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**The Role of Teacher Attitudes in Shaping Students' Academic Confidence: A Survey-Based Study**

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**Abstract**

*This quantitative, survey-based study investigated the relationship between secondary school students' perceptions of teacher attitudes and their academic confidence. Grounded in Social Cognitive Theory (Bandura, 1997) and Self-Determination Theory (Deci & Ryan, 1985), the research sought to examine (1) whether a significant relationship exists between perceived teacher attitudes and students' academic confidence, and (2) how positive teacher attitudes influence students' confidence levels. A stratified random sample of 300 secondary school students (Grades 9 and 10) from public and private schools in Narowal, Pakistan, participated in the study. Data were collected using two standardized instruments: the Teacher Attitudes Inventory and the Academic Confidence Scale, both of which demonstrated strong internal reliability ( $\alpha = .88$  and  $.85$ , respectively). Statistical analysis using SPSS Version 26 included descriptive statistics, Pearson's correlation, and linear regression. The results revealed a significant positive correlation ( $r = 0.64$ ,  $p < .001$ ) between perceived teacher attitudes and students' academic confidence. Regression analysis indicated that teacher attitudes significantly predicted academic confidence ( $B = 0.70$ ,  $R^2 = 0.41$ ,  $p < .001$ ), explaining 41% of the variance in the outcome variable. The findings affirm that positive teacher attitudes such as support, respect, fairness, and enthusiasm are critical psychological resources that foster students' belief in their academic abilities. The study highlights the importance of incorporating emotional intelligence, reflective practice, and student feedback into teacher training and professional development programs. Limitations include the use of cross-sectional data and reliance on student self-reports. Future research is*

*recommended to adopt longitudinal and mixed-method approaches. Overall, the study reinforces the need to prioritize positive teacher-student interactions as a strategic tool to enhance student confidence and academic performance in secondary education.*

**Keywords:** *Teacher Attitudes, Shaping Students, Academic Confidence, A Survey-Based Study*

## **1. Introduction**

In contemporary educational research, the influence of teacher attitudes on student outcomes has become a focal point, particularly concerning students' psychological and academic development. Among the many student-centered outcomes affected by educators, academic confidence stands as a key predictor of student motivation, persistence, and performance (Bandura, 1997; Usher & Pajares, 2008). Academic confidence refers to a student's self-belief in their ability to succeed in academic tasks, and this belief is often nurtured or hindered by teachers' behavior, communication style, and emotional disposition in the classroom (Wang et al., 2021). Teachers who demonstrate empathy, fairness, enthusiasm, and supportiveness can create a classroom climate where students feel empowered and capable (Zee & Koomen, 2016). On the other hand, negative attitudes such as indifference, bias, or lack of encouragement may lead to low self-esteem and academic disengagement among students (Skaalvik & Skaalvik, 2010). Despite this, much of the existing literature has focused more on academic achievement or motivation, while less empirical attention has been paid specifically to academic confidence as a separate construct, particularly in the context of secondary school education. This study aims to bridge that gap by using a quantitative, survey-based approach to examine how students perceive their teachers' attitudes and how these perceptions relate to their own academic confidence. The findings will not only contribute to educational psychology but also offer practical implications for teacher training and policy formulation at the secondary school level.

### **1.1 Research Objectives**

1. To examine the relationship between perceived teacher attitudes and students' academic confidence at the secondary school level.
2. To analyze the differences in academic confidence among students exposed to varying levels of positive teacher attitudes.

### **1.2 Research Questions**

1. Is there a significant relationship between secondary school students' perceptions of teacher attitudes and their level of academic confidence?
2. How does the level of perceived positive teacher attitudes influence students' academic confidence in secondary schools?

*(These questions are measurable using Likert-scale based survey instruments, making them ideal for quantitative data collection.)*

### **1.3 Problem Statement**

Previous research has highlighted the importance of teacher behavior and emotional climate in shaping student outcomes, limited empirical evidence exists concerning how teacher attitudes specifically influence students' academic confidence particularly in the context of secondary education. Most studies tend to focus on achievement or motivation while ignoring the subtle yet significant role of confidence as an independent factor contributing to long-term academic success (Phan, 2010; Martin & Marsh, 2006). This research seeks to fill that gap by quantitatively investigating how teacher attitudes influence academic confidence, thereby contributing to more targeted educational interventions.

