TABLE OF CONTENT

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>TABLE OF CONTENT</td>
<td></td>
</tr>
<tr>
<td>LIST OF FIGURES</td>
<td>IV</td>
</tr>
<tr>
<td>LIST OF TABLES</td>
<td>IV</td>
</tr>
<tr>
<td>TABLE OF APPENDICES</td>
<td>IV</td>
</tr>
<tr>
<td>ACKNOWLEDGEMENT</td>
<td>VI</td>
</tr>
<tr>
<td>DEDICATION</td>
<td>VII</td>
</tr>
<tr>
<td>ENGLISH ABSTRACT</td>
<td>VIII</td>
</tr>
<tr>
<td>ARABIC ABSTRACT</td>
<td>X</td>
</tr>
<tr>
<td>CHAPTER ONE: The RESEARCH PROBLEM</td>
<td></td>
</tr>
<tr>
<td>Introduction</td>
<td>2</td>
</tr>
<tr>
<td>Statement of the Problem</td>
<td>7</td>
</tr>
<tr>
<td>The Significance of the Study</td>
<td>9</td>
</tr>
<tr>
<td>The Purpose of the Study</td>
<td>11</td>
</tr>
<tr>
<td>The Research Questions</td>
<td>11</td>
</tr>
<tr>
<td>Assumptions of the Study</td>
<td>12</td>
</tr>
<tr>
<td>Limitations of the Study</td>
<td>13</td>
</tr>
<tr>
<td>Definitions of Terms</td>
<td>13</td>
</tr>
<tr>
<td>CHAPTER TWO: LITERATURE REVIEW</td>
<td></td>
</tr>
<tr>
<td>Introduction</td>
<td>18</td>
</tr>
<tr>
<td>Theoretical Framework</td>
<td>18</td>
</tr>
<tr>
<td>Literature Review</td>
<td>31</td>
</tr>
<tr>
<td>CHAPTER THREE: METHODOLOGY AND STUDY DESIGN</td>
<td></td>
</tr>
<tr>
<td>Introduction</td>
<td>50</td>
</tr>
<tr>
<td>Design</td>
<td>50</td>
</tr>
</tbody>
</table>
CHAPTER ONE: RATIONALE OF THE APPROACH

The approach is based on qualitative research. A mixed method is used, combining both qualitative and quantitative data collection techniques. The population is defined, and the study sample is selected. Instruments of the study are described, including self-assessment questionnaires, interviews, classroom observations, and checklists. Research ethics are considered, and access and trust are managed. The data analysis begins with the introduction, followed by the steps of G.T. analysis, handling interviews and observations by G.T. analysis, constant comparison, memoing, theoretical sampling and saturation, theoretical coding and sorting, and diagramming.

CHAPTER FOUR: DATA ANALYSIS AND RESULTS

Introduction to the data analysis section is provided, followed by steps of G.T. analysis and handling interviews and observations by G.T. analysis. Constant comparison, memoing, theoretical sampling and saturation, theoretical coding and sorting, and diagramming are covered. A conclusion for data analysis is drawn.
Results: 87
Introduction: 87
Results of Question One: 88
Results of Question Two: 91
Results of the Questionnaire: 92
Results of the Interviews and Classroom Observations: 97
Results of Question Three: 98
Personality factors: 101
Teachers' Effect: 106
The curriculum: 107
Peers' Effect: 107
Cultural Factors: 107
The Social Status: 109
Results of Question Four: 110
The Quality of Teacher-Pupil relationship: 112
Teachers' Accountability: 112
Summary of the chapter: 115

CHAPTER FIVE: DISCUSSION AND CONCLUSION
Introduction: 117
Discussion of Questionnaire Results: 119
Discussion of Question One: 121
Discussion of Question Two: 122
Discussion of Question Three: 127
Discussion of Question Four: 136
Discussion of main Question: 138
Conclusions and Suggestions for Further Research: 149
Recommendations: 149
LIST OF REFERENCES: 153
APPENDICES: 167
LIST OF FIGURES
Figure 1: Tripartite (ABC) Model of Attitudes... 6
Figure 2: Maslow's Hierarchy of Needs... 22
Figure 3: Self-Concept as An Umbrella Term... 25
Figure 4: Self-Esteem Hierarchy... 25
Figure 5: Reciprocal Effect on Human... 26
Figure 6: Data Collection Instruments... 60
Figure 7: Data Analysis Stages of Coding According to Grounded Theory... 74
Figure 8: Core Categories Emerged from Analyzing Data... 85

LIST OF TABLES
Table 1: The Number of the Pupils Who Participated in the Study... 55
Table 2: High and Low Self-Esteemed Pupils... 55
Table 3: The Means of High Self-Esteemed Pupils... 56
Table 4: The Means of Low Self-Esteemed Pupils... 56
Table 5: The Teachers Sample According to School and Gender... 57
Table 6: Achievement of Pupils with High Self-Esteem... 58
Table 7: Achievement of Pupils with Low Self-Esteem... 59
Table 8: Pupils' Interviews Details... 64
Table 9: Teachers' Interviews Details... 65
Table 10: The Relationship Magnitude Between Self-esteem Component and pupils' Achievement... 119

LIST OF APPENDICES
APPENDIX 1: SCHOOL ACCESS... 168
APPENDIX 2: TEACHERS' PARTICIPATIONS... 169
APPENDIX 3: PARENTS' APPROVAL... 170
APPENDIX 4: THE ORIGINAL ATTITUDE QUESTONNAIRE... 171
APPENDIX 5: THE MODIFIED ATTITUDE QUESTONNAIRE... 173
APPENDIX 6: CHECKLISTS FOR OBSERVATIONS 176
APPENDIX 7: THE PRIVATE SCHOOL IN WHICH THE STUDY WAS CONDUCTED 180
APPENDIX 8: THE QUESTIONNAIRE MEANS AND STANDARD DEVIATION ACCORDING TO THE DOMAINS 183
APPENDIX 9: INTERVIEWS AND MOST PERTINANT STAMENTS 185