



Understanding the Role of Perceived Teacher
Rejection in the Academic Achievement and
Psychological Well-Being of School-Age Children
in Pakistan

Ayuns Luz and Godwin Olaoye

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Authors

Ayuns Luz, Godwin Olaoye

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Abstract:

This study aims to explore the relationship between perceived teacher rejection, academic achievement, and psychological well-being among school-age children in Pakistan. Perceived teacher rejection refers to a child's subjective perception of being rejected, ignored, or excluded by their teachers. It is hypothesized that perceived teacher rejection has a negative impact on both academic achievement and psychological well-being.

The study will employ a mixed-methods approach, combining quantitative surveys and qualitative interviews, to gather comprehensive data from a diverse sample of school-age children in Pakistan. The sample will include children from different socio-economic backgrounds, attending both public and private schools.

Quantitative data will be collected using validated measures to assess perceived teacher rejection, academic achievement, and psychological well-being. The participants' academic achievement will be evaluated using their academic records, while psychological well-being will be assessed through standardized psychological scales. Additionally, qualitative interviews will be conducted to gain an in-depth understanding of the children's experiences, perceptions, and emotions related to teacher rejection.

The findings of this study are expected to provide valuable insights into the impact of perceived teacher rejection on school-age children in Pakistan. It is anticipated that higher levels of perceived teacher rejection will be associated with lower academic achievement and poorer psychological well-being. The qualitative data will help in uncovering the underlying mechanisms and specific factors contributing to this relationship.

Understanding the role of perceived teacher rejection in the academic achievement and psychological well-being of school-age children in Pakistan has significant implications for educational policies, teacher training programs, and interventions aimed at improving children's academic performance and mental health. By highlighting the importance of positive teacher-student relationships and the negative consequences of perceived rejection, this research can contribute to the development of strategies to enhance children's educational experiences and overall well-being.

Introduction:

The role of teachers in shaping the academic achievement and psychological well-being of school-age children is widely recognized. Teachers play a crucial role in creating a positive and supportive learning environment that fosters students' educational development and overall well-being. However, in some cases, children may perceive rejection from their teachers, which can have detrimental effects on their academic performance and psychological health. This study aims to investigate the role of perceived teacher rejection in the academic achievement and psychological well-being of school-age children in Pakistan.

Perceived teacher rejection refers to a child's subjective perception of being rejected, ignored, or excluded by their teachers. It encompasses various forms of negative teacher-student interactions, such as harsh criticism, lack of attention, favoritism, or disrespectful treatment. When children perceive rejection from their teachers, it can lead to feelings of social exclusion, low self-esteem, and diminished motivation to engage in academic tasks. These negative emotional experiences may hinder their academic progress and overall well-being.

Pakistan, like many other countries, faces several challenges in its education system, including overcrowded classrooms, inadequate resources, and varying quality of teaching. These factors can contribute to increased instances of perceived teacher rejection among school-age children. However, limited research has examined the

specific impact of perceived teacher rejection on academic achievement and psychological well-being in the Pakistani context.

Understanding the relationship between perceived teacher rejection, academic achievement, and psychological well-being is essential for several reasons. Firstly, academic achievement is a key determinant of future educational and occupational opportunities for children. It is crucial to identify factors that may impede academic progress and find ways to mitigate their negative effects. Secondly, psychological well-being is vital for children's overall development and functioning. Negative experiences with teachers can significantly impact their emotional well-being, leading to increased stress, anxiety, and even depression.

Moreover, Pakistani society places significant emphasis on education, and academic achievement is often linked to children's self-worth and social status. Hence, the psychological consequences of perceived teacher rejection may be particularly pronounced in this cultural context. By examining the role of perceived teacher rejection in Pakistan, this study can shed light on the unique challenges faced by school-age children in this setting and contribute to the development of targeted interventions and support systems.

In conclusion, this study aims to bridge the existing research gap by investigating the relationship between perceived teacher rejection, academic achievement, and psychological well-being among school-age children in Pakistan. By understanding the impact of perceived teacher rejection, educational policymakers, school administrators, and teachers can develop strategies to promote positive teacher-student relationships, enhance academic outcomes, and improve the psychological well-being of children in Pakistan's education system.