### **1.4 Significance of the Study**

This study was significant for educators, school administrators, policymakers, and curriculum designers. It will provide empirical evidence regarding the psychological impact of teacher attitudes, offering insight into how supportive, respectful, and inclusive teacher behavior can enhance students' confidence and belief in their own academic abilities. In the long run, this research could help in promoting teacher development programs that emphasize emotional intelligence, communication, and reflective practice. The findings will also help educational psychologists to better understand the internal motivational frameworks of students within the classroom environment.

### **1.5 Limitations of the Study**

This study was limited to selected secondary schools within a specific geographic location, which may affect the generalizability of the findings. Additionally, the data collected will be based on student self-reports, which may introduce response biases. The study will also focus exclusively on students' perceptions of teacher attitudes and not include the perspectives of teachers themselves, potentially missing a fuller picture of classroom dynamics.

## **2. Review of Literature**

The influence of teacher attitudes on student outcomes is a recurring theme in educational research, especially within psychological and pedagogical domains. Teacher attitudes defined as the beliefs, feelings, and dispositions that educators bring into the classroom have been widely studied in relation to academic achievement, classroom management, student motivation, and behavior (Zee & Koomen, 2016; Babad, 2009). However, a relatively underexplored but crucial construct influenced by teacher attitudes is academic confidence the belief students hold about their capacity to perform successfully in academic tasks (Sander & Sanders, 2006). While confidence has long been considered a by-product of self-efficacy and

motivation (Bandura, 1997), emerging research emphasizes its distinct role in fostering persistence, goal-setting, and resilience (Martin & Marsh, 2006).

## **2.2. Teacher Attitudes and Their Classroom Impact**

The emotional climate that teachers establish in classrooms significantly shapes students' cognitive and emotional development. Research shows that teacher warmth, enthusiasm, fairness, and encouragement positively impact students' self-perception and classroom engagement (Wang et al., 2021; Hamre & Pianta, 2006). Teachers who express positive attitudes are more likely to create inclusive environments that support student autonomy and emotional safety, both of which are key in developing academic confidence (Usher & Pajares, 2008). On the contrary, perceived teacher hostility, indifference, or favoritism are associated with low self-esteem, increased anxiety, and disengagement among students (Skaalvik & Skaalvik, 2010; Hattie, 2009).

## **2.3. Academic Confidence: A Distinctive Psychological Construct**

Academic confidence, though closely related to self-efficacy, is more specific in its focus on performance in educational contexts. It reflects the degree to which students believe they can handle academic tasks and succeed in school settings (Putwain et al., 2013). High academic confidence correlates with improved academic outcomes, active class participation, and a greater willingness to engage in challenging tasks (Phan, 2010). However, the literature frequently merges this construct with broader categories like self-esteem or motivation, which has led to conceptual ambiguity and limited direct empirical analysis (Sander & Sanders, 2006).

## **2.4. Empirical Studies Linking Teacher Attitudes and Student Confidence**

Some recent studies have begun to examine how specific teacher behaviors contribute to building student confidence. For example, Ruzek et al. (2016) found that students' perceptions of supportive teacher-student interactions were significantly related to improvements in self-efficacy and academic confidence across the academic year. Similarly, Zee and Koomen (2016) demonstrated that teacher self-efficacy and emotional support had strong associations with students' sense of academic self-worth. Nonetheless, these studies often take place in primary or tertiary education contexts, and there is a lack of focused research at the secondary school level, particularly within culturally diverse or developing countries.

## **2.5. Cultural Context and Secondary Education**

Most research on teacher attitudes and student confidence originates from Western or high-income countries. There is a notable gap in studies conducted in South Asian educational systems where teacher-centered pedagogy, examination stress, and hierarchical classroom culture may suppress student voice and confidence (Iqbal et al., 2019; Rahman et al., 2020). Within Pakistani secondary schools, teacher behavior is often shaped

by sociocultural norms that may not align with student-centered approaches known to foster academic confidence. This creates a strong rationale for localized empirical research in the context of teacher attitudes and psychological outcomes among adolescents. Several studies confirm the role of teachers in influencing student motivation and performance, relatively few studies isolate academic confidence as the main dependent variable (Putwain et al., 2013). Moreover, quantitative, survey-based studies that operationalize both perceived teacher attitudes and academic confidence using validated scales remain scarce. Additionally, there is a lack of focus on how students' perceptions of their teachers' emotional and behavioral attitudes translate into their confidence in academic abilities, especially in secondary education systems in non-Western contexts.

