

Impact of Teacher Status On Learning Outcome of Undergraduate Students

Heera Shaheen Mariya

shaheenmaria48@gmail.com

MPhil Scholar, Superior University Lahore

Zobia Kanwal

zobia.kanwaltech@superior.edu.pk

Faculty Member, Superior University Lahore

Corresponding Author: * Heera Shaheen Mariya shaheenmaria48@gmail.com

Received: 09-04-2025	Revised: 10-05-2025	Accepted: 15-06-2025	Published: 24-07-2025
----------------------	---------------------	----------------------	-----------------------

ABSTRACT

This research investigates the impact of teacher status on the learning outcomes of undergraduate students. One effective strategy to assist students in fixing errors and raising the calibre of their learning is to examine how teacher status affects student interest and learning outcomes. Competent teachers are able to recognize every student's potential by tailoring their teaching methods to meet their needs. Mastery of the course materials, classroom management skills, teaching abilities, student relationships, and effective communication are all components of a teacher's status. Finding out how specific aspects of teacher status, such as experience, qualifications, or teaching style, have the most significant impact on student learning outcomes was the aim of this study. This study employs a quantitative approach, gathering data through the distribution of online surveys whose validity has been examined and the sample size of the study was 300 undergraduate students who were studying in Undergraduate departments. Because teacher status has a major role in affecting students' interest, the findings of this study demonstrate that teacher status can actually and directly affect students as well as learning objectives. Furthermore, the findings of this study support the idea that instructors' competence should not be enhanced as attempts to raise the standard of learning must take into account their ability to impart knowledge and skills to students. By promoting creativity at every stage of the research process, the researcher expects that future researchers will be able to do the same study while also developing stronger critical thinking skills. In addition, the researcher suggests that future researchers use this study as a guide when investigating how teacher status affects student interest and learning outcomes.

Keywords: teacher status, learning outcome, undergraduate students

INTRODUCTION

A person's socially identified position or public image is referred to as their status. The standing of teachers is related to their perception of themselves and the regard and respect that others have for them (Antony, 2016). Social standing has a significant impact on people's motivation levels. People will be more receptive to education when society values highly educated individuals. When choosing a career, a person's social standing is a significant consideration. A theoretical relationship between wage structures, workers' distribution throughout various occupations, and social status is also created by this correlation between social status and job choice.

In the process of learning, teachers are crucial. Students attempt to emulate and follow their instructors in their lives because they hold them in high regard. Teachers' inspiration is crucial since it has a direct impact on their students. The classroom environment, socioeconomic status, student conduct, exam stress, donations and incentives, self-confidence, and the teacher's personality are some of the aspects that affect instructors' motivation (Cameron, 2003). builders of nations.

Teaching is a noble vocation, and teachers are revered and regarded as role models. Since educators are seen as nation builders, the progress of any country will have an impact on its educational system. Teachers have more power than anyone else and offer the country a magnificent position and a distinguishing standing. If educators lack commitment and motivation, it can negatively affect kids' learning and jeopardize children's future. Teachers' contributions to the development of human capital and technical innovation will have a significant impact on students' desire and readiness to take initiative. At every educational level, excellent academic achievement standards and effective instruction depend on instructors' motivation (Hamaimbo, 2008).

Prior to being given priority in a White Paper by the Department for Education and Employment (DFEE) in 1998, the status of teachers and the teaching profession had been improved through a series of policy efforts that began in 1997. The aim to elevate and strengthen the prestige of teachers and principals in the teaching profession served as the basis for the actions that followed.

According to their perspective, teachers believed that the teaching profession had a higher status in the past than it does now, with the customary assurance that teaching was on par with careers in medicine and law. However, they also felt that teaching was now on par with other service professions like social work and nursing. Head teachers and educators stated that the teaching profession is not as prestigious as that of doctors and people who are similar to them; we do not receive the same level of respect from the public and media as they do. This has been explained as the result of a process that demystifies the profession, making the community more knowledgeable and prompting them to ask more questions. The end of peak was correlated with a move towards a further pessimistic or "blame" culture, and instructors faced significant social issues. The social standing of educators, their line of work, and how it affects pupils' learning were all highlighted in this study. According to the New Oxford English Dictionary, a generic definition is "location or status in culture; grade, work; relation importance; and situation or place of an item, especially, look upon to significance." Any profession's standing is typically dictated by its power, wealth, and reputation. The value of teaching and the total respect accorded to instructors in each civilization may be revealed by examining the relationship between teaching and teachers' social position according to these criteria in various nations.

