

S.No.109



**IMPACT OF PERCEIVED TEACHERS' SUPPORT ON STUDENTS' SELF-ESTEEM**

**A thesis  
Presented to  
The Institute Of Professional Psychology,  
Bahria University, Karachi Campus**

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**In Partial Fulfillment  
Of the Requirements for the  
Degree Bachelors of Science  
(BS) Psychology**

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**By  
BakhtZameen  
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&  
Misbah Salman**

**MARCH, 2018**

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## CHAPTER I

### Abstract

The present study aimed to investigate the impact of perceived teacher support on student self-esteem. It was hypothesized that there will be a significant effect of perceived teacher support on student's self-esteem. The research sample consisted of 160 participants with the equal ratio of males and females of two different boards (Cambridge and matriculation) within the age range of 10 to 15 years. The participants were selected from schools in Karachi through purposive sampling. Self-esteem was measured by using Rosenberg self-esteem scale and perceived teacher support was measured by using Teachers as social context questionnaire (TASCQ). The collected data was analyzed using the software, Statistical package for social sciences (SPSS-version 21) through descriptive and inferential statistical method. The result graph shows that perceived teacher support has no significant effect on student's self-esteem. Implications and suggestions for future empirical exploration of the constructs are also discussed.

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# **SELF ESTEEM AS A FUNCTION OF EMOTIONAL INTELLIGENCE AMONG HEARING IMPAIRED STUDENTS**

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By

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**JULY, 2013**

## BAHRIA UNIVERSITY, KARACHI

## APPROVAL SHEET

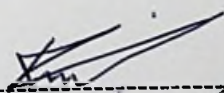
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## ABSTRACT

The aim of the study was to examine the Self-Esteem as a function of Emotional Intelligence among hearing impaired students. It was hypothesized that there exists a positive correlation between Emotional Intelligence and Self Esteem among hearing impaired students. Furthermore it was also assumed that the Self-Esteem of males hearing impaired students will be higher than the hearing impaired female students. The sample size of the participants of the study was of 50 adolescents (age range 12-18). All the participants completed the BarOn Emotional Quotient Inventory: Youth Version (Short Form) - developed by Bar-On and Parker (2000) and the Rosenberg Self-Esteem Scale (RSES) – developed by Rosenberg (1965). The results did not support the first hypothesis and there was no positive correlation between the two variables according the statistical analysis. However according to the statistical analysis done, the second hypothesis of the study was accepted and the results did verify that males hearing impaired students have higher Self-Esteem as compared to females hearing impaired students.

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