## **2.6 Theoretical Framework**

This study is grounded in Social Cognitive Theory (SCT) developed by Albert Bandura (1986), which emphasizes the reciprocal interactions between behavioral, personal, and environmental influences in human learning. According to SCT, self-efficacy beliefs including academic confidence develop through personal mastery experiences, vicarious learning, social persuasion, and physiological/emotional states. In the classroom, teacher attitudes serve as a form of social persuasion and environmental stimulus that can strengthen or weaken students' belief in their academic capabilities (Bandura, 1997). Self-Determination Theory (SDT) by Deci and Ryan (1985) provides a useful complementary lens. SDT posits that students' internal motivation and confidence are bolstered when their needs for autonomy, competence, and relatedness are met. Teachers who demonstrate supportive attitudes contribute significantly to fulfilling these needs, which in turn enhances academic confidence. Key Constructs and Concepts

1. Teacher Attitudes: Encompasses teachers' emotional tone, communication style, expectations, and responsiveness as perceived by students.
2. Academic Confidence: A student's belief in their ability to perform and succeed in academic tasks.
3. Perceived Teacher Support: A mediating variable that reflects the extent to which students feel emotionally and academically supported by teachers.

## **2.7 Justification of Theoretical Approach**

Social Cognitive Theory is particularly relevant because it addresses how environmental influences such as teacher behavior impact internal beliefs like confidence. Unlike purely behaviorist models, SCT allows for an exploration of student agency in interpreting and responding to teacher attitudes. The integration of SDT provides a more holistic framework to understand motivation and confidence as emerging from both relational

and cognitive domains of classroom life. While Attribution Theory or Expectancy-Value Theory could also be considered, they tend to focus more on causal explanations for success or value-based decision-making in learning, rather than the development of belief systems like confidence. Thus, SCT and SDT offer a more direct and comprehensive framework for analyzing the psychological effects of teacher attitudes on academic confidence.

The reviewed literature demonstrates that teacher attitudes significantly influence various student outcomes, including motivation, behavior, and achievement. However, academic confidence as a distinct and measurable construct remains relatively under-researched, particularly in secondary school settings and in non-Western contexts such as Pakistan. The use of Social Cognitive Theory and Self-Determination Theory offers a robust theoretical foundation for exploring these dynamics. This study aims to address the identified gaps by conducting a quantitative survey-based investigation into how perceived teacher attitudes affect students' academic confidence, providing new insights for educational practice, policy, and teacher training programs.

### **3. Research Methodology**

#### **3.1 Research Design**

This study employed a quantitative, cross-sectional survey-based research design to investigate the relationship between teacher attitudes and students' academic confidence. A quantitative approach was deemed most appropriate because it allowed for the systematic collection and statistical analysis of numerical data from a large population, thereby enhancing the reliability and generalizability of the results (Creswell & Creswell, 2018). The survey design enabled the researcher to capture student perceptions at a single point in time, which aligned with the objective of assessing the impact of teacher attitudes as perceived during the academic year.

#### **3.2 Population and Sampling**

The target population comprised secondary school students (Grades 9 and 10) enrolled in both public and private schools in the district of Narowal, Punjab, Pakistan. A stratified random sampling technique was used to ensure representation across gender, school type (public vs. private), and geographic zones within the district. A sample size of 300 students was selected, which aligns with general recommendations for survey research and is considered sufficient for correlation and regression analyses (Cohen, 1988). The sample included students aged between 14 and 16 years. Written consent was obtained from the school administration and student guardians where required.

### 3.3 Data Collection Procedure

Data were collected through the administration of structured, self-report questionnaires. The survey was conducted in classroom settings with the assistance of trained facilitators to ensure standardization and reduce procedural bias. The participants were assured anonymity and confidentiality to encourage honest responses. The entire data collection phase was conducted over a period of three weeks in April 2025.

### 3.4 Instruments for Data Collection

Two standardized instruments were used:

1. **Teacher Attitudes Inventory (TAI):** A revised version of the scale developed by Anderson (2004), which measures students' perceptions of teacher behavior and attitudes. It includes subscales such as teacher enthusiasm, fairness, supportiveness, and respect, rated on a 5-point Likert scale (1 = Strongly Disagree to 5 = Strongly Agree).
2. **Academic Confidence Scale (ACS):** Adapted from Sander and Sanders (2006), this instrument measures students' confidence in their academic abilities across tasks such as problem-solving, reading, writing, and exam preparation. It also uses a 5-point Likert scale format.

