

## **The Impact of Lecturer - Student Relationship on Self-Esteem of Undergraduates: A Case from Sri Lanka**

Shehani Joseph<sup>1</sup>, Thilini De Silva<sup>2</sup>

*Department of Management, NSBM Green University*  
*shehani.j@nsbm.ac.lk<sup>1</sup>, thilini@nsbm.ac.lk<sup>2</sup>*

### **Abstract**

#### **How to cite this paper:**

Joseph, S., Silva, T. (2022).  
The Impact of Lecturer  
Student Relationship on Self-  
Esteem of Undergraduates A  
Case from Sri Lanka.  
*International Journal of  
Contemporary Business  
Research 1(1)*, 80–99.

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ISSN Online: 2961 – 547X  
ISSN Print: 2961 – 5259

Received: 12.02.2022  
Accepted: 28.10.2022

Self-esteem plays a significant role in satisfaction. This research studied the impact of the lecturer-student relationship on the self-esteem of undergraduates at a university in Sri Lanka. A quantitative research approach was used, and the data from fourth-year undergraduates in the university have been gathered through 121 responses via Google Forms. Rosenberg's Self-esteem scale and lecturer-student relationship scale were used in developing the survey questionnaire. The study found that when the lecturer-student relationship increases, the self-esteem of an undergraduate can also be increased. Further research studying how academics perceive the student-lecturer relationship in order to improve the self-esteem of students is recommended through this research.

**Keywords:** Lecture-student relationship, Self-esteem, Rosenberg Self-esteem scale

## **1. Introduction**

The history of self-esteem as a concept began with known theorists in Psychology. William and Mead (1890) were among the first to explore the concept. They postulated that self-esteem was equivalent to the success of a person divided by his or her pretensions. Self-esteem is a central construct in clinical, developmental, personality, and social psychology, and its role in psychological functioning has been studied for nearly a century (Greenier et al., n.d.). Self-esteem can also be the attitudes, beliefs, and emotions towards the self. This can be either negative or positive, but this depends on several other factors, such as the influence of parents, guardians, teachers, and peers (Nyadanu et al., 2014) Since there are many factors affecting a person's self-confidence, there is a dearth of information and knowledge about how the relationship between lecturers and students impacts self-esteem and eventually professional performance after graduation.

Nowadays, education theorists argue that lecturer-student relationships, both social and emotional, play a meaningful role in schooling and learning gains (Creasey et al., 2009). Majority believe that parenting and education highly influence the growth of an individual. In the national goals of education, healthy self-esteem in Finland serves as a key component of a human being and social citizen, given that "education must support the pupils' growth into balanced adults with healthy self-esteem." (FNBE, 2016, p. 31). In school, the teaching-studying-learning process also aims at providing a holistic education. Excluding content knowledge, pupils are supported to develop "individuality" and "sociability" (Tirri, 2016, p. 60). Due to this fact, this research was conducted in the local context to practically assess the impact of the lecturer-learner relationship on self-esteem.

Many research have been done on this topic, but not much has been done in Sri Lanka. Hence, this study aims to investigate the impact of the lecturer-student relationship on the student's self-esteem at the university level in Sri Lanka. The NSBM Green University was selected as the case for the investigation. NSBM (National School of Business Management) which is known to be the first-ever green university town in South Asia, sets an example for the whole world by paving the way for environmental sustainability. The university is opened to both national and international student communities, and it has turned a new chapter in Sri Lankan higher education. The state-of-the-art university offers nationally and

internationally recognized UGC-approved degree programs and foreign degree programs under its three faculties; Business, Computing, and Engineering (Insights into the First Green University in South Asia, 2016).

## **2. Literature review**

### **2.1. Self-esteem**

Self-esteem alludes to an individual's general assessment of their value. It incorporates convictions, for example, "I am competent", feelings, for example, victory, despondency, pride, and disgrace. It can likewise apply to a specific measurement, for example, "I trust I am a decent essayist and I feel glad for myself", or "I trust I am a decent individual and I am pleased with that." Self-esteem can be likened to self-worth, self-respect, self-regard, self-love, and self-honesty. In mid-1969, Morris Rosenberg, a social learning theorist, characterized self-esteem as a steady feeling of individual worth or value. Self-idea is an idea of character, and for it to develop, we have to have self-worth, and this self-worth will be gained from grasping difficulties that bring about the appearance of achievement. (Okoko, 2010, p. 10)

