



Vol. 4 No. 3 (March) (2026)

Impact of Teacher's Educational Training and Teacher Language During Lecture on Personality Development of Students: An Evidence from Secondary Schools of South Punjab, Pakistan

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ABSTRACT

This study explored how socio-cultural capital affects personality development in secondary school students in South Punjab, Pakistan. It was based on Pierre Bourdieu's theory of socio-cultural capital and aimed to understand the link between school-related socio-cultural factors and students' personality development. A quantitative approach with a cross-sectional survey design was used. The study involved students in Grades 9 and 10 from public secondary schools in South Punjab. Using multistage stratified random sampling, 600 students from 30 public schools in both urban and rural areas were selected. Data were collected through a structured questionnaire that showed acceptable reliability (Cronbach's $\alpha = 0.724$). The analysis was done using SPSS, and included descriptive statistics, Chi-square tests, and Gamma coefficients to examine connections between variables. The results showed strong positive relationships between Teacher Educational Training (TET), Teacher Language During Lecture (TLDL), and students' Personality Development (PD). Teacher language during lectures was the strongest predictor of personality development ($\chi^2 = 229.271$, $\gamma = 0.773$), followed by teacher educational training ($\chi^2 = 140.931$, $\gamma = 0.626$). Students who learned from well-trained teachers and experienced effective classroom communication showed greater confidence, emotional regulation, social skills, critical thinking, and self-discipline. The study concludes that socio-cultural capital in school environments is vital for shaping students' personality development. Improving teacher training and classroom communication can significantly support students' overall growth. The findings align with Sustainable Development Goal 4, highlighting the value of quality and equitable education in promoting positive outcomes for adolescents.

Keywords: Socio-Cultural Capital, Personality Development, Bourdieu's Theory, Teacher Educational Training, Teacher Language During Lecture, Secondary Education, South Punjab, Pakistan.

INTRODUCTION

The development of both personal life and society depends on education, as it shapes academic progress and overall personality development (Jakson, 2020; Alekhina & Kozlova, 2024). Personal qualities depend significantly on a pupil's socio-cultural environment, independent of mental capabilities and study efforts. Using Pierre Bourdieu's capital theory, the concept of socio-cultural capital offers theoretical explanations for social and cultural variables that affect human personality advancement (Vryonides, 2003; Paul & Thomas, 2025). This research investigates how socio-cultural



Vol. 4 No. 3 (March) (2026)

capital influences ninth- and tenth-grade personality growth by analyzing the mechanisms affecting student achievement differences.

Socio-cultural capital plays a significant role in shaping personality development. It impacts aspects like self-esteem, leadership skills, adaptability, and how we communicate with others. This is largely because having access to social resources and supportive networks fosters individual growth and leads to better developmental outcomes (McCallum & O'Connell, 2009). Extracurricular activities and peer interactions were crucial for the development of personality traits (Berger et al., 2020). Students who joined activities in arts and sports programs together improved their skills while developing teamwork abilities and maintaining self-discipline and leadership qualities (Wang et al., 2024).

Students who lack socio-cultural capital would face obstacles to their personal development. Limited access to healthy social support networks, together with cultural inadequacy and inadequate family structures, led to diminishing student self-esteem and restrictive social mobility, and diminished aspirations. This was especially evident in impoverished neighborhoods, where students faced obstacles such as social isolation or prejudices that hindered their personal development (Reynolds & Baird, 2010).

Schools served not only as centers for delivering academic curricula but also as key environments where students spent much of their time, shaping their social experiences. As essential hubs of social interaction, schools played a vital role in fostering social capital among adolescents. Three key aspects of social capital emerged in the school setting, focusing on the guidance adolescents received in their learning processes and the development of values that encouraged positive social behavior. When personal connections within an educational institution were strong, all students benefited from shared resources. Additionally, active communication between adults and the school contributed to improved academic performance and enhanced adolescents' socialization process (Offer & Schneider, 2007).

Teacher training shapes teaching quality, language of lectures influences understanding amidst multilingual classes empower communication among the home and the school. Combining these variables, one can see a united picture of the learning environment in the school and emphasize institutional practices accompanied by academic success. Social capital in schools was evaluated through average levels of student-teacher relationships, parent-child interactions, and the educational attainment of parents within the student population. These elements provided a clear measure of social capital, with close personal connections serving as valuable sources of information (Crosnoe, 2004).