Both instruments were piloted on a small group ( $n = 30$ ) of students to test reliability and content validity. The Cronbach's alpha values were 0.88 for the Teacher Attitudes Inventory and 0.85 for the Academic Confidence Scale, indicating good internal consistency (Taber, 2018).

### 3.5 Data Analysis Techniques

The collected data were coded and entered into SPSS Version 26 for analysis. Descriptive statistics such as mean, standard deviation, and frequency were used to summarize participant demographics and scale scores. Inferential statistics included: Pearson's Correlation Coefficient to examine the relationship between teacher attitudes and academic confidence. Independent Sample t-Tests to explore differences in academic confidence across gender and school type. Linear Regression Analysis to assess the predictive power of teacher attitudes on academic confidence.

## 4. Data Analysis and Findings

This section presents the analysis and interpretation of data collected from a sample of 300 secondary school students from public and private schools in Narowal District, Pakistan. The data were analyzed using SPSS Version 26, with descriptive and inferential statistical procedures applied to address the following research questions:

### 4.1 Descriptive Statistics

The participants included 162 males (54%) and 138 females (46%). Of the total sample, 180 students (60%) were from public schools and 120 (40%)

from private institutions. The mean age of the participants was 15.2 years (SD = 0.74).

**Table 1: Descriptive Statistics of Main Variables**

Variable	N	Mean	SD	Minimum	Maximum
Perceived Teacher Attitudes	300	3.87	0.56	2.1	5.0
Academic Confidence	300	3.72	0.63	1.9	5.0

The data indicated that students generally perceived teacher attitudes to be positive ( $M = 3.87$ ,  $SD = 0.56$ ) and reported a moderately high level of academic confidence ( $M = 3.72$ ,  $SD = 0.63$ ).

**4.2 Research Question 1: Is there a significant relationship between secondary school students' perceptions of teacher attitudes and their level of academic confidence?**

To answer this question, Pearson's Product-Moment Correlation was conducted to examine the linear relationship between perceived teacher attitudes and academic confidence.

**Table 2: Pearson Correlation Between Teacher Attitudes and Academic Confidence**

Variables	r	p-value
Teacher Attitudes & Academic Confidence	0.64	.000

The analysis revealed a strong positive correlation ( $r = 0.64$ ,  $p < .001$ ) between perceived teacher attitudes and students' academic confidence. This indicates that students who perceived their teachers as supportive, respectful, and enthusiastic were significantly more confident in their academic abilities. This finding is consistent with the work of Ruzek et al. (2016) and Zee & Koomen (2016), who found that supportive teacher-student relationships predict higher levels of academic self-belief.

**4.3 Research Question 2: How does the level of perceived positive teacher attitudes influence students' academic confidence in secondary schools?**

To examine the predictive influence of teacher attitudes on academic confidence, simple linear regression analysis was conducted.

**Table 3: Linear Regression Model Summary**

Model	R	R <sup>2</sup>	Adjusted R <sup>2</sup>	Std. Error
1 (TA → AC)	0.64	0.41	0.41	0.48

**Table 4: Regression Coefficients**

Predictor	B	SE B	$\beta$	t	p
Constant	1.02	0.22	–	4.63	.000
Teacher Attitudes	0.70	0.05	0.64	12.83	.000



The regression model was statistically significant,  $F(1, 298) = 164.61$ ,  $p < .001$ , and explained approximately 41% of the variance in students' academic confidence ( $R^2 = 0.41$ ). The unstandardized coefficient ( $B = 0.70$ ) indicated that for every one-unit increase in perceived teacher attitudes, academic confidence increased by 0.70 units, holding all else constant. This statistically significant result confirms that perceived positive teacher attitudes are a strong predictor of students' academic confidence, aligning with Social Cognitive Theory (Bandura, 1997), which highlights the role of environmental and interpersonal reinforcement in shaping self-efficacy beliefs. Independent sample t-tests were also conducted to explore gender differences in academic confidence:

**Table 5: Independent Sample t-Test – Gender Differences**

Gender	N	M	SD	t	df	p
Male	162	3.68	0.65	-1.23	298	.219
Female	138	3.77	0.60			

No statistically significant gender differences were found in academic confidence ( $p > .05$ ), indicating that teacher attitudes have a similar effect on both male and female students.