William J. (1890, p. 297) pioneered the research on self-esteem. He characterized that it is the proportion of achievements to assumptions. He defines self-esteem by how effective we think we are in the region we excel. Self-esteem can be balanced at any phase throughout everyday life and can be positive or negative. Thus, it is critical to underline positive formative change and endeavor to forestall the negative (Alpay, 2004). C. Cooley (2015) in his "mirror self" hypothesis recommended that we people are inclined to pass judgment on ourselves according to the perception of others. Consequently, the idea of self-esteem incorporates the impact of others. In social brain science, the expression "huge others" alludes to people who assume an urgent job in and greatly affect our life (Andersen and Chen, 2002). Studies have built up that others can decide ones' self-esteem (Horberg and Chen, 2010, pp. 77-91). Among the most compelling component that an individual identifies with, guardians and educators or instructors are essential and significant in building up the psychological image of one's self (Pianta et al., 2003).

Many could be that young ladies in this culture are not permitted to have affiliations with other gender peers during youthfulness. Likewise, these undergraduates were

in single-sex schools, and aside from rare field trips because of occasions, for example, concerts, sports or club-related exercises, in which they blended with the other sex, they were basically with similar friends for nine months per year, for a long time. It has been identified that in the African culture young ladies are generally disheartened from partnering with the other gender peers until they head off to college (Frank, 2009). An exploration discovery appeared to have deficiencies as it significantly focused on two single-sex schools (young ladies) and subsequently didn't give satisfactory clarification on friends of both sexes. In any case, different examinations uncover that teenagers who feel acknowledged in their companion bunches have their adoration, and the need for belongingness as well as self-esteem needs met. Dismissal results from hostility, helpless amiability, open lethargy, and hyperactivity (Ladd, 1999). Elements that influence young people's acknowledgement by peers incorporate knowledge capacity, physical engaging quality, uncommon gifts, financial class, and identity. Young people who have a place within the central financial class will in general be more mainstream than those experiencing childhood in lower financial classes. (Okoko, 2010)

High or positive self-esteem incorporates a readiness to communicate sentiments, initiate contacting others, sitting with others during exercises, working helpfully in gatherings, keeping in touch and talking easily, or little dithering in discourse (Santrock 2001). Low or negative self-esteem incorporates putting down others, prodding, ridiculing, or tattling, inability to communicate perspectives and assessments, expecting a compliant tone, gloating unreasonably about accomplishment abilities, giving reasons for disappointment, and verbally putting down of oneself (Santrock 2001; Okoko, 2010, p. 15)

High or positive self-esteem incorporates an ability to communicate feelings, starting well-disposed contact with other's orders or orders, sitting with others during exercises, working helpfully in gatherings, keeping in touch and talking smoothly, or little faltering in discourse (Santrock 2001). Low or negative self-esteem incorporates putting down others, prodding, ridiculing, or tattling, inability to communicate perspectives and suppositions, expecting a compliant tone, boasting unreasonably about accomplishment abilities, giving reasons for disappointment, and verbally putting down of oneself (Santrock 2001; Okoko, 2010)

Research done by Miller and Moran (2012) drew an agreement that the lecturer is a dominant character in influencing learners' self-esteem and sequentially affecting

their achievements and behavior (Yang, 2018). Longitudinal research done by Reddy et al. (2003, p. 119) indicated that lecturers' support and involvement could result in learners' higher self-esteem.

## **2.2. Lecturer-student relationship**

The principal factors that impact a person's self-esteem incorporate the school condition, lecturers, peers, and the educational plan, just as segment factors, for example, guardians' experience. (Gatabu, 2013). Lecturers do assume an indispensable job in forming a student's self-esteem. As per Wubbels and Levy (1993), students detailed that the best lecturer is solid headed, amicable, understanding, chivalrous, less dubious, less disappointed, and less reprimanding than other lecturers by and large. A longitudinal exploration done by Reddy et al. (2003) demonstrated that lecturers' help and association could bring about students' higher self-esteem. Students who had positive lecturer connections exhibited positive variation to class, regardless of their sexual orientation or evaluation level, over the rudimentary age run (Baker, 2006).

The type of relationship between the lecturer and the student serves as a link between the two, providing a better atmosphere for a classroom environment (Jones et al., 1981). The sort and nature of lecturer-student connections have both been legitimately connected to high self-esteem achievement (Hamilton and Howes, 1992). The more elevated level of affiliation seen among lecturers and students likewise yielded a more significant level of school fulfilment and belongingness (DeSantis et al., 2006) which influenced students' self-esteem, studies, and execution. This was because the acknowledgment of self-worth of students or its absence can yield a recognizable quality in the students which would move them either to accomplish or not to accomplish a goal throughout everyday life (Gatabu, 2013). Pianta (1999) contended that a strong connection among educators and their understudies cultivated all the more genuine and scholastically situated understudies and, whenever built up, kept up, and upheld, formed an understudy's improvement all through the early school years.