Literature Review:

Theoretical Frameworks and Models:

Numerous theoretical frameworks and models have been developed to understand the relationship between teacher-student interactions and psychological well-being.

One prominent framework is the Social-Emotional Learning (SEL) framework, which emphasizes the importance of supportive and positive teacher-student relationships in fostering students' social and emotional development. According to this framework, positive interactions promote a sense of belonging, self-confidence, and emotional regulation, leading to improved psychological well-being.

The Attachment Theory provides another lens through which to examine teacher-student interactions. This theory suggests that secure attachments between teachers and students contribute to students' psychological well-being by providing a secure base from which they can explore and learn. In contrast, insecure attachments may lead to anxiety, low self-esteem, and other psychological difficulties.

Previous Studies in Different Cultural Contexts:

Research conducted in various cultural contexts has consistently highlighted the significance of teacher-student interactions for psychological well-being. For example, studies in Western countries have demonstrated that positive teacher-student relationships are associated with higher levels of self-esteem, academic motivation, and emotional well-being among students. Conversely, negative interactions, such as criticism and rejection, have been linked to lower self-esteem, increased anxiety, and reduced academic engagement.

Studies conducted in Asian countries, such as China and Japan, have also shown the importance of teacher-student interactions for psychological well-being. In these contexts, collective values and respect for authority influence the nature of these interactions. Positive relationships characterized by mutual respect and support have been found to contribute to students' well-being, while authoritarian or harsh interactions have been associated with negative outcomes.

Existing Research in Pakistani Schools:

Despite the recognized importance of teacher-student interactions for psychological well-being, limited research has been conducted specifically within the context of Pakistani schools. One study conducted in Pakistan highlighted the positive impact of teacher support and encouragement on students' academic motivation and performance. However, there is a dearth of research exploring the broader dimensions of teacher-student interactions and their influence on students' psychological well-being in this specific context.

The Pakistani educational system faces unique challenges, such as large class sizes, limited resources, and cultural dynamics, which may impact the quality of teacher-student interactions. Cultural values, hierarchical structures, and traditional teaching

practices may influence the nature and dynamics of these interactions in ways that differ from other cultural contexts. Therefore, there is a need for research that specifically examines the relationship between teacher-student interactions and psychological well-being within Pakistani schools.

In summary, existing research in different cultural contexts suggests that positive teacher-student interactions play a crucial role in promoting students' psychological well-being. However, limited research has been conducted within the context of Pakistani schools. This study aims to fill this gap by exploring the specific dynamics and influences of teacher-student interactions on psychological well-being in the Pakistani educational system. By doing so, it will provide valuable insights and contribute to the existing body of knowledge on this topic.

Research on teacher-student interactions and psychological well-being in Pakistani schools

As of my knowledge cutoff in September 2021, there is limited existing research specifically focusing on teacher-student interactions and psychological well-being in Pakistani schools. However, some studies have touched upon related aspects within the Pakistani educational context.

A study conducted by Ahmad and Shahzad (2017) explored the impact of teacher support and encouragement on students' academic motivation and performance in Pakistani schools. The findings revealed that positive teacher-student interactions, characterized by support and encouragement, significantly influenced students' motivation and academic achievement.

Another study by Amin, Khan, and Arif (2017) investigated the role of teacher-student relationships in promoting students' social and emotional well-being in Pakistani schools. The study highlighted the importance of positive teacher-student relationships in fostering a sense of belonging, emotional regulation, and overall well-being among students.

Additionally, research conducted by Bano and Ahmed (2015) examined the influence of teacher-student interactions on students' academic engagement and achievement in Pakistani classrooms. The findings indicated that positive teacher-student interactions, characterized by responsiveness, respect, and effective communication, were associated with increased academic engagement and improved academic outcomes.

While these studies provide some insights into the relationship between teacher-student interactions and student outcomes in the Pakistani educational context, there is a need for more comprehensive research specifically focusing on the impact of these interactions on students' psychological well-being. Further studies are required to explore the specific cultural and contextual factors that shape teacher-student interactions in Pakistani schools and understand how these interactions influence students' psychological well-being.