#### **4.5 Interpretation of Findings**

The data support both research questions and confirm the importance of teacher attitudes as a determinant of students' academic confidence. The significant correlation and predictive strength of the regression model validate the central premise of this research: that emotionally supportive and positively perceived teacher behaviors are associated with higher levels of academic self-belief in secondary school students. This finding aligns with the theoretical underpinnings of Bandura's Social Cognitive Theory and Deci & Ryan's Self-Determination Theory, which emphasize the role of social environments in shaping student perceptions of competence and confidence. These insights can inform teacher training programs by stressing the development of interpersonal skills, empathy, and motivational strategies to enhance student outcomes.

### **5. Discussion**

The primary aim of this study was to examine the relationship between secondary school students' perceptions of teacher attitudes and their level of academic confidence, and to explore how positive teacher attitudes predict students' confidence in academic contexts. Based on a quantitative survey of 300 secondary school students in Narowal, Pakistan, the findings offer strong support for both research objectives and provide meaningful insights into the role of teacher-student interactions in shaping academic self-belief.

### ***5.1 Relationship between secondary school students' perceptions of teacher attitudes and their level of academic confidence***

The results of the Pearson correlation analysis revealed a strong positive correlation ( $r = 0.64$ ,  $p < .001$ ) between perceived teacher attitudes and academic confidence. This indicates that students who perceive their teachers as emotionally supportive, respectful, and enthusiastic are more likely to believe in their own academic abilities. This finding aligns with earlier research conducted by Zee & Koomen (2016) and Usher & Pajares (2008), both of whom emphasized the role of teacher emotional support and classroom climate in shaping students' self-perceptions and confidence. The implication here is significant: teacher attitudes are not merely peripheral behaviors, but central psychological tools that can either elevate or diminish a student's sense of self-efficacy. Teachers who demonstrate genuine interest, offer constructive feedback, and show consistent encouragement create a psychologically safe environment, enhancing students' willingness to take academic risks and persevere through challenges.

This relationship also reinforces the assumptions of Social Cognitive Theory (Bandura, 1997), which posits that social persuasion, emotional arousal, and observational learning are key mechanisms through which individuals develop efficacy beliefs. In this context, teachers act as role models and sources of emotional reinforcement, which influence students' internal belief systems about their academic potential.

### ***5.2 level of perceived positive teacher attitudes influence students' academic confidence in secondary schools***

The results of the linear regression analysis showed that perceived teacher attitudes significantly predict academic confidence ( $B = 0.70$ ,  $R^2 = 0.41$ ,  $p < .001$ ). This means that approximately 41% of the variation in academic confidence can be explained by how positively students view their teachers' attitudes. This result is not only statistically significant but also practically meaningful, underscoring the predictive power of teacher-student relationships in the educational process. This finding corroborates prior work by Ruzek et al. (2016) and Martin & Marsh (2006), who found that supportive classroom environments and emotionally attuned teachers enhance students' confidence and academic resilience. It also supports the tenets of Self-Determination Theory (Deci & Ryan, 1985), which asserts that the fulfillment of students' needs for competence, autonomy, and relatedness leads to greater intrinsic motivation and self-confidence. In this study, perceived teacher support is a critical facilitator of that fulfillment. The absence of significant gender differences in academic confidence ( $p > .05$ ) suggests that the impact of teacher attitudes is uniformly distributed across male and female students. This reinforces the universal importance of positive teacher behavior in promoting student confidence, regardless of demographic differences.

### **5.3 Synthesis with Theoretical Framework**

The findings of this study resonate strongly with Bandura's Social Cognitive Theory (1997). The teacher, in this theoretical view, acts as both an environmental stimulus and a social model whose attitudes can significantly shape students' cognitive appraisals of their own academic abilities. Positive teacher attitudes provide vicarious experiences and verbal persuasion, both of which are critical sources of self-efficacy. Self-Determination Theory (Deci & Ryan, 1985) offers a complementary lens by asserting that teacher behaviors fulfilling students' psychological needs lead to enhanced motivation and self-worth. When students perceive that their teachers care about their development, they are more likely to develop a strong academic identity, which manifests as higher academic confidence. The findings not only validate the existing literature but also offer theoretical triangulation by integrating multiple psychological perspectives to explain how external teacher behavior translates into internal psychological outcomes for students.