Problem Statement

Even though the contribution of socio-cultural factors in education is well accepted now, there is scarcity of evidence on their impact on personality development of secondary school students, especially in a developing country like South Punjab, Pakistan. Most of the previous research on educational issues and its contribution to development has concentrated more on academic achievements and educational outcomes at primary and higher levels of education; comparatively less attention has been given on the role of socio-cultural capital in personality development of adolescents. Adolescence is a stage of tremendous social, emotional and cognitive development where socio-cultural capital can play a vital role (Flere et al., 2010).

In most of the research done so far no emphasis has been put on school based socio-cultural factors such as teacher educational training and teacher language during lecture as contributing factors to the personality development of students. Dynamic interplay of



Vol. 4 No. 3 (March) (2026)

the nature of school, teacher-student relations and personality of student has not been clearly elucidated especially in developing contexts (Muller et al., 1999). The data available indicates that socio-cultural capital positively effects the student's ambitions, self-esteem, social mobility and other related things (Salami, 2008) but how far these factors are relevant in the socioeconomic realities of South Punjab, Pakistan cannot be fully determined without empirically based studies of the present kind in its specific context of educational constraints and opportunities.

OBJECTIVES OF THE STUDY

To investigate the correlation between Teacher Educational Teacher Training (TET) and students Personality Development (PD).

To investigate the correlation between Teacher Language During lecture (TLDL) and students Personality Development (PD).

To assess the contribution of teacher based socio cultural variables to personality development of secondary school students of south Punjab Pakistan.

RESEARCH HYPOTHESIS

Based on the research topic, aims, and questions, the potential research hypotheses are as follows:

H1: Teacher Educational Training (TET) is significantly associated with students' Personality Development (PD).

H2: Teacher Language during Lecture (TLDR) is significantly associated with students' Personality Development (PD).

Conceptual Framework

The conceptual framework of this research is based on Pierre Bourdieu's theory of capital, focusing on how social and cultural resources affect an individual's development and schooling (Braun et al., 2008). In the school setting, social and cultural capital is seen in the institution's or teaching practices that support the student's cognitive, affective and social development.

The concepts Teacher Educational Training (TET) and Teacher Language during Lecture (TLDL) have been conceptualized as aspects of school-based social and cultural Teacher Educational Training (TET) promotes teachers' teaching competence, classroom management, and interaction with students, while teacher language in lecture enhances students' understanding, interaction and confidence and students' participation and personality development.

The dependent variable is students' Personality Development (PD), which encompasses its various dimensions including cognitive, affective, social, behavioral, moral and physical development (Poropat, 2009). Personality Development (PD) is the dependent variable, and it is expected that TET and TDL will contribute positively to PD. Therefore, the direct effect of TET and TDL (independent variables) on students' PD (dependent variable) is studied.

Research Methodology

Research Design:

A quantitative research design using a cross-sectional survey was chosen for the study. This design was deemed appropriate to examine the impact of Teacher Educational Training (TET) and Teacher Language During Lecture (TLDL) on personality development of secondary school students (Mugenda & Mugenda, 2003). Statistical



Vol. 4 No. 3 (March) (2026)

analysis was used to determine relationships between the variables, and test the hypothesis.

Population and Sample:

The population consisted of all the 9th and 10th class students attending public secondary schools of South Punjab, Pakistan. A multistage stratified random sampling design was adopted to ensure the representation of the whole population from the entire region with diversity in respect of regions, environment of school, and students. Three districts i.e. Vehari (Multan division), Bahawalnagar (Bahawalpur division), Muzaffargarh (D.G. Khan division) were selected from the division of South Punjab. One tehsil from each selected district. A sample of 600 students were selected from 30 public secondary schools of selected districts representing both the urban and rural areas of South Punjab and different socio-economic status of the students, along with genders.

Research Instrument:

A standardized questionnaire was developed on a 5-point Likert scale where (1=Strongly Disagree) and (5=Strongly Agree). This questionnaire consisted of three major components i.e. Teacher Educational Training (TET), Teacher Language During Lecture (TLDL) and Personality Development (PD). The questionnaire was developed after thorough review of relevant literature and grounded on the theoretical approach i.e. Theory of capital proposed by Pierre Bourdieu.

Reliability and Validity:

The reliability of the instrument was checked by using Cronbach's Alpha and its results were Teacher Educational Training ($=0.748$), Teacher Language During Lecture ($=0.700$) and the Personality Development ($=0.724$). All the indices exceeded the minimum acceptable limit of 0.70 therefore, indicating high reliability of the instrument. Content validity of the questionnaire was checked by the experts of education and social sciences; consequently, necessary changes were incorporated in it.