The lecturer-student relationship is perceived to be a formalized relational relationship between a position figure and a subordinate who cooperates on almost a regular schedule (Larson et al., 2002; Bartlett, 2005). Positive individual connections among grown-ups and youth are the establishments of effective

projects of training. As indicated by Borba (1989, p. 163), "The significance of relational connections in our lives couldn't be more important. We as a whole need to experience a feeling of connectedness to another person—especially to those whom we consider being significant and huge". At the point when students feel tested, they are more averse to be exhausted and withdrawn (Brophy, 1987). A few investigations investigating what makes a decent lecturer show the significance of according to lecturers and students. One examination characterizes the quality of being mindful as a demonstration of drawing out the best in students through confirmation and support. The attributes of caring work out in a way that helps the students to incorporate characteristics, for example, tolerance, trust, trustworthiness, and boldness. Explicit lecturer traits that show caring incorporate tuning in, tenderness, understanding, information on students as people, warmth and support, and general love for youngsters (Stronge, 2002). Making a culture in the study hall where learning is "cool," and posing inquiries isn't just all right yet expected sets aside some effort to create and is practised by setting clear, high, reliable, yet achievable desires for all students. Great guidance that is thorough, lined up with content norms, and utilizations instructional methodologies to meet the scholarly needs of all students is key in advancing a culture of commitment and accomplishment in the study hall (Weiss and Pasley, 2004).

### **2.3. Self-esteem and lecturer-student relationship**

Showing is an expressive movement, thinking, and activity that intends to arrive at a sort of intelligence and force. Ongoing year's hypotheses addressed such a job and its effect on self-esteem.

In the light of this common comprehension, concentration on various parts of the lecturer's job uncovered noteworthy discoveries. Kususanto et al. (2010, p. 708) found that lecturers' perceived ideas of learners could manifest through behavior and be detected by learners, which in turn affects learners' self-esteem. Reddy et al. (2003, p. 119) showed that lecturers' help and inclusion could result in students' higher self-esteem. Also, he referenced the intensity of the lecturer as a good example, and giving consistent help would add to a positive self-recognition. Likewise, Burns (1982, p. 254) reasoned that the lecturer's self-idea associates with youngsters' self-idea. He clarified lecturers who have a positive perspective on themselves actually and expertly show the penchant for trusting in students' ability

and making a steady homeroom condition, prompting understudies' high self-esteem.

DuBois uncovered in 2002 that condition has been appeared to assume a significant job in deciding directions of young people's self-esteem. Different people have different role models in life that help us identify our real self (Miller & Moran, 2012, p. 33-34). People grow by looking at their role models and at least try and be like the exact person. When we were young, the first outsider who comes and stays in our lives for a long time is a lecturer. So that person would become the role model. Even when we grow old and enter university life, we can create a role model and follow that person's path to success. (Seeker & Deniz, 2016, p. 2). Muhamad et al. (2013, p. 29) noted, lecturers who have positive self-concepts can make a decent example for understudies, and through the sure exhibit, they help students with working up ascertain self-idea.

#### **2.4. Theory to measure self-esteem and lecturer-student relationship**

There are numerous speculations identified with self-esteem. These incorporate Maslow's Theory of Needs, Carl Rogers' Theory of Self-Awareness, Rosenberg's Self-Esteem Scale, and Bednar and Peterson's Theory of Self-Esteem among others. Nonetheless, this investigation will utilize the Rosenberg self-esteem scale.

##### **2.4.1. Rosenberg Self-Esteem Scale**

It is a one-dimensional scale that contains 10 Likert-type components that add to the simplicity of organization, scoring, and translation. The measure's generally high inside consistency and test-retest dependability without a doubt add to its prominence. Conceivable powerlessness to social allure impacts has not hosed its utilization, most likely as a result of comparable issues with different scales. Albeit initially produced for use with young people, this scale is likewise utilized generally with grown-ups (Blascovich and Tomaka, 1991).

The Rosenberg Self-Esteem Scale, a broadly utilized self-report instrument for assessing singular self-esteem, was examined utilizing the reaction hypothesis. Factor examination recognized a solitary normal factor, despite some past investigations that removed separate self-confidence and self-depreciation factors. A model that obliged the 10 components to approach segregation appeared differently concerning a model permitting the segregations to be assessed openly.

