Open Access Education and Leadership Review

Vol. 1, **N0.** 1

Submitted: 22 FEB 2024 **Accepted:** 15 MAR 2024 **Published:** 17 MAR 2024

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Multi-Disciplinary Publishing Institute Pakistan

Impact of Teacher Classroom Behavior on Academic Stress and School Adjustment of Students

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Citation

Shahbaz., Shah, M., Ihsan, M., & al Hussaini, M.H. (2024). Impact of teacher classroom behavior on academic stress and school adjustment of students. *Open Access Education and Leadership Review*, 1(1): 1-10

WEBSITE: www.mdpip.com
PUBLISHER: MDPIP

ABSTRACT:

Present study was conducted to find the impact of teacher classroom behavior on academic stress and school adjustment of students at secondary school level in Sargodha division. Sample of 372 students (205 male students and 167 female students) participated in the study and this sample size was determined using Yamane's (1967) formula suggestions. Researcher developed three questionnaire including Teacher's Classroom Behavior Scale (TCBS), Academic Stress Scale (ASS) and School Adjustment Scale (SAS) were administered for the collection of data. Validation of the instruments was completed through 10 experts in the field of social sciences whereas reliability of the tool was done through Cronbach's Alpha methods. Different descriptive as well as inferential statistical tools were used for the analysis of data collected through questionnaires. Pearson product moment correlation, linear and multiple regression, and t-test as inferential statistics whereas Mean and SD was used as descriptive statistics. Results of the study demonstrated that there is negative association between teacher classroom behavior and academic stress, and positive association between teacher classroom behavior and school adjustment of students. Moreover, significant impact of teachers' classroom behavior on the academic stress and school adjustment of students was observed. These results guide that good teachers' behavior removes the academic stress and improves the students' adjustment. Therefore, study recommends that teachers should kept the cooperative behavior with students for better results.

Key words: Teacher's Classroom Behavior, Academic Stress of Students, School Adjustment of Students, Secondary School Level

Introduction

Behaviors of a person are the actions towards others. Teachers' behavior is the outcome of teachers towards institution (Shah, 2009a). The behavior is the reaction to a certain stimulus (UNESCO, 2006). The classroom behavior means the observable action of the teachers in the classroom (Shah, 2009b). The behavior of a teacher may be positive or negative towards their students. Similarly, teachers may have an effective or ineffective behavior in the classroom. The teachers' behavior in the classroom may affect the different characteristics of the teaching process. Teachers' behavior may be seen in the actions of a teacher in the form of appreciation, motivation, reinforcement, criticism and punishment (Derk, 1974). A good teacher is expected to commit a positive behavior which may leads towards the nourishment of students. A teacher is a professional which by his profession knows the students and how to deal with them in the school. Adeyemo (2005), concluded that teachers' behavior affects students' characteristics. In Pakistan the Punjab government is focusing on the teachers as the nation builders which bring the changes in the students and affect them in different ways (Shah, 2009). The Punjab Government is making the development and changes in the teachers training and development so that they equip the teachers with sound knowledge of pedagogy and skills for the overall development of the students. They are making changes in the teachers' preparation so that the teachers may play their effective behavior in the classroom for molding the students towards the right direction.

There is a strong connection between teachers' behavior and students' characteristics (Olaleye, 2011). Teachers' behavior may affect the different students' characteristics like the student's stress. Students' stress is affected by peers and teachers' behavior (Wentzel et al., 2017). The stress is that burden which exceeds the capacity of a person (Khan, 2013). The academic stress on the students may leads towards the poor performance. Different researchers defined stress in their own ways. It is the oddness that may occur due to burden (stressors) and person inability to compete (Topper, 2007). Stress can be seen in the undesirable responses of the person in different situations (Malach-Pines & Keinan, 2007). Research studies concluded that symptoms of stress are energy loss, imbalance in BP, down and unhappy mood, nervousness and impatience (Agolla, 2009). Main stressors are found in the environment of the individual (Hobfoll & Ford, 2007).

Adjustment means accommodation and adaptation (Monroe, 2007). It is the balance in-between needs and obstacles of individuals in the environment. Lakhani and Chandel (2017) are of the view that school adjustment plays a vital role in the overall school life of the students. (Halonen & Santrock, 2007) are of view that adjustment is harmonious associations with the environment in which individual's needs are satisfied in socially acceptable ways. The role of the school adjustment in students' life is that of pillar on which overall school life stands. Adjusted students follow the rules and regulations of the school (Lakhani, & Chandel, 2017).

Research Objectives

1. To examine the relationship between teachers' classroom behavior and academic stress of students.
2. To find out the relationship between teachers' classroom behavior and school adjustment of students.
3. To analyze the impact of teachers' classroom behavior on academic stress of students.
4. To investigate the impact of teachers' classroom behavior on school adjustment of students.