It is important to note that there may have been additional research conducted after my knowledge cutoff date. Therefore, referring to more recent publications and academic databases will provide a more up-to-date understanding of the existing research on teacher-student interactions and psychological well-being in Pakistani schools.

Methodology:

Research Design: This study will employ a mixed-methods research design, combining quantitative surveys and qualitative interviews. This approach will provide a comprehensive understanding of the relationship between teacher-student interactions and psychological well-being in Pakistani schools.

Sampling: A purposive sampling method will be used to select participants for the study. Schools from different regions of Pakistan will be identified, and students from various grade levels will be included in the sample. The selection criteria will ensure diversity in terms of geographical location, socioeconomic background, and school type (public or private).

Data Collection: a. **Quantitative Data:** A survey questionnaire will be developed to assess students' perceptions of teacher-student interactions and psychological well-being. The survey will include validated scales and items that measure variables such as the quality of teacher-student relationships, students' self-esteem, sense of belonging, and emotional well-being. The questionnaire will be administered to the selected sample of students, who will provide responses on a Likert scale. b. **Qualitative Data:** Semi-structured interviews will be conducted with both teachers and students to gather in-depth insights into their experiences and perspectives regarding teacher-student interactions and psychological well-being. The interviews will explore themes such as the nature of teacher-student relationships, the impact of these interactions on students' well-being, and any cultural or contextual factors that influence these dynamics. The interviews will be audio-recorded and transcribed for analysis.

Data Analysis: a. **Quantitative Data Analysis:** The quantitative data collected through the survey will be analyzed using statistical software. Descriptive statistics,

such as means, frequencies, and standard deviations, will be computed to summarize the data. Inferential statistical analyses, such as correlation and regression analyses, will be conducted to examine the relationship between teacher-student interactions and psychological well-being. b. Qualitative Data Analysis: The qualitative data from interviews will be analyzed thematically. Transcripts will be coded, and themes and patterns will be identified. Themes related to teacher-student interactions, psychological well-being, and contextual factors will be explored. The qualitative data will provide rich descriptions and nuanced insights into the experiences and perceptions of teachers and students.

Ethical Considerations: Ethical guidelines will be followed throughout the research process. Informed consent will be obtained from all participants, and their confidentiality and anonymity will be ensured. The study will adhere to ethical standards regarding data storage, protection, and dissemination.

Limitations: It is important to acknowledge potential limitations of the study. These may include the generalizability of findings to the entire Pakistani school population, the potential for social desirability bias in self-report measures, and the limited scope of the sample size. However, efforts will be made to mitigate these limitations by employing rigorous sampling techniques, utilizing validated measures, and analyzing data from multiple sources.

By employing a mixed-methods approach, this study aims to provide a comprehensive understanding of the relationship between teacher-student interactions and psychological well-being in Pakistani schools. The combination of quantitative and qualitative data will enable researchers to explore both the quantitative associations and the underlying contextual factors that shape this relationship.

Research Design and Approach:

Research Design: This study will utilize a quantitative research design to examine the relationship between teacher-student interactions and psychological well-being in Pakistani schools. A cross-sectional design will be employed, collecting data at a single point in time to explore the associations between variables.

Sampling: The study will use a stratified random sampling technique to select a representative sample of schools and students in Pakistan. Schools will be stratified based on geographical location (urban, suburban, rural) and school type (public, private). From each stratum, a proportional number of schools will be randomly selected. Within each selected school, students from different grade levels will be randomly chosen to participate in the study.

Participants: The participants will include both teachers and students. Teachers who have regular classroom responsibilities and interact directly with students will be

eligible for participation. Students from various grade levels will be included to capture a range of experiences. The sample size will be determined based on statistical power analysis to ensure adequate representation and detect meaningful relationships.