The trial of essentialness demonstrated that the unconstrained model better fits the information; that is, the 10 questions of the Rosenberg Self-Esteem Scale are not similarly segregating and are differentially identified with self-esteem. The example of the working of the questions was analyzed about their substance, and perceptions are offered with suggestions for approving furthermore, creating future character instruments. (Gray-Little, 1997)

Self-esteem does not seem to predict the quality or length of associations. High self-esteem prepares people, even more, to yell out in social events and to denounce the get-together's approach. The activity doesn't stem directly from self-esteem, nonetheless, self-esteem may have lasting influences. Similar to people with low self-esteem, those with high self-esteem show more grounded in-pack prejudice, which may construct inclination moreover, isolation. Neither high nor low self-esteem is a quick purpose behind the violence. Narcissism prompts extended aggression in response to harmed pride. Low self-esteem may add to externalizing behavior and offense, but a couple of assessments have found that there are no effects or that the effect of self-esteem vanishes when different components are controlled. Self-esteem has a strong association with happiness. Notwithstanding the way that the assessment has not settled causation, we are persuaded that high self-esteem prompts more noticeable bliss.

Taking into account the heterogeneity of high self-esteem, unpredictable acclaims may very well effectively advance narcissism, with its less attractive results. Rather, he author prescribe utilizing commendation to help self-esteem as a prize for socially alluring conduct and self-improvement (Baumeister, Campbell, Krueger, & Vohs, 2003).

#### **2.4.2. Lecturer-Student Interaction (LSI) Questionnaire.**

The 9-questions survey, including four parts of lecturer-understudy communication: self-sufficiency, passion, scholarly backing, and arrangement of the structure were utilized to gauge the nature of lecturer-understudy communication. Two renditions of the poll, one for each exploratory condition (i.e., great and poor) were utilized. The two polls were indistinguishable in all viewpoints aside from minor contrasts in the guidelines. The term 'great' in the guidelines "consider one lecturer in James Cook College who has trained your last semester, with whom you see you have decent cooperation (for example lecturer-

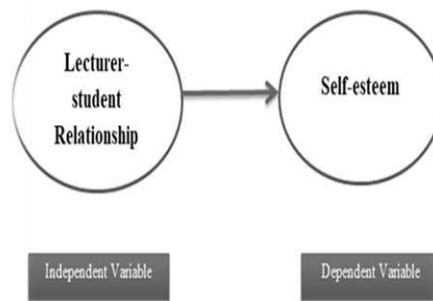


understudy connection)" was supplanted with 'poor' to recognize the two trial conditions. (Sagayadevan & Jeyaraj, 2012)

Previous studies applied various articulations to demonstrate types of self-esteem, for example, high and low self-esteem, positive and negative self-esteem, just as ideal and delicate self-esteem. Instruction is one of the components that influence the self-esteem of the individual's overall mentality toward his/her capacities corresponding to class learning the worth that individual for their self-esteem and locus of control.

### 3. Research method

Consumes (1982, p. 254) presumed that a lecturer's self-idea relates to youngsters' self-idea. He clarified lecturers who have a positive perspective on themselves by and by and expertly show the affinity for having faith in students' ability and making a steady study hall condition, prompting understudies' high self-esteem.



**Figure 2:** Conceptual Framework

The dependent variable in this research is the self-esteem of a student. The independent variable is the relationship between the lecturer and the student. (Nyadanu et al., 2014). The teaching conduction, including teaching approaches, activities, and classroom management, all affect learners' self-esteem. (Mruk, 2013b, p. 7). Many factors have been found to influence the self-esteem of students which are the environments under which the student is nurtured. These include the school, family, and peers (Saunders et al., 2005), the social environment, and the emerging technologies. Two psychological and sociological measuring tools were used: Rosenberg's Self-Esteem Scale (SES) (Creasey et al., 2009) and Lecturer-

Student Interaction (LSI) Questionnaire (Sagayadevan & Jeyaraj, 2012) to measure the self-esteem of a person and to measure the lecturer-student relationship. Smith and Mackie (2007) defined self-esteem as the positive or negative evaluations of the self, as in how we feel about it. Alpay (2004) indicated that self-esteem develops out of a person's experiences with success and failure.

The purpose of this study is to identify whether there is a correlation between lecturer-student relationship and the self-esteem of an undergraduate. The hypotheses are as below.