Research Hypotheses

H_1: There is no significant relationship between teachers' classroom behavior and academic stress of students.
H_2: There is no significant relationship between teachers' classroom behavior and school adjustment of students.
H_3: There is no significant impact of teachers' classroom behavior on academic stress of students.
H_4: There is no significant impact of teachers' classroom behavior on school adjustment of students.

Literature Review

Teachers Behavior

When teachers and students operate in various institutional activities, their behavior is described as the observable result (Shah, 2009). There are two types of behavior: good and bad, as well as successful and unsuccessful. Well-executed actions yield the necessary outcomes. Actions have diverse meanings depending on the situation. Nowadays, everyone agrees that education is essential to a country's moral, cultural, political, and socioeconomic progress. Over the past 20 years, the nations that have made significant efforts have accomplished remarkable feats and innovative advancements. Undoubtedly, their successful educational system is the foundation for this outstanding accomplishment (Ahmad, 2001). "Every nation's educational system can provide the guarantee of success and prosperity for their nations," it is said. The nation's survival depends on the development of an extensive and efficient educational system (Saeed, 2001).

According to the Punjab government's (1998) research study, teachers in particular contribute to qualitative changes in the educational system and increase the bar for learning, which safeguards the welfare, advancement, and prosperity of the country. Teachers acquire these abilities in teacher training institutes and get professional preparation for this reason. A study conducted by Riahipour, Ketabi, and Dabbaghi (2014), examined students' perceptions of their professors' subject-matter expertise, comprehension, and clarity. The results were intriguing. Students' perceptions of the teacher's subject-matter expertise and teaching abilities were all documented. The study's findings and analysis demonstrated a substantial correlation between each of these variables and the kids' academic achievement. Additionally, Mulalic, Shah, and Ahmad (2009) studied university students to investigate the lack of consideration for students' learning styles in pedagogy research and practice. They claim that teachers typically don't know what their learning styles are and only teach without considering the requirements of their pupils, which are determined by their learning styles. According to their research, pupils prefer kinesthetic learning - that is, learning via hands-on experience—while showing minimal preference for aural and visual learning. They did not, however, value the lecturers' individualized approaches to teaching or learning. The majority of educators used the traditional visual and aural methods of instruction in classrooms.

Teacher Behavior and Teacher Effectiveness

While some educators stress the need for a child-centered curriculum, few would doubt that teachers, who are in charge of carrying out the educational plans, have a major share of the blame for the success of our educational endeavors. Being a teacher is like belonging to a unique profession. A teacher must possess extraordinary qualities such as empathy, perseverance, diligence, sincerity, research orientation, honesty, and adaptability. Within the classroom, teachers serve as role models whose attitudes are subconsciously or deliberately copied by the pupils. Instructors provide pupils with guidance and serve as motivation for them. It follows that instructors play a vital role in accomplishing the objectives of education.

According to Phuc *et al*. (2020), behavior is an identifiable and observable thing. Students' educational results are significantly influenced by their behavior (Ali et al., 2013). The definition of attitude is the ability to act independently in student activities. Either positive or bad behavior is possible. This study's main goal was to find out how teachers' actions affected students' academic performance (Assor *et al*., 2005). The two main pillars of the educational process are teachers and students. In the formal educational system, instructors are crucial in helping pupils develop their abilities and cognitive capacities. According to Parveen *et al*. (2021), teaching is a strategy and direction for a circumstance when there is a gap and a pupil must work hard to overcome the challenge. An observable, distinguishing occurrence and response that demonstrates the learner's circumstances at a different age is called an attitude. When responding to comments made by kids, teachers must pay close attention. In reaction to students, teachers typically express gratitude, acceptance, or unjust criticism (Yasseen, 2010)

For classroom management and activities to be successful, teacher-student interaction is essential. The primary goal of the educational system is learning. The primary factor that might impact pupils' learning is the behavior of the instructor. They can inspire pupils to participate in educational activities (Parveen & Tran, 2020). University students spend a significant amount of time interacting with their instructors; as a result, the behavior of teachers has an impact

on the students. Students with poor records will undoubtedly do better if teachers treat them with respect, model good behavior, and believe that hard effort will lead to success (Abrami *et al*., 2015).

Academic Stress in Schools

An individual's life is greatly impacted by their schooling, which also marks a turning point in their academic career. A student's academic standing at this point is critical in determining their next educational step, which in turn determines their career path. During this phase, excessive academic stress can have negative impacts that are long-lasting and widespread. Students today deal with a variety of academic issues in this fiercely competitive environment, such as test anxiety, lack of enthusiasm in attending lectures, and difficulty understanding a subject. Academic stress is the result of anxiety about upcoming difficulties or failures in the classroom, or even just the dread of failing academically. Academic pressures may be found in a student's surroundings in a variety of settings, including their home, school, peer relationships, and area.