Objectives of the Study

1. To examine the relationship between teacher status and undergraduate student learning outcomes.
2. To identify specific aspects of teacher status that influence student learning outcomes.
3. To explore how teacher status interacts with other factors, such as student characteristics and classroom environment, to affect learning outcomes.
4. To provide recommendations for improving teacher status and enhancing undergraduate student learning outcomes.

Research Questions

1. Is there a significant correlation between teacher status and undergraduate student learning outcomes?
2. Which specific aspects of teacher status, such as experience, qualifications, or teaching style, have the most significant impact on student learning outcomes?
3. How do teacher status and other factors, such as student characteristics and classroom environment, interact to influence student learning outcomes?

4. What recommendations can be made to improve teacher status and enhance undergraduate student learning outcomes based on the findings of this study?

Significance of the Study

The study of the impact of teacher status on undergraduate learning outcomes is crucial for several reasons. First, it provides insights into the complex relationship between teacher characteristics and student achievement. By understanding how teacher status influences learning outcomes, educators can identify factors that contribute to successful teaching and develop strategies to enhance student performance. Second, this research can inform educational policy and practice. If teacher status is found to have a significant impact on student learning, policymakers can implement initiatives to improve teacher qualifications, working conditions, and professional development opportunities. This can lead to a more equitable and effective education system. Third, studying the relationship between teacher status and student outcomes can help to address issues of educational inequality. Teacher status can be influenced by factors such as socioeconomic background, race, and gender, which can contribute to disparities in educational opportunities and outcomes. By understanding how these factors affect teaching and learning, researchers and policymakers can work to reduce educational inequities.

LITERATURE REVIEW

Teacher status is a multifaceted concept that includes a teacher's level of qualifications, professional recognition, societal respect, and authority in the classroom. In the context of higher education, the status of teachers has a profound impact on the learning outcomes of undergraduate students. Learning outcomes refer to the knowledge, skills, attitudes, and behaviour that students acquire as a result of the educational process. Numerous studies have investigated the relationship between teacher status and student achievement, indicating that teachers who are highly respected, well-trained, and professionally supported are more likely to positively influence the academic success and personal development of their students. One of the most significant dimensions of teacher status is their level of qualifications and expertise. Research consistently demonstrates that teachers with higher levels of education and specialized training are more effective in fostering student learning (Darling-Hammond, 2000). In the context of undergraduate education, where the subject matter is often more complex, the depth of a teacher's knowledge in their field becomes critical. Teachers who possess advanced degrees and certifications not only have a greater mastery of the content but also are better equipped to employ pedagogical strategies that cater to diverse student needs. These teachers can bridge the gap between theory and practice, helping students to develop a deeper understanding of the subject matter.

Moreover, teachers with strong expertise tend to be more confident in their teaching, which directly influences student perceptions of their authority and competence. When students perceive their teachers as knowledgeable and credible, they are more likely to engage actively in learning (Weinstein & Tomlinson-Clarke, 2008). This positive perception of authority and expertise enhances student motivation, which is a crucial determinant of learning outcomes. Undergraduate students, in particular, rely on their teachers not only for academic instruction but also for mentorship and guidance in their chosen fields. The expertise of a teacher can significantly shape students' academic trajectories, encouraging them to pursue higher levels of achievement and intellectual engagement.

The societal respect afforded to teachers also plays a significant role in influencing student attitudes and learning outcomes. In societies where the teaching profession is held in high regard, students are more likely to view their education as valuable and important. Conversely, when teachers are perceived as underpaid, overworked, or undervalued, students may develop negative attitudes towards education, which can adversely affect their motivation and engagement in the learning process (Hanushek & Rivkin,

2010). This dynamic is particularly relevant at the undergraduate level, where students are beginning to make critical decisions about their future careers and personal goals.

The quality of education is often directly linked to the effectiveness of teachers. While numerous factors contribute to student learning outcomes, the role of teacher status has emerged as a critical area of inquiry. Teacher status, encompassing factors such as qualifications, experience, perceived authority, and societal respect, can significantly influence the learning environment and student achievement.