*H0: The lecture-student relationship does not influence the self-esteem of a student*

*H1: The lecturer-student relationship does influence the self-esteem of a student*

### **3.1. Approach to this research**

Self-esteem can be addressed as a tool to perfect a person's future. It is essential to sharpen this tool when a person gets older. Parents and lecturers are people who always show us the path to create our future. This research measures whether there is an impact of lecturer–student relationship on the self-esteem of an undergraduate. Also, this measures the current level of self-esteem of a student.

The Faculty of Business in the NSBM Green University consists of 5280 students. The students of the faculty can be mainly broken down into four main groups. They are 1st, 2nd, 3rd, and 4th-years with a student count of 2214, 1518, 1069, 479 respectively. This study has been conducted selecting the 4th year cluster.

### **3.2. Sampling**

The population of this study is all undergraduates which is 5280 students in the Faculty of Business which is the largest faculty in the university. The author has used the "Cluster Sampling Method" to conduct this research. Different clusters are recognized for the cluster sampling method. The author has recognized the clusters as the levels of the students (1st, 2nd, 3rd, and 4th-year students). The author sees this as the most feasible option for the study. The selected cluster for this study is the students from year four. The seniors of the university, the students who have higher opportunities to interact with the lecturers than the other students,

and who have been engaged in university activities for a longer period are a few reasons to select the final year students for this study. However, the author was able to target 121 students using the convenient sampling method from 4th-year students at the Faculty of Business and had conducted a quantitative research.

## **4. Results and discussion**

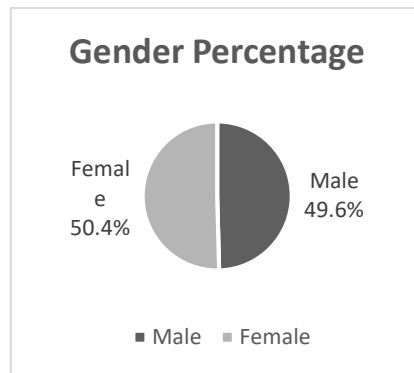
### **4.1 Descriptive statistics analysis**

#### **4.1.1. Analysis of the Name of Degree**

The highest number of responses are from BSc. in Business Management (Logistics Management) degree program which is, 81 students with an overall percentage of 67%. 0.8% of students have responded from BSc. in Business Management (Project Management) Degree program and BSc. (Hons) Human Resource Management degree program gives the lowest percentage of 0.8% and there is only one response from each degree program. The second highest responses have been provided by the BSc. in Business Management (Industrial Management) degree program, which is 13%, and there is a gap of 54% between the two degrees.

#### **4.1.2. Analysis of the Gender**

According to Figure 2, 50% of the responses are from females while the other half is from males. Since the total amount is 121 responses, 61 responses are from females, and 60 responses are from males. A significant fact is that it has overall 50/50 data when it comes to Gender.



**Figure 2 : Gender percentage**

#### **4.2. Manipulation check questions**

Analysts are worried about whether manipulations have the planned impacts. Numerous diaries and commentators see manipulation checks well, and they are broadly revealed in lofty diaries. Nonetheless, the prototypical manipulation check is a verbal (as opposed to social) measure that consistently shows up at a similar point in the technique (instead of its request being changed to survey request impacts). While we conceptualize manipulation checks as measures, they can likewise go about as mediations that start new cycles that would some way or another not happen.

The author included two manipulation questions to gather data relevant to this research. The students have answered these questions after thinking of a lecturer they like or they dislike. The questions are "How do you usually feel when you attend this lecturer's lessons?" and "What are some of the characteristics that you would associate with this lecturer?". Under the answers to the first question, 53.7% have responded as "interesting". 37.2% have found the lessons interesting. Only 5% have responded as upsetting and demanding.

The answer to the second question comprises of 71% who have responded as understanding and 34% who have responded as approachable. 5% have responded as irritable and nervous.

The questions related to the lecturer-student relationship show 0.76 and questions related to self-esteem show 0.713 as the Cronbach's Alpha. Therefore, it concludes that the variables are reliable.

### 4.3 Correlation analysis

Using Pearson's product-moment correlation with a 2-tailed test of significance, the correlation analysis was made to investigate any relationship between self-esteem (dependent variable) and lecturer-student relationship (independent variable).