Method

The study under investigation was quantitative and the survey methods were used for the collection and analysis of data. The surveys are considered the appropriate method in educational research.

Instrumentation & Population Sampling

The population of the present investigation comprised all the students studying at the secondary level in the Sargodha division of Punjab province of Pakistan. This large population can best be summarized in the table below:

Table 1
Population of the Study

Districts of Sargodha Division	No of Schools		No of Students	
	Male	Female	Male	Female
Bhakkar	75	43	44488	24886
Khushab	73	58	32097	24119
Mianwali	83	51	50987	28127
Sargodha	142	167	84717	96968
Grand Total	373	319	212289	174100

Source: *Punjab Education Statistics 2020*

Sampling Technique

As in the present study, the population is comprised of different districts of the Sargodha division, therefore stratified sampling is considered appropriate.

Instrumentation

The questionnaires as the tool of data gathering are considered most appropriate in educational research investigations. In the present study, the researcher looks for the Impact of teacher classroom behavior on students' academic stress and school adjustment at the secondary school level in the Sargodha division. Therefore, three questionnaires were considered appropriate for the present investigation.

Data Collection Process

The data of the present investigation was gathered through the questionnaires. The research ethics were followed in data collection. The researcher first of all took the letter from the research supervisor of the study for the collection of data from the schools. The researcher went to different schools and took proper permission from the heads of the

schools for data collection. After, the proper permission from the heads of the schools the data was collected from the secondary school students of the year 2023.

Results and Findings

Table 2
Showing Descriptive Statistics for Teacher's Classroom Behavior

Research Variables	n	Min	Max	Mean	Std. Deviation
IS	372	1.20	5.00	3.6323	.88023
CRM	372	1.00	4.80	3.6328	.79926
IPS	372	1.60	5.00	3.6478	.82610
A&F	372	1.00	14.00	3.7247	1.10306
Prof	372	1.00	10.00	3.8392	.92493

Table 2 summarizes the descriptive statistics of the five domains of teacher's classroom behavior. This section was comprised of five domains of teacher's classroom behavior i.e., instructional skills, classroom management, interpersonal skills, assessment, and feedback and professionalism. The descriptive statistics are displayed in Table 4.11 along with Mean, standard deviations (SD), and lowest and maximum scores. The result shows that the mean score and SD were estimated with instructional skills (3.63), classroom management (3.63), interpersonal skills (3.63), assessment and feedback (3.72), and professionalism (3.83).

Table 3
Showing Descriptive Statistics for Academic Stress

Research Variables	n	Minimum	Maximum	Mean	Std. Deviation
AD	372	1.00	5.00	3.8527	.89937
TS	372	1.00	5.00	3.7409	.83556
CC	372	1.00	5.00	3.6796	.99069
AT	372	1.00	4.80	3.7919	.62027
CFP	372	1.00	4.80	3.8086	.64522

Table 3 summarizes the descriptive statistics of the five domains of academic stress. This section was comprised of five domains of academic stress including academic demand, teacher's support, competition and compares, academic transition, career, and prospects. The descriptive statistics are displayed in the table along with Mean, standard deviations (SD), and lowest and maximum scores. The result shows that the mean score was estimated with academic demand (3.85), teacher's support (3.74), competition and compares (3.67), academic transition (3.79), and career and prospects (3.80).

Table 4
Showing Descriptive Statistics for Students' School Adjustment

Research Variables	n	Minimum	Maximum	Mean	Std. Deviation
SA	372	1.00	4.80	3.8430	.83177
EA	372	1.00	4.80	3.6301	.47669
AA	372	1.00	5.00	3.6161	.74988
PA	372	1.00	5.00	3.6973	.66543
CA	372	1.00	5.00	3.5962	.84233

Table 4 summarizes the descriptive statistics of the five domains of students' school adjustment. This section was comprised of five domains of students' school adjustment including social adjustment, emotional adjustment, academic adjustment, physical adjustment, and cultural adjustment. The descriptive statistics are displayed in the table along with Mean, standard deviations (SD), and lowest and maximum scores. The result shows that the mean score

was estimated with social adjustment (3.84), emotional adjustment (3.63), academic adjustment (3.61), physical adjustment (3.69), and cultural adjustment (3.59).

Table 5
Showing the Relationship of Teacher's Classroom Behavior and Students' Academic Stress

Research variable	Statistics	Teacher Classroom Behavior	Academic Stress
Teacher Classroom Behavior	Pearson Correlation	1	-.335**
	Sig. (2-tailed)		.000
	Sample (n)	372	372

p<.05

Table 5 presents the correlation between the two variables namely teacher classroom behavior), and students' academic stress. The correlation was observed (r=-.335**) that there is a negative association between teacher classroom behavior and academic stress. Moreover, the relationship between teacher classroom behavior and academic stress was found statistically significant (p=.000<.05). In other words, teachers showing positive behavior would reduce academic stress.

