

## Abstract

The present study aims to observe the impact of Teacher acceptance and teacher rejection on emotion expression and achievement motivation among school children. The study focused on two dimensions of the achievement motivation including the attitude towards achievement motivation as well as the behavior towards it. The TARQ (Teacher Acceptance and Rejection Questionnaire), Emotion expression scale and Motivation to achieve questionnaire were used on a sample of 800 school children, including 400 students from Lahore and 400 students from Rahim yar khan. Further the sample was equally divided in 200 girls and 200 boys and similarly for public and private schools, for both cities respectively. The results indicated teacher acceptance to have a significant impact on achievement motivation whereas teacher rejection was reported to have negative impact on achievement motivation as well as emotion expression. Furthermore the results revealed gender to show a significant difference as girls reported to be less emotionally expressive as a result of neglect from teachers. Overall girls revealed higher Attitude and behavior towards achievement motivation as compared to boys. Furthermore, as a comparison of both cities, students from rahim yar khan were less emotionally expressive as a result of rejection from teachers, but reported increased behavior towards academic achievement as compared to students in Lahore. Whereas students in Lahore had higher attitude towards achievement motivation as compared to students in rahim yar khan but the behavior towards achievement was reported higher in Rahim yar khan students.

*Keywords: Teacher Acceptance and Rejection, Emotion Expression, Achievement Motivation, School children, Gender.*