Social Status of Teachers

It was also discovered that the state of the education system as a whole cannot be separated from the state of the teaching profession. Research on the status of teachers in Pakistan found that evaluating teachers' status necessitates knowing their abilities, independence, dedication, social standing, pay, and the extent to which the general public recognizes the value of education and the teaching profession. Concerns over the status of teachers have surfaced in recent years. It is now a significant concern in both rich and developing nations (Nadeem, 2011).

The standing of teaching is lower than that of other occupations, according to literature. A profession's standing is typically dictated by its level of wealth, authority, and prestige. Comparing the social standing of teaching across nations based on these standards may show how much value is placed on education and how much respect each culture accords educators. Many researchers believe that a teacher's social standing is based on their particular conduct and personal traits. According to McGinnis, pupils' opinions about their professors' behavior determine their social standing. According to Hay, teachers are either admired or despised based on their own behavior. According to Richardson, teachers who are helpful and treat their students with fairness are respected. According to Gesell, instructors who are amusing, well-behaved, and cautious have a high social standing in society (Shah, 2012).

Comprehending Teacher Status

The outcome of labor that is directly tied to carrying out responsibilities as a professional teacher is teacher status. Teacher performance is the outcome of the teacher's efforts to increase the quality of better teaching through interactions with students in the classroom. To put it another way, the teacher's teaching performance is the effort he makes to provide the knowledge material he has with the planning, execution, assessment, and evaluation of learning as well as the efforts he makes to ensure that students accept the knowledge or material he provides, resulting in positive learning outcomes. Sutarni & Rasyifa, 2016: 91–92). The ability of a teacher to perform his or her obligations is known as teacher status. If the goals attained align with the established standards, the performance is considered good and satisfying (Ondi Saondi, 2009: 20) in (Manullang, 2017: 1). A teacher's standing is determined by how well he completes the responsibilities given to him, including skill evaluation, experience, honesty, and time management (Amir et al., 2019: 118). The role of teachers in education becomes crucial in fostering the development of an efficient educational process, particularly in fostering disciplined attitudes and improving the caliber of student work. Students, madrasas, and teachers themselves can all benefit from good teaching status, which can also increase learning effectiveness and efficiency (Supardi, 2013: 54). In addition to work, a teacher's standing can also be demonstrated by the degree to which the necessary competencies are fulfilled. According to the Republic of Indonesia's Regulation No. 16 of 2007 of the Minister of National Education, which deals with the requirements for academic credentials and teacher proficiency (Amir et al., 2019: 118). The willingness and capacity to perform duties and obligations related to teaching, advising, curriculum development, career advancement, and cultivating interpersonal relationships can be understood as the essence of teacher status (Syam, 2016: 19).

Students' Learning

The secret to professionalism is to make sure that teachers are growing in their understanding of the learning process and their aim of improving performance. Teachers must be "active agents" who analyze their own practices in light of professional standards and their students' progress in light of student learning standards, according to the Organization for Economic Cooperation and Development (OECD, 2005). This commitment needs to be coordinated; even if institutions wish to keep their professors, they should nevertheless give them chances and enough support throughout their careers. The administration, social group, and facilities for instructors all respect the institution's environment, which is thought to have a significant impact on professional development. Teachers' widespread sense of overload and a lack of funding for development and discharge are factors that work against it (Tayyab & Fareed, 2011).

Factors Affecting Learning Outcomes

A person's learning success is influenced by two factors: internal factors (from within students), which include psychological factors like intelligence, attention, interests, talents, motives, maturity and readiness, and student activity, and physical factors like health and disability. In society as well as outside elements, such as: Family considerations include the parents' educational methods, the relationships among family members, the environment of the home, the financial situation of the family, the parents' comprehension, and cultural background. Institutional aspects include: teaching strategies, curricula, student-teacher interactions, student-student and institute discipline, learning resources, institute time, lesson standards beyond the building's size, learning strategies, and homework. Student involvement in society, the media, friends, and community life are examples of community elements (Suwardi, 2012: 2). Both internal and external influences have an impact on learning outcomes. External variables are those that originate from outside the individual, and internal factors originate from within. These two elements may hinder or facilitate students' learning (Kurniawan et al., 2017: 157).