Table 6
Showing the Relationship of Teachers Classroom Behavior and Students' School Adjustment

Research variable	Statistics	Teacher Classroom Behavior	School adjustment
Teacher Classroom Behavior	Pearson Correlation	1	.782**
	Sig. (2-tailed)		.000
	Sample (n)	372	372

p<.05

Table 6 presents the correlation between the two variables namely teacher classroom behavior), and students' school adjustment. The correlation was observed (r=.782**) that there is a positive association between teacher classroom behavior and students' school adjustment. Moreover, the relationship between teacher classroom behavior and students' school adjustment was found statistically significant (p=.000<.05). In other words, teachers' positive behavior would enhance the adjustment level of students at school.

Table 7
Showing the Relationship of Teacher's Classroom Behavior and Male Students' Academic Stress

Research variable	Statistics	Teacher Classroom Behavior	Academic Stress
Teacher Classroom Behavior	Pearson Correlation	1	-.475**
	Sig. (2-tailed)		.000
	Sample (n)	205	205

p<.05

Table 7 presents the correlation between the two variables namely teacher classroom behavior), and male students' academic stress. The correlation was observed (r=-.475**) that there is a negative association between teacher classroom behavior and male students' academic stress. Moreover, the relationship between teacher classroom behavior and male students' academic stress was found statistically significant (p=.000<.05). In other words, teachers' positive behavior would reduce the academic stress of male students.

Table 8
Showing the Relationship of Teacher's Classroom Behavior and Female Students' Academic Stress

Research variable	Statistics	Teacher Classroom Behavior	School adjustment
Teacher Classroom Behavior	Pearson Correlation	1	-.580**
	Sig. (2-tailed)		.000
	Sample (n)	167	167

p<.05

Table 8 presents the correlation between the two variables namely teacher classroom behavior), and students' school adjustment. The correlation was observed (r=-.580**) that there is a negative association between teacher classroom behavior and female students' academic stress. Moreover, the relationship between teacher classroom behavior and female students' academic stress was found statistically significant (p=.000<.05). In other words, teachers' positive behavior would reduce the academic stress of the students.

Table 9
Impact of Teacher's Classroom Behavior on the Students' Academic Stress

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durban-Watson
1	.369[a]	.336	.328	.369[a]	2.11

a. Predictors: (Constant), Teachers' classroom behavior
b. Dependent Variable: academic stress

The outcome, which was obtained by linear regression, is shown in Table 9. The "Model Summary" is the initial output that was produced by SPSS. According to the table, the value of R^2=.336 demonstrates that 33% variation is seen in the criterion variable (students' academic stress) due to predictor (teachers' classroom behavior). In addition, one of the fundamental presumptions for linear regression analysis, which verifies the autocorrelation between the variables, is the Durban-Watson test. The table shows that the value of Durban Watson was estimated at 2.11 which reveals that there is no autocorrelation between the variables.

Table 10
ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	112.169	1	564.897	238.12	.000[b]
	Residual	269.791	370	.772		
	Total	382.14	371			

a. *Predictors: (Constant), Teachers' classroom behavior*
b. *Dependent Variable: academic stress*

ANOVA is the regression model's second output, and it determines whether or not the estimation is statistically significant. The value of F=238.12 in the above Table indicates that the regression model fits the overall data. Furthermore, the p=.000<.05 reveals the significant impact of teachers' classroom behavior on the student's academic stress.

Table 11
Coefficient

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	5.684	1.195		4.756	.000
	TC	-.529	.314	-.369	-1.683	.000

a. Dependent Variable: students' academic stress

Coefficients are the third output that the SPSS produced, as seen in the above Table. The table shows the value of the unstandardized beta estimated at -.529, indicating that an increase of one unit in the current predictor variable (teachers' classroom behavior) is predicted to result in a decrease in the dependent variable (academic stress) by -.529 units.

Table 12
Impact of Teacher's Classroom Behavior on the Students' School Adjustment

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durban-Watson
1	.782[a]	.612	.611	.782[a]	1.92

a. Predictors: (Constant), Teachers' classroom behavior
b. Dependent Variable: school adjustment

The outcome, which was obtained by linear regression, is shown in the above Table. The "Model Summary" is the initial output that was produced by SPSS. According to the table, the value of R^2=.612 demonstrates that 61% variation is seen in the criterion variable (students' school adjustment) due to predictor (teachers' classroom behavior). In addition, one of the fundamental presumptions for linear regression analysis, which verifies the autocorrelation between the variables, is the Durban-Watson test. The table shows that the value of Durban Watson was estimated