Data Collection: a. Survey Questionnaire: A structured survey questionnaire will be developed to collect data on teacher-student interactions and psychological well-being. The questionnaire will include validated scales and items that assess variables such as the quality of teacher-student relationships, students' psychological well-being, academic motivation, and socio-emotional development. The questionnaire will be administered to students during school hours to ensure a high response rate.

b. Data Collection Procedures: Trained researchers or data collectors will visit the selected schools and provide instructions to participants about the purpose of the study and how to complete the questionnaire. The participants will be assured of the confidentiality and anonymity of their responses. The completed questionnaires will be collected and securely stored for further analysis.

Data Analysis: a. Quantitative Data Analysis: The collected data will be analyzed using appropriate statistical techniques. Descriptive statistics, such as means, standard deviations, and frequencies, will be computed to summarize the data. Inferential statistics, including correlation analysis and regression analysis, will be conducted to examine the relationships between teacher-student interactions and psychological well-being, controlling for potential confounding variables. b. Subgroup Analysis: Subgroup analyses may be conducted to explore potential differences in the relationship between teacher-student interactions and psychological well-being across different demographic variables, such as gender, grade level, and school type.

Ethical Considerations: Ethical guidelines will be followed throughout the study. Informed consent will be obtained from participants or their legal guardians, ensuring their voluntary participation. Confidentiality and anonymity will be maintained in data collection, analysis, and reporting. The study will adhere to ethical standards regarding data storage, protection, and dissemination.

Limitations: It is important to acknowledge potential limitations of the research design. The cross-sectional design limits the ability to establish causality and temporal relationships. Additionally, self-report measures may be subject to response biases. The generalizability of findings may be limited to the specific sample and context studied. However, efforts will be made to address these limitations through careful sampling, rigorous data collection procedures, and appropriate statistical analyses.

By employing a quantitative research design and collecting data from a representative sample of Pakistani schools, this study aims to examine the relationship between teacher-student interactions and psychological well-being. The

findings will contribute to the existing knowledge base and inform educational practices and policies aimed at promoting positive teacher-student interactions and enhancing students' psychological well-being in Pakistani schools.

Results

I apologize, but as an AI language model, I don't have access to real-time data or the ability to conduct studies. Therefore, I cannot provide specific results for a study on the relationship between teacher-student interactions and psychological well-being in Pakistani schools. The results would depend on the actual data collected, analyzed, and interpreted in the study.

However, in a hypothetical scenario, the results could present various findings. For example, the study might find a significant positive correlation between positive teacher-student interactions and students' psychological well-being. It could show that students who perceive their teachers as supportive, caring, and respectful experience higher levels of self-esteem, a sense of belonging, and emotional well-being. Conversely, negative teacher-student interactions, such as criticism or neglect, might be associated with lower psychological well-being outcomes.

The study could also reveal potential moderating factors, such as gender, grade level, or school type, that influence the relationship between teacher-student interactions and psychological well-being. For instance, it might find that the impact of teacher-student interactions on well-being is stronger for female students compared to male students, or that the association is more pronounced in higher grade levels.

Additionally, subgroup analyses might identify specific aspects of teacher-student interactions, such as teacher support, communication, or classroom climate, that have a stronger influence on psychological well-being outcomes. This information could provide insights into the mechanisms through which teacher-student interactions impact students' well-being.

It is important to note that these hypothetical results are provided as examples and should not be considered as actual findings. Conducting a rigorous study and analyzing the data collected would be necessary to obtain accurate and valid results on the relationship between teacher-student interactions and psychological well-being in Pakistani schools.

Discussion of significant findings

I apologize for any confusion, but as an AI language model, I don't have access to real-time data or the ability to conduct studies. Therefore, I cannot provide a discussion of specific findings from a study on the relationship between teacher-student interactions and psychological well-being in Pakistani schools.

However, I can provide a general discussion of significant findings that researchers might encounter in such a study based on existing literature and hypothetical scenarios:

Positive Teacher-Student Interactions and Psychological Well-being: If the study finds a significant positive relationship between positive teacher-student interactions and psychological well-being, it would highlight the importance of supportive and nurturing teacher-student relationships in fostering students' well-being. Students who perceive their teachers as caring, respectful, and supportive are likely to experience higher levels of self-esteem, emotional well-being, and a sense of belonging.

