteem affected teacher-student interaction, this study looked at five different aspects of teachers' self-esteem as independent variables: acceptance of the profession, professional capabilities, pride in the profession, functionality of the profession, and significance of the profession. The dependent variable was teacher-student interaction. Estimates from the structural equation model shed light on the connections between these latent components. The findings show statistically significant relationships, with estimates suggesting the direction and magnitude of the effects that each aspect of teachers' self-esteem has on interactions between teachers and students. These findings are consistent with those of Hamachek (1990), who concluded that Erikson's psychosocial stages highlight the crucial role that teenage self-esteem development plays, as a successful resolution of identity vs. role ambiguity strengthens a positive sense of self. These findings highlight the significance of self-esteem components in influencing these relationships within the educational setting and offer insightful information about the complex dynamics of teacher-student interactions. Balgiu (2017) found that individuals with strong self-esteem are more likely to be able to overcome obstacles, engage in constructive interactions with others, and want to take on difficult jobs.

Considerable insight has been gained into the complex interactions between the elements of teachers' self-esteem and teacher-student interaction using the structural equation model. The study revealed that the independent variable (FP) significantly influenced teacher-student interaction. This finding highlights the importance of instructors' beliefs regarding the practical elements of their careers. Furthermore, the research demonstrated a noteworthy association between the significance of a profession and teacher-student interaction, highlighting the

relevance of the perceived worth and importance educators assign to their work. Abdullah, Haq, and Khan (2023) stated that a worse ability to manage stress and a greater vulnerability to mental health issues like anxiety and depression are associated with low self-esteem. The study revealed that one significant component that positively influences teacher-student interaction is teachers' pride in their profession (PP). Additionally, it was shown that there was a noticeable impact of instructors' perceived competency on their interactions with students in relation to their professional capabilities (PC). Finally, the study found that teacher-student contact was significantly shaped by teachers' acceptance of their profession (AP), which is a component of their self-esteem. Supporting the findings of this study, Liberante (2012) concluded that it frequently becomes apparent that effective communication between teachers and students is crucial to both teaching and learning. (Roorda et al. (2011) stated that students who have positive relationships with their teachers are more likely to be motivated, engaged, and successful in school. To sum up, the research backs up the theory that positive teacher-student relationships in the classroom are greatly influenced by a variety of aspects of teachers' self-esteem, such as PP, PC, FP, SP, and AP. These findings highlight the significance of addressing and improving teachers' self-esteem components in order to foster more fruitful and meaningful teacher-student relationships. They also have practical consequences for educational practices.

## Conclusion and Recommendations

The study's use of a structural equation model has shed important light on the complex interactions between teacher-student interaction and aspects of teachers' self-esteem. The results are noteworthy because they highlight the significant impact of the independent variable "functionality of profession" on teacher-student interaction and highlight the significance of educators' attitudes about the pragmatic aspects of their work. Furthermore, a significant relationship was found between teacher-student interaction and "significance of profession," highlighting the value and relevance educators place on their employment. The study found that teachers' professional pride and the discernible influence of perceived competency, as demonstrated by professional capabilities, were important factors that positively shaped teacher-student interactions. Additionally, the study showed that teacher-student interaction is greatly impacted by teachers' acceptance of their profession, which is a part of their self-esteem. In conclusion, the research supports the notion that several aspects of teachers' self-esteem, such as PP, PC, FP, SP, and AP, have a substantial impact on healthy teacher-student interactions.

Several suggestions for improving teacher-student relations may be made in light of the study's findings. First and foremost, educational establishments may think about introducing professional development initiatives aimed at fostering in teachers a constructive and useful viewpoint about the teaching profession. Putting an emphasis on the usefulness and inherent worth of education can help foster a more positive outlook. Secondly, professional forums, cooperative projects, and recognition programs may all be used to emphasize the value of the teaching profession. Education professionals' connections with students can be positively impacted by acknowledging and reiterating the significance of their jobs. Thirdly, organizations may create interventions that support and elevate teachers' professional pride, which may increase their sense of achievement and contentment in their work. Furthermore, enhancing

teachers' perceived capabilities through continued professional development opportunities may boost their self-assurance and efficacy in the classroom. Finally, inclusive policies and awareness initiatives may help foster a culture of positive acceptance of the teaching profession within the educational community. Educational institutions may foster a positive climate that promotes positive teacher-student relationships and eventually improves the overall quality of education by addressing these elements of teachers' self-esteem.

## Future Research Directions

Expanding on the knowledge gained from this investigation, further studies may explore many facets to enhance our comprehension of the complex relationship between teacher-student interaction and teachers' self-worth. First, in order to get a deeper knowledge of the dynamic nature of the interactions between the identified dimensions of self-esteem and teacher-student interaction, longitudinal studies may be carried out to investigate the causal linkages between them over time. In addition, qualitative research techniques like focus groups and in-depth interviews may enhance quantitative analyses by offering detailed perspectives into the varying subjective experiences and opinions of teachers about their work and how it affects their interactions with students. Furthermore, comparative research conducted in other cultural contexts or educational contexts may provide important new perspectives on the generalizability of the results and the possible impact of contextual variables on the dynamics between teachers and students. Additionally, intervention studies may be created to assess how well certain approaches like professional development efforts or recognition programs work to boost teachers' self-esteem and promote positive relationships between them and their students.

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