Data collection:

After obtaining required approval from school authorities questionnaires were distributed to students, for answering the questionnaire they were informed about the aims and objectives of the research, also they were requested to maintain confidentiality of the information that they would share. All the participants were voluntary for giving the participation in this research, also confidentiality was guaranteed to ensure the authenticity and to prevent distortion.

Data analysis:

The responses of questionnaire were coded and processed by using the SPSS (Pallant, 2020). Descriptive statistical analysis was done in terms of percentage, frequencies and mean and SD were calculated to examine the central tendency of each scale. For the association of variables, the Chi-square test and Gamma were computed (Cronbach, 1951). Significance level used was $p < 0.05$.

Ethical Consideration:

The research was guided by established principles of ethical conduct and research practice. Participants were given all the required information regarding the study, and it was emphasized that participation in research is voluntary. Their right to withdraw at any



Vol. 4 No. 3 (March) (2026)

point of time was assured. They were also assured that their anonymity and privacy would be preserved in any kind of report.

Results

Table 1: Teacher Educational Trainings (TET)

Description/Indicator	SD	D	No	A	DA	Mean	SD
Teachers at my school are well-trained to deliver effective lessons	3.2	3.7	1.5	65.0	26.6	4.08	0.841
Teachers in my school use innovative methods learned during their training sessions	2.7	7.0	5.8	61.2	23.3	3.96	0.901
Educational training has made teachers more approachable and effective communicators	2.3	3.3	4.3	63.2	26.9	4.09	0.805

From the information in Table 3, the students rated Teacher Educational Training (TET) in a very positive light. Almost all items received high scores under both 'agree' and 'strongly agree' options, with average scores between 3.96 and 4.09. Therefore, students agreed and strongly agreed on all items, on a scale of 1-5 (1=disagree, 5=strongly agree). Students strongly felt that their teachers are trained, teach using new strategies, and speak to their students effectively because they are professionally trained. In relation to communication between the teachers and students (average score of 4.09), it could be argued that training is vital to the effective communication styles in the classroom.

Table 2: Teacher Language during Lecture (TLDL)

Description/Indicator	SD	D	No	A	DA	Mean	SD
The language used by my teachers during lectures is clear and easy to understand	6.3	1.3	1.3	63.8	27.2	4.04	0.953
The use of the Urdu language during lectures helps me to understand the subject better.	2.7	4.7	4.2	61.0	27.5	4.06	0.861
The use of the English language during lectures helps me to understand the subject better.	6.2	21.0	10.2	51.3	11.3	3.41	1.123
Teachers adapt their language to suit the academic level of students	3.0	4.8	5.0	57.8	29.3	4.06	0.897
The language proficiency of teachers positively impacts my learning experience	2.5	5.8	6.7	61.2	23.8	3.98	0.874
The teachers' ability to explain complex concepts in simple terms is effective	4.3	3.3	4.7	55.8	31.8	4.08	0.940

As shown in Table 2, overall teacher language is understood by students, responsive and facilitates the learning environment with means values of 3.41 and 4.08.

The language teachers use is easily understood (Mean= 4.04), adjusted by students (Mean = 4.06) and facilitate better comprehension especially when the medium of



Vol. 4 No. 3 (March) (2026)

teaching is Urdu. But in English medium of instruction the language is poorly understood (Mean=3.41) due to language incapability in the environment.

Table 3: Personality Development (PD)