Influence of Negative Teacher-Student Interactions: If the study reveals a negative association between negative teacher-student interactions (such as criticism or neglect) and psychological well-being, it would underscore the potential detrimental effects of such interactions on students' well-being. Negative interactions may contribute to lower self-esteem, increased stress levels, and a diminished sense of belonging and motivation among students.

Moderating Factors: The study might identify moderating factors that influence the relationship between teacher-student interactions and psychological well-being. For example, it may find that the impact of teacher-student interactions on well-being differs based on gender, grade level, or school type. Understanding these moderating factors can help tailor interventions and support strategies to specific student populations.

Mechanisms and Mediators: The study might explore the mechanisms and mediators through which teacher-student interactions influence psychological well-being. It could identify factors such as student engagement, academic motivation, or social

connectedness as potential mediators in this relationship. Such findings would provide insights into the underlying processes that link teacher-student interactions to students' well-being.

Implications for Educational Practices: The findings can have practical implications for educational practices in Pakistani schools. They can inform the development of teacher training programs that emphasize the importance of positive teacher-student interactions and provide strategies for fostering supportive relationships. Additionally, the results can highlight the need for creating a positive classroom climate and implementing policies that promote student well-being.

It is important to emphasize that these are general discussions based on hypothetical scenarios, and the actual findings may vary depending on the specific research conducted. Conducting a thorough analysis of the collected data and considering the context of Pakistani schools would be necessary to provide a comprehensive and accurate discussion of the significant findings.

Interpretation of the results in the context of the research objectives

In the context of the research objectives of examining the relationship between teacher-student interactions and psychological well-being in Pakistani schools, the interpretation of the results will depend on the specific findings obtained from the study. However, here is a general interpretation of potential results in relation to the research objectives:

Positive Relationship: If the study finds a positive relationship between positive teacher-student interactions and psychological well-being, it suggests that when teachers establish supportive, respectful, and caring relationships with their students, it can contribute to enhanced psychological well-being among students. This finding highlights the importance of fostering positive teacher-student interactions as a means to promote student well-being in Pakistani schools.

Negative Relationship: If the study reveals a negative relationship between negative teacher-student interactions and psychological well-being, it indicates that detrimental interactions, such as criticism or neglect from teachers, may have adverse effects on students' psychological well-being. This underscores the need for interventions and strategies to address and minimize negative interactions in educational settings.

Moderating Factors: If the study identifies moderating factors that influence the relationship between teacher-student interactions and psychological well-being, it provides valuable insights into the nuances of this relationship. For example, if gender or grade level is found to moderate the relationship, it implies that the impact of teacher-student interactions on well-being may vary among different student

groups. This understanding can guide the development of targeted interventions based on specific student characteristics.

Mediating Mechanisms: If the study uncovers mediating mechanisms that explain how teacher-student interactions influence psychological well-being, it offers valuable insights into the underlying processes. For instance, if student engagement or social connectedness is found to mediate this relationship, it suggests that these factors play a crucial role in translating positive interactions into improved well-being. This knowledge can inform the design of interventions that focus on enhancing these mediating factors.

Implications for Educational Practices: The interpretation of the results in the context of the research objectives should also consider the practical implications for educational practices in Pakistani schools. If the findings support the positive impact of teacher-student interactions on psychological well-being, it emphasizes the need for teacher professional development programs that emphasize the importance of building positive relationships with students. It may also suggest the implementation of policies that prioritize student well-being and promote a positive classroom climate.

Overall, the interpretation of the results should be aligned with the research objectives and contribute to the understanding of the relationship between teacher-student interactions and psychological well-being in Pakistani schools. The findings can inform educational practices, policy-making, and interventions aimed at enhancing student well-being through fostering positive teacher-student interactions.

Limitations of the Study:

Cross-Sectional Design: The use of a cross-sectional design, collecting data at a single point in time, limits the ability to establish causality or determine the direction of the relationship between teacher-student interactions and psychological well-being. Future research could employ longitudinal designs to examine how changes in teacher-student interactions over time affect psychological well-being outcomes.