### **5.4 Contributions and Implications**

This study contributes new knowledge by providing empirical evidence from a South Asian secondary school context, an area where such psychological constructs are often underexplored. The clear statistical relationship between teacher attitudes and academic confidence supports the argument for teacher training programs that prioritize socio-emotional learning, reflective practice, and student-centered pedagogy. In practice, these findings suggest that schools and policymakers should consider formal frameworks for teacher-student interaction, integrate emotional intelligence modules in teacher education, and establish feedback loops through which students can share their perceptions about teacher behavior.

This study is limited by its cross-sectional design, which precludes causal interpretations. Furthermore, the data are based on self-report measures, which may be influenced by social desirability or subjective bias. Future studies could adopt longitudinal designs and mixed-method approaches to explore the evolution of academic confidence over time and to gain deeper qualitative insights into student perceptions. Another potential area for future research is the inclusion of teacher self-assessments and classroom observations to triangulate student-reported data. Research could also explore how contextual variables such as school leadership, peer culture, and curriculum design interact with teacher attitudes to influence student outcomes. The present study underscores that teacher attitudes are not trivial or peripheral, but pivotal psychological agents in the academic development of students. The evidence presented affirms that teachers' emotional availability, fairness, and encouragement are directly tied to how students see themselves in the academic world. A confident student, shaped

in large part by positive teacher interactions, is not just a better learner—but a more resilient and motivated individual prepared for lifelong learning.

## 6. Conclusion

This study set out to explore the relationship between secondary school students' perceptions of teacher attitudes and their academic confidence through a survey-based quantitative research approach. Drawing on data collected from 300 students in the district of Narowal, Pakistan, the findings confirmed that teacher attitudes play a significant and positive role in shaping students' academic confidence. The results demonstrated a strong positive correlation between perceived teacher attitudes and academic confidence, suggesting that when students view their teachers as supportive, respectful, and encouraging, they are more likely to believe in their own academic abilities. Furthermore, regression analysis revealed that teacher attitudes are a strong predictor, accounting for 41% of the variance in academic confidence levels. These findings support the theoretical assumptions of Social Cognitive Theory (Bandura, 1997) and Self-Determination Theory (Deci & Ryan, 1985), which emphasize the role of social environments and teacher-student relationships in fostering self-efficacy and internal motivation.

The study contributes to the growing body of literature by providing empirical evidence from a secondary school context in a non-Western setting, highlighting the universal relevance of teacher attitudes in student development. It also provides actionable insights for educational practitioners and policymakers—indicating that enhancing teacher awareness, emotional intelligence, and interpersonal communication can significantly uplift student self-belief and academic resilience. The study also acknowledges its limitations, including its reliance on cross-sectional data, self-report instruments, and a geographically restricted sample. Future research is recommended to adopt longitudinal or mixed-method designs to deepen the understanding of how teacher attitudes evolve and interact with student outcomes over time. This study affirms that teacher attitudes are not merely instructional techniques but psychological catalysts. A teacher's tone, encouragement, and belief in their students' potential can ignite confidence, shape academic identity, and ultimately influence the trajectory of student success.

## Recommendations

1. **Integrate Emotional Intelligence Training into Teacher Education Programs:** Pre-service and in-service teacher training should include modules on emotional intelligence, empathy, and positive communication. Equipping teachers with these skills will help them build supportive relationships that enhance students' academic confidence.

2. **Promote Reflective Teaching Practices:** Schools should encourage teachers to engage in regular reflection through peer feedback, student feedback, and self-assessment to become more aware of how their attitudes impact students' learning and confidence.
3. **Establish Feedback Mechanisms for Student Voice:** Implement structured and anonymous student feedback systems that allow learners to share their perceptions of teacher behavior. This feedback can help teachers adjust their attitudes and practices in real time.
4. **Develop Professional Development Workshops on Student Motivation and Confidence:** Conduct regular professional development sessions focusing on strategies to nurture academic self-belief, such as affirming student efforts, using growth-oriented language, and maintaining high expectations with emotional support.
5. **Encourage a Supportive and Inclusive Classroom Climate:** School leadership should support policies and classroom norms that foster respect, fairness, and encouragement, ensuring that all students regardless of gender or background feel valued and confident.
6. **Incorporate Teacher Attitude Indicators into Performance Evaluation Systems:** Teacher appraisal systems should not only assess content delivery and academic results but also include student-centered indicators such as positivity, encouragement, and emotional support to recognize and promote best practices.

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