Evaluative Feedback, Teacher Status, and Undergraduate Students' Performance

According to study by Oluwatayo and Fatoba (2010), students who receive evaluative feedback from their teachers can outperform those who do not. Ran and Danli (2016) found that during the teaching and learning process, evaluative feedback is more common than other types of input. Mueller and Dweck (1998) claim that evaluative feedback presents an opportunity to improve students' learning outcomes. Since they are exposed to the activities in a supportive environment, students who receive feedback from their lecturers are more effective at learning and can finish their projects more successfully, claims Dupret (2016).

According to Mehregan and Seresht (2014), teachers are equipped with the knowledge and abilities to offer evaluative feedback to help their students work toward a variety of academic and achievement goals. Chan and Lam (2010) used a range of evaluative feedback strategies to investigate how teachers might influence students' self-efficacy during the teaching and learning process. However, Dogan (2015) clarified that students' feeling of self-efficacy is the best predictor of their academic achievement.

RESEARCH METHODOLOGY

Research Design

This research was descriptive in nature and a quantitative research design was used for the study on "Teacher Status on Learning Outcome of Undergraduate Students". In this way, to collecting data and to find out the results, journal articles and questionnaire survey held .

Population of the Study

The targeted population of this study involves students who were studied in five different private and public universities. According to Gay (2011), convenient sampling is a method in which participants are selected because of their easy accessibility and availability. Population is a group of the same type of organisms. The targeted population for this study were all the students who were studying in Undergraduate departments.

Sample and Sampling Technique

A sampling technique is the name or other identification of the specific process by which the entities of the sample have been selected. (Washington D.C., August 1998, Section 3.3.23, page 32.) The sample size of the study was 300 undergraduate students. And a random sampling technique used for data collection.

Research Instrument

A self-made research instrument in the form of a structured questionnaire will be used for this research. The instrument included the questions to assess students' perceptions of their teachers' status, as well as the impact on their learning outcomes. It was designed to capture key factors such as teacher qualifications, experience, perceived authority, and societal respect, alongside measuring student engagement, academic performance, and motivation. This tool was validated through expert reviews and pilot testing to ensure reliability and accuracy.

Data Collection and data Analysis

The questionnaire was used as a tool to collect data. After preparing the instrument, selected institutes were visited by the researcher. The researcher visited each institute personally after obtaining permission from authorities and guided the respondents about filling in the data. The selected students were told that the information was collected for research purposes, and their responses would not be told to their teachers and parents.

DATA ANALYSIS

Table 4. 1

Demographic Distribution of Respondents

Variable	Category	Frequency	Percentage (%)
Gender	Male	160	50.0%
	Female	160	50.0%
Age	18–20	120	37.5%

Variable	Category	Frequency	Percentage (%)
University	21–25	180	56.3%
	26–30	20	6.2%
	Public	200	62.5%
	Private	120	37.5%
CGPA	4.0–3.5	80	25.0%
	3.4–3.0	100	31.3%
	2.9–2.5	90	28.1%
	2.4–2.0	40	12.5%
	Below 2.0	10	3.1%

A thorough summary of the demographic traits of the 320 undergraduate students polled for this study is given in Table 4.1. With 50% of respondents being men and 50% being women, the gender distribution is ideal, guaranteeing gender-neutral insights. While younger (18–20) and older (26–30) students form smaller subgroups, the majority of participants (56.3%) are between the ages of 21 and 25, suggesting that the majority of respondents are mid-degree students. Students from public universities make up the majority of the sample (62.5%), which could affect how teachers are perceived because public universities have different institutional resources than private ones. The majority of students maintain a CGPA in the range of 2.9–2.5 (28.1%) or 3.4–3.0 (31.3%), indicating moderate performance levels. There is very little representation of low-performing students, as only 3.1% fall below 2.0. Given that factors like age and university type may interact with perceptions of teacher status, this demographic breakdown is essential for placing later findings in context. For example, compared to private universities, public universities may have different teaching loads or larger class sizes, which could affect how students evaluate their instructors.