Self-Report Measures: The reliance on self-report measures for assessing teacher-student interactions and psychological well-being introduces potential biases, such as social desirability or response biases. Future studies could consider incorporating multiple methods of data collection, including teacher and observer ratings, to provide a more comprehensive assessment of teacher-student interactions.

Generalizability: The study's generalizability may be limited due to the use of a specific sample from Pakistani schools. The results may not be representative of other cultural contexts or educational systems. Future research could include diverse

samples from different regions or countries to enhance the generalizability of findings.

Potential Confounding Variables: The study may not have accounted for all potential confounding variables that could influence the relationship between teacher-student interactions and psychological well-being. Factors such as parental support, socioeconomic status, or classroom environment could have an impact. Future studies could employ more sophisticated statistical techniques or include additional control variables to address potential confounds.

Suggestions for Future Research:

Qualitative Approaches: Future research could complement quantitative approaches with qualitative methods, such as interviews or focus groups, to gain a deeper understanding of the experiences and perceptions of teachers and students regarding teacher-student interactions and their impact on psychological well-being. Qualitative data can provide rich insights into the dynamics and complexities of these interactions.

Intervention Studies: Conducting intervention studies can provide valuable insights into the causal effects of improving teacher-student interactions on psychological well-being. Future research could design and implement interventions aimed at enhancing positive interactions and assess their impact on students' well-being outcomes over time.

Multilevel Analysis: To account for the nested structure of data (students nested within classrooms and classrooms within schools), future research could employ multilevel modeling techniques. This would allow for a more accurate analysis of the influence of teacher-student interactions on psychological well-being, accounting for the clustering of students within classrooms and the potential variation across schools.

Comparative Studies: Comparative studies across different cultural or educational contexts can shed light on the cultural and contextual factors that influence the relationship between teacher-student interactions and psychological well-being. Comparing findings across diverse settings can provide a more comprehensive understanding of the underlying mechanisms and identify potential cultural variations.

Longitudinal Studies: Longitudinal research designs can capture the dynamic nature of teacher-student interactions and psychological well-being over time. Future studies could follow students longitudinally to examine how changes in teacher-student interactions influence their well-being outcomes, considering the potential reciprocal relationship between these variables.

Addressing these limitations and pursuing future research recommendations can deepen our understanding of the relationship between teacher-student interactions

and psychological well-being, leading to more informed educational practices and policies that promote positive interactions and support student well-being.

Conclusion

In conclusion, this study seeks to explore the role of perceived teacher rejection in the academic achievement and psychological well-being of school-age children in Pakistan. By investigating this relationship, the study aims to contribute to a better understanding of the challenges and consequences of negative teacher-student interactions in the Pakistani educational context.

The findings of this research have the potential to inform educational policies and interventions that can improve the quality of teacher-student relationships and promote positive learning environments. By highlighting the detrimental effects of perceived teacher rejection on academic achievement and psychological well-being, this study emphasizes the importance of fostering supportive and inclusive teacher-student interactions.

The implications of this research extend beyond the academic realm. By addressing the emotional well-being of school-age children, it can contribute to the development of comprehensive approaches to education that prioritize both academic success and psychological health. This can have long-term benefits for the overall well-being and personal development of children in Pakistan.

Furthermore, this study can provide insights into the unique cultural and contextual factors that influence teacher-student relationships in Pakistan. Understanding these factors can help tailor interventions and support systems that are sensitive to the specific needs and challenges faced by Pakistani school-age children.

However, it is important to acknowledge the limitations of this study. The research design, while comprehensive, cannot establish causality between perceived teacher rejection, academic achievement, and psychological well-being. Additionally, the study's findings may not be generalizable to all regions and socioeconomic backgrounds within Pakistan. Future research should address these limitations by employing longitudinal designs and larger, more diverse samples to strengthen the validity and generalizability of the findings.

In summary, the investigation of perceived teacher rejection's role in the academic achievement and psychological well-being of school-age children in Pakistan has

significant implications for educational practices and policies. By understanding and addressing the negative impact of perceived rejection, educators and policymakers can create nurturing and supportive learning environments that enhance both academic outcomes and the overall well-being of Pakistani school-age children.

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