**Table 2:** Analysis of correlation between lecturer-student relationship and self-esteem

<b>Dependent Variable</b>	<b>Independent Variable</b>	<b>Pearson Correlation</b>	<b>Significance of the relationship</b>
Self-esteem	Lecturer-student relationship	0.423	0.00

There is a positive relationship between the lecturer-student relationship and self-esteem. Also, the relationship is 42% that means when the lecturer-student relationship increases self-esteem can also increase. Since the significance value is less than 0.05, this relationship is significant.

### 4.4 Regression analysis

Regression examination can be partitioned into two, to be specific Simple Regression and Multiple Regression. If there are one ward variable and one autonomous variable, basic regression examination can be utilized. However if there are multiple factors, numerous regression investigation methods ought to be utilized. Since there are just a single autonomous variable and one ward variable a basic regression examination was utilized.

**Table 3:** Summary of Regression

R-Square	0.179
Adjusted R-Square	0.172
Model Significance	0.000

"R Square is the percentage of the response variable variation that is explained by a linear model" (Reuf, 2017). The R squared value represents the portion of the variance in the dependent variable (self-esteem) which can be explained by the independent variable (lecturer-student relationship). The R-square value also explains that the independent variable together explains the dependent variable by 17.9%.

The adjusted R-square explains "whether additional input variables contribute to the model". Since the adjusted R-square is 0.641, it says that when a new variable is added, productive power will decrease.

In the ANOVA Table, the model significance is 0.000 which is less than 0.05; the model is significant.

#### **4.5 Hypothesis testing**

H1: The lecturer-student relationship does influence the self-esteem of a student learning

According to the significant results for self-esteem, the value is less than 0.05(0.000 <0.05). Also, the Beta Coefficient is 0.45, which explains that the lecturer-student relationship does influence the self-esteem of a student learning at this university, and it is 45%.

### **5 Conclusion**

This research is initiated to identify the impact of the lecturer-student relationship on the self-esteem of undergraduates at the NSBM Green University, Faculty of Business. To answer the main research question, the interest was drawn in identifying the current level of lecturer-student relationship and the self-esteem level. The research took a quantitative aspect to find relevant data with regards to the study. Out of four clusters (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, and 4<sup>th</sup> years), 121 students from one cluster (4<sup>th</sup> Years) have been taken as the sample for this study. All gathered data have been analyzed using SPSS software to obtain sufficient results.

The main aim of the study is to identify the impact of the independent variable (lecturer-student relationship) on the dependent variable (self-esteem of undergraduates). The regression analysis technique was used for this purpose and adequate measures were taken to test and fulfil the pre-requisite of the data set.

Furthermore, support testing was conducted to measure model fitness using R squared values, the ANOVA table, and the Pearson correlation to measure the interdependency of variables and their respective test outputs, and subsequent interpretation was done in the findings. Based on the above-mentioned support tests, ensuring the pre-conditions for classical assumptions, the study arrived at the following eventual finding.

- There is an impact on the lecturer-student relationship on the self-esteem of undergraduates.

The questions related to the lecturer-student relationship show 0.76 and questions related to self-esteem show 0.713 as the Cronbach's Alpha. This concludes that all the questions of the questionnaire are reliable and accurate. Also, it explains that the lecturer-student relationship does exist in the NSBM Green University, Faculty of Business.

According to Correlation analysis in Table no. 2, the Pearson correlation is 0.423, which explains that there is a relationship between the independent variable (lecturer-student relationship) and the dependent variable (self-esteem of undergraduates) and it is 42.3%. Since Pearson correlation is a positive value, there is a positive relationship which means if the independent variable increases, the dependent variable also increases.

A great lecturer-student relationship is fundamental to students' all-encompassing and long-term improvement. Strategy creators, college specialists, and students must make an honest effort to build a great student-lecturer relationship that improves training. The accompanying suggestions are thus made dependent on the significant discoveries of this investigation:

Lecturers should offer other helpful associations and tutoring to students other than giving only scholarly directions. Improve lecturing methods by relating them to Psychology. In many foreign countries, they conduct seminars for lecturers, about the thinking patterns of students. This will increase the understanding among lecturers and students. Further, examination ought to be done where lecturers additionally survey how they see student-lecturer relationship inside the division and fundamental discoveries joined with that of the students' recognition. This is a sector that trains experts to deal with the future world; endeavours ought to be made by the lecturers and the specialists to impart the feeling of a great relationship

in the students for quality conveyance. Further examination ought to be completed to see whether self-esteem created during schools impacts the proficient yields of workers. It is additionally recommended that further investigations be completed to create a blended impacts model of the scholastic exhibition of students thinking about self-esteem, lecturer relationship, socio-social and financial variables, and other key determinants.



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