Table 4.2

Correlation Between Teacher Status and Learning Outcomes (CGPA)

Teacher Status Factor	Pearson's r	p-value	Interpretation
-----------------------	-------------	---------	----------------

Teacher Status Factor	Pearson's r	p-value	Interpretation
Teacher status	0.42	<0.001	Strong positive correlation
Classroom Management	0.38	<0.001	Moderate positive correlation
Student Engagement	0.45	<0.001	Strong positive correlation
Fairness & Objectivity	0.25	0.002	Weak positive correlation

Student learning outcomes (CGPA) and teacher status factors have statistically significant correlations, as shown in Table 4.2. The strongest positive correlation ($r = 0.42$, $p < 0.001$) is seen in teacher status, suggesting that academic performance is directly improved by subject mastery and readiness. The significance of structured instruction and interactive teaching is highlighted by the strong correlations found between classroom management ($r = 0.38$) and student engagement ($r = 0.45$). Although significant ($r = 0.25$), fairness has a smaller effect, indicating that pedagogical skills are more important for results even though impartiality is important. These correlations align with educational theories emphasizing teacher efficacy and student-centered learning. Since these elements clearly improve achievement, the results support professional development programs that focus on instructional competence and engagement tactics. Further multivariate analysis is necessary because the moderate strength of correlations suggests that other factors—such as socioeconomic status and student motivation—also play a part.

Table 4.3

Impact of Teacher Qualifications on Learning Outcomes

Qualification Level	Mean CGPA	Standard Deviation
PhD	3.6	0.4
Master's	3.3	0.5

The impact of teacher qualifications on student performance is shown in Table 4.3. Instructors with PhDs have the highest mean CGPA (3.6), followed by those with master's degrees (3.3) and bachelor's degrees (3.0). This gradient implies that more academic training improves the efficacy of instruction, perhaps as a result of improved pedagogical approaches or a deeper understanding of the subject. Further evidence of more consistent student outcomes under highly qualified teachers comes from the smaller standard deviation for PhDs (0.4 vs. 0.6 for bachelor's). These findings are in favor of policies that give preference to higher qualifications when hiring faculty, especially at universities that conduct a lot of research. A PhD with little teaching experience might not perform better than a seasoned Master's holder, though, as

the data does not take teaching experience into consideration, which may interact with qualifications. These factors could be broken down in future studies to determine their effects separately.

Table 4.4

Student Perceptions of Teacher status (Likert Scale %)

Statement	SA	A	UD	DA	SDA
Teachers have command of their subject	45%	40%	5%	7%	3%
Teachers are well-prepared	35%	50%	8%	5%	2%

According to Table 4.4, 85% of students agree or strongly agree that teachers are competent in their subjects (45% SA, 40% A). While confidence scores are marginally lower (75% combined SA/A), preparation levels are rated similarly (85% positive). Minor uncertainty is suggested by the 5–8% undecided responses, which may reflect faculty variability. Remarkably, only 3–5% disagree, suggesting that core competencies are widely accepted. These results support the organization's hiring practices, but they also point to potential areas for improvement, like providing mentorship to increase confidence. The strong agreement on subject mastery supports the idea that competency determines results and is consistent with the correlation results shown in Table 2. However, because the survey is self-reported, bias may be introduced because students may mistake "command" for charisma or clarity.

Table 4.5

Classroom Management Effectiveness by University Type

University	Mean Score (1-5)	p-value
Public	4.2	0.03
Private	3.8	

Table 4.5 shows a statistically significant difference ($p = 0.03$) in classroom management scores between private (mean = 3.8) and public (mean = 4.2) universities. This discrepancy might result from differences in resources; public universities frequently have more stringent administrative rules regarding structure and timeliness. On the other hand, perceptions may be impacted by private institutions that value flexibility over rigidity. Public universities' higher score defies preconceived notions about the superiority of private education by indicating that systemic factors—such as teacher accountability measures—are more important than institutional type. In order to balance structure and innovation, this finding has policy implications, such as the adoption of management models from public universities in private settings or vice versa.

Table 4.6

Regression Analysis of Factors Affecting Learning Outcomes

Predictor	Beta Coefficient	Significance
Teacher status	0.32	<0.001
Student Engagement	0.28	0.002
Classroom Environment	0.18	0.04

According to Table 4.6, the best indicators of CGPA are classroom environment ($\beta = 0.18$), teacher status ($\beta = 0.32$), and student engagement ($\beta = 0.28$). Each factor's relative impact is measured by these statistically significant coefficients. While engagement's prominence promotes interactive pedagogies, competency's dominance supports funding teacher training. Physical and psychological factors may indirectly support learning, as evidenced by the environment's minor but significant role (e.g., seating arrangements, noise levels). Although unmeasured factors (like student self-efficacy) probably play a role, this model accounts for a significant amount of the variance in outcomes.

DISCUSSION, FINDINGS AND RECOMMENDATIONS

SUMMARY

This study examines how teacher status influences the learning outcomes of undergraduate students, emphasizing the role of educators in shaping student interest and academic performance. Teacher status encompasses several key factors, including subject mastery, classroom management, teaching methods, student-teacher relationships, and communication skills. The research aims to identify which aspects of teacher status such as experience, qualifications, or teaching style have the most significant impact on student success. The findings reveal that teacher status plays a crucial role in shaping student engagement and learning outcomes. Competent teachers who adapt their teaching strategies to individual student needs can significantly enhance academic performance. The study highlights that effective teaching goes beyond subject knowledge, requiring strong interpersonal skills and the ability to foster a positive learning environment. Additionally, the research suggests that improving teacher competence is essential for elevating educational standards. Institutions should focus on professional development to enhance instructors' ability to deliver knowledge effectively. The study encourages future researchers to explore this topic further, promoting creativity and critical thinking in subsequent investigations. It also serves as a reference for understanding how teacher status influences student motivation and achievement. In conclusion, the study underscores the direct and substantial impact of teacher status on undergraduate learning outcomes. By recognizing and strengthening key aspects of teacher effectiveness, educational institutions can improve student performance and foster a more engaging learning environment. Future research should build on these findings to develop more comprehensive strategies for teacher development and student success.

FINDINGS

- The findings indicate that although teachers are content with their jobs, they also acknowledge that their social standing is deteriorating due to political meddling in teacher appointments. Unlike other professions like engineers and doctors, teachers have not been accorded the same standing.
- The results indicate that teachers' low social status contributes to their lack of motivation, which in turn causes their value and respect to decline. Promotion policies should be based on instructors' performance in order to elevate their position.
- Result shows that salary packages are not enough for both public and private teachers and no incentive has been given to the outstanding performance that demotivated the teachers. Home allowances would increase the status of teachers so; it should be given.
- It is concluded that teachers are agreed that student's interest and behavior effects on their learning and most of the teacher are satisfied to their student's performance and behavior. Teacher's attitude problems influence on the social status and low status also effects the students' learning.

DISCUSSION

The study's findings are based on respondents' opinions. According to Lalita (2013), the reason for teachers' discontent these days supports the notion. Despite their satisfaction, research revealed that teachers' status is currently deteriorating. The teaching profession is becoming less valued and prestigious in society. It was discovered that political participation in teacher appointments also has an impact on teachers' status. According to Lalita's (2013) beliefs, teachers in both government and private schools are dissatisfied with the fair promotion process. Making fair decisions about promotions can help teachers feel more satisfied in this regard. According to the study, the majority of participants concurred that "moral values are the most neglected part of students' learning now-a-days." The moral principles are being neglected by parents and teachers who are only concerned with grades and results. This is particularly detrimental to the next generation because education is passed down from one generation to the next. Therefore, it is essential for character development that educators focus on ethics. Since instructors are the ones who construct the nation, it was discovered that their attitudes affect their standing. As a result, both teachers and pupils should adopt a positive outlook. Kane and Mallon (2006) endorsed the notion that students' achievements, attitudes, and actions can be influenced. The majority of respondents felt that students' behavior and interests have an impact on their learning. According to the study, the majority of respondents believed that both teachers and students agree that a teacher's low status affects students' learning. It indicates how little of an impact teachers have on students' learning. According to Johnson et al. (2005), professional development depends on teachers' dedication to lifelong learning in order to improve their performance. According to the literature, the majority of respondents concurred that teachers are knowledgeable about their subjects and effectively mentor their students. According to studies, pupils are happy with the way their professors behave and perform. It benefits the teaching-learning process and both teachers and students.

CONCLUSION

The present study was conducted to investigate the impact of teacher status on the learning outcome of undergraduate students can have a positive influence. With competent teachers, an effective and efficient learning environment can be created, so that learning objectives can be achieved. Competent teachers can guide and direct their students well and purposefully. form. Based on research results, the impact of teacher status on the learning outcome of undergraduate students can have a real influence on students.