Description/Indicator	SD	D	No	A	SA	Mean	SD
I enjoy solving puzzles and engaging in activities that require critical thinking.	4.7	8.2	6.8	63.8	16.5	3.79	0.969
I actively seek opportunities to learn new things from outside the classroom.	3	6.8	6.2	61	23	3.94	0.913
I find it easy to focus on academic tasks and manage distractions effectively.	3.2	8.3	8.5	61.7	18.3	3.84	0.928
I can identify and solve problems independently.	4.5	10.8	6.5	58.7	19.5	3.78	1.025
I can stay calm and manage stress effectively during challenging situations.	6.3	9	6.5	65.3	12.8	3.69	1.015
I feel confident in expressing my emotions appropriately.	2.7	7.5	7.2	60.5	22.2	3.92	0.91
I recover quickly from setbacks or failures.	4.2	10.8	6.3	57.8	20.8	3.8	1.021
I am aware of my emotions and how they impact my behavior.	4.5	5.7	9.3	58.3	22.2	3.88	0.966
I feel comfortable initiating conversations and interacting with new people.	5.8	16.8	5.7	60.8	10.8	3.54	1.074
I cooperate effectively with peers during group activities or projects.	2.7	6.8	5.8	65.3	19.3	3.92	0.872
I can resolve conflicts peacefully and maintain positive relationships.	2.3	6.8	5.7	64.5	20.7	3.94	0.863
I actively listen to others and value their opinions.	3.3	5.7	5	62.2	23.8	3.98	0.903
I manage my time effectively and meet deadlines for tasks and assignments.	5.7	10.3	5	61.3	17.7	3.75	1.044
I demonstrate self-discipline in completing my responsibilities.	2.5	4.7	5.5	62.3	25	4.03	0.847
I approach challenges with a positive and proactive attitude.	2.5	6.2	5.3	60.2	25.8	4.01	0.886
I exhibit respectful and courteous behavior towards others	1.7	4.2	4.7	56	33.5	4.16	0.822
I make decisions based on what I believe is right, even if it is difficult.	3.8	4.5	4.5	58.7	28.5	4.04	0.925
I respect rules and guidelines in school and other environments.	1.3	5.3	6.2	59	28.2	4.07	0.82
I take responsibility for my actions and admit my mistakes.	1.7	4.2	5.2	57.8	31.2	4.13	0.816
I treat others with fairness and kindness in all situations.	2.7	3.3	6.3	60	27.7	4.07	0.843
I participate in physical activities or sports regularly.	7.7	14.7	4.8	56.7	16.2	3.59	1.149
I maintain a balanced diet and a healthy lifestyle.	3.5	4.8	7.8	59	24.8	3.97	0.914
I prioritize getting enough sleep to support	6.8	14.5	7.8	53.3	17.5	3.6	1.137



Vol. 4 No. 3 (March) (2026)

my well-being.

I avoid behaviors that could negative impact 2.8 6.7 5.5 61.7 23.3 3.96 0.9
on my health and safety.

From Table 5, it is evidenced that the levels of personality development (both in cognitive, emotional, social, moral and behavior) perceived by the students are reasonably high (means between 3.54 and 4.16). The high scores for the most part: Ethical & moral behavior (the highest mean score, i.e. 4.16); Responsibility & discipline (means of 4.03-4.13); Co-operation and conflict solving (means of 3.92-3.94). While low scores are recorded for Social confidence (in term of initiating interaction), mean =3.54) and Physical activity & sleep quality (mean 3.59-3.60).

In summary, the result indicated that student has a good morals development and behavior, social confidence and habits related to lifestyle needed to be improved further.

Table 4: Average Calculations of Responses

Domain	Coding	SD	D	NO	A	SA	Mean	SD
INDEPENDENT VARIABLE (02)								
Teacher Educational Trainings (TET)	TET	2.73	4.67	3.87	63.13	25.60	4.04	0.85
Teacher Language during lecture (TLDL)	TLDL	4.17	6.82	5.35	58.48	25.18	3.94	0.94
DEPENDENT VARIABLE (01)								
Personality Development	PD	3.75	7.78	6.17	60.25	22.05	3.89	0.94

This table presents summary for overall constructs and shows a relatively same trend across the variables.

Teacher Educational Training (TET): Mean = 4.04, SD = 0.85

Teacher Language during Lecture (TLDL): Mean = 3.94, SD = 0.94

Personality Development (PD): Mean = 3.89, SD = 0.94

These numbers indicate positive ratings on all of the variables; the highest rating was on the TET, the next highest was on TLDL and the last was on PD.

The standard deviation of these values seems fairly small, suggesting some consensus among student answers and thus the same view across the sample. In sum, these descriptive findings point to a positive relationship between teacher characteristics and students' personality development.

Hypotheses-Wise Analysis (HWA)

H 1: Teacher Educational Training (TET) is significantly associated with students' Personality Development (PD).

Table 5: Relationship between Teacher Educational Training (TET) and students' Personality Development (PD)

		Personality Development (PD)			n=600
Teacher Educational Training (TET)		L	M	H	Total
L		68(58.6%)	43(37.1%)	5(4.3%)	116(100%)
M		54(14.8%)	226(61.9%)	85(23.3%)	365(100%)
H		8(6.7%)	60(50.4%)	51(42.9%)	119(100%)
		130(21.7%)	329(54.8%)	141(23.5%)	600(100%)



Table 5 depicts that there exists a significant and strong positive relationship between Teacher Educational Training (TET) and students' Personality Development (PD). As Teacher Educational Training is raised from low to high, student's PD also goes on increasing. In case of low TET majority of students (58.6%) lies in low PD while at high TET in majority (42.9%) the students are in high PD, which denotes the increasing trend. The relation is found to be significant ($\chi^2= 140.931$, $p < 0.05$). So the null hypothesis is rejected and accepting the alternative hypothesis, there is significant relationship between teacher training and personality development. This is also ascertained from the Gamma value = 0.626) which also showed the strong positive association.