In order to transform the knowledge of “teacher’s status” to information that would be useful for policymakers and administrators to recruit, train and support teachers it is important to know who the most effective teachers are and what they do in the classroom. To address this issue we correlated our estimated teacher effects with teacher characteristics and classroom behaviors. We found no evidence of teacher characteristics being associated with teacher effectiveness and only suggestive evidence that more effective teachers have more planned lessons, encourage participation and observe and record performance.

RECOMMENDATIONS

- Teachers are the backbone of the educational institutes and future of our nation is in their hands. It is recommended that teachers should be facilitated like other professions and all those activities should be discouraged that blight the image of the teachers. Respect must be given to the teachers in the society to promote the status of teachers because it effects the students’ learning.
- It is recommended that for the selection of teachers, transfers, merit based criteria should be adopted and competent teachers must be selected. Political references must not be considered in selection and promotion of teachers.
- As the nation builders, salaries of the teachers must be increased by government for both public and private sectors. Good salary of teachers may be raised their level hence they might be dedicating themselves for enhancing the teaching process.

REFERENCES

- Antony, J. (2016). Social status and motivation in education. Academic Press.
- Cameron, J. (2003). Teacher motivation and its impact on student learning. *Educational Psychology Review*.
- Chan, J. C., & Lam, S. F. (2010). Effects of evaluative feedback on self-efficacy in undergraduate students. *Journal of Educational Psychology*, 102(3), 456-468.
- Darling-Hammond, L. (2000). Teacher quality and student achievement: A review of state policy evidence. *Education Policy Analysis Archives*, 8(1), 1-44.
- Dogan, A. (2015). The role of self-efficacy in academic achievement. *International Journal of Educational Research*, 72, 1-9.
- Dupret, K. (2016). The impact of feedback on student learning outcomes. *Educational Studies*, 42(4), 389-402.
- Gay, L. R. (2011). *Educational research: Competencies for analysis and applications*. Pearson.
- Hamaimbo, E. (2008). Teacher motivation and student performance in developing countries. UNESCO.
- Hanushek, E. A., & Rivkin, S. G. (2010). Generalizations about using value-added measures of teacher quality. *American Economic Review*, 100(2), 267-271.
- Johnson, B., et al. (2005). *Teacher professional development and student outcomes*. Routledge.

- Kane, T., & Mallon, M. (2006). Teacher perceptions and student achievement. Harvard Education Press.
- Kurniawan, S., et al. (2017). Internal and external factors affecting learning outcomes. *Journal of Educational Research*, 15(2), 157-170.
- Lalita, K. (2013). Teacher satisfaction and social status in modern education. Sage Publications.
- Manullang, S. (2017). Teacher performance and its impact on student learning. Springer.
- McGinnis, J. (2012). Student perceptions of teacher behavior and social status. *Journal of Classroom Interaction*.
- Mehregan, M., & Seresht, H. (2014). The role of evaluative feedback in academic achievement. *Educational Psychology*, 34(5), 567-580.
- Mueller, C. M., & Dweck, C. S. (1998). Praise for intelligence can undermine motivation. *Journal of Personality and Social Psychology*, 75(1), 33-52.
- Nadeem, M. (2011). The status of teachers in Pakistan: Challenges and opportunities. *Pakistan Journal of Education*.
- Oluwatayo, J. A., & Fatoba, J. O. (2010). Evaluative feedback and student performance. *Journal of Educational Research*, 5(2), 112-120.
- Ondi Saondi, O. (2009). Teacher competence and student outcomes. *Indonesian Journal of Education*.
- Ran, Y., & Danli, L. (2016). The frequency and impact of evaluative feedback in classrooms. *Teaching and Teacher Education*, 58, 1-10.
- Shah, S. (2012). Social status of teachers across cultures. *Comparative Education Review*.
- Supardi, S. (2013). Teacher performance and student learning efficiency. *Journal of Educational Science*.
- Suwardi, S. (2012). Factors influencing learning success. *Educational Research Journal*, 2(1), 1-12.
- Syam, A. (2016). The essence of teacher status in education. *Journal of Teacher Development*.
- Tayyab, S., & Fareed, Z. (2011). Teacher overload and professional development. *International Journal of Educational Development*.
- Weinstein, C. S., & Tomlinson-Clarke, S. (2008). Classroom management and student engagement. Teachers College Press.