These findings are in line with Hattie (2009) whose work shows the strong relationship between teacher professional competence and the cognitive and non-cognitive achievement (confidence, self-regulation) of students. Likewise, research in developing settings has revealed that trained teachers facilitate positive child behavior, communication and social skills, as well as socio-emotional outcomes (Qaisra & Haider, 2024).

On the basis of above results, it is concluded that Teacher Educational Training causes a significant and strong positive impact on students' Personality Development

H2: Teacher Language during Lecture (TLDR) is significantly associated with students' Personality Development (PD).

Table 6: Relationship between Teacher Language during Lecture (TLDL) and students' Personality Development (PD)

		Personality Development (PD)			n=600
Teacher Language during Lecture (TLDL)		L	M	H	Total
L		72(61.5%)	42(35.9%)	3(2.6%)	117(100%)
M		50(16.6%)	203(67.2%)	49(16.2%)	302(100%)
H		7(3.9%)	82(45.3%)	92(50.8%)	181(50.8%)
		129(21.5%)	327(54.5%)	144(24%)	600(100%)
		Chi-Square=229.271		Gamma value=0.773	

There is a very strong positive relationship between Teacher Language during Lecture (TLDL) and Personality Development (PD) as evidenced by the data presented in Table 6. From the pattern it is clear that better language performance by teachers is linked to higher PD. While 61.5% of students at low TLDL are in the low PD level, 50.8% are in high PD at high TLDL, and only 3.9% in low PD at high TLDL; the trend shows upward mobility.

This association is found to be statistically significant ($\chi^2= 229.271$, $p < 0.05$). This indicates that the association between TLDL and PD is not as a result of chance. It is a positive very strong association, since the Gamma value = 0.773 indicates that increasing teacher language proficiency leads to higher personality development in students. The results of this study are in line with the sociocultural theory, which focuses on language use in cognition and development (Vygotsky&cole,1978). Teacher language affects how students think and process language and develop interrelationships which are the major aspects of personality development. This study also supported the research done by Learning (2012) regarding importance of communication skills on the behavior of



Vol. 4 No. 3 (March) (2026)

students such as confidence and participation, engagement and sociability (communication is key in this situation). Clear teacher language leads to a deeper understanding and active participation and promotes social and emotional development in students.

On the basis of above results it is concluded that: Teacher Language during Lecture has a statistically significant and very strong positive association with students' Personality Development.

Conclusion

The purpose of the current research was to investigate the influence of socio-cultural capital i.e. Teacher Educational Training (TET) and Teacher Language during Lecture (TLDL) on the personality development of secondary school students of South Punjab, Pakistan. The findings obtained from quantitative study of 600 students show that both teacher-related aspects affect students' personality development significantly and positively.

Results obtained after hypothesis testing established significant statistical relations at 0.05 levels: Teacher Educational Training exhibited significant positive relation with students' personality development ($\chi^2=140.931$, $\gamma=0.626$); similarly, Teacher Language during Lecture exhibited highly significant positive relation with personality development ($\chi^2=229.271$, $\gamma=0.773$). These findings indicate the significant role of well trained teachers in developing students' personality both behaviorally, emotionally and cognitively and socially.

In summary, socio-cultural capital in schools is an important factor in students' personality development, while Teacher Training and Teacher Language during lecture strongly affects their confidence, discipline, communication skill and ability to control emotions etc. Which directly supports the theory of Bourdieu's capital. Efforts made to improve the quality of teachers bring good results for students' development as well.

Hence policy should be made on priority to develop Teacher Training program and improve communication skill.

RECOMMENDATIONS

Based on this research, it is suggested that teacher training programs strengthen their focus on continuous professional development through the enhancement of pedagogical skills and effective classroom management. Particular attention should be paid to the development of teachers' communication skills and language usage in class in order to improve clarity for students and engage them in learning activities. School leaders should also support appropriate instructional language for effective learning in multi-lingual contexts. Furthermore, curriculum designers should include structured activities that foster students' cognitive, emotional, and social growth. Last but not least, policymakers should allocate resources for teacher quality and school resources as a top priority, especially in low-income areas, in order to promote equity in student personality development.

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Vol. 4 No. 3 (March) (2026)

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Vol. 4 No. 3 (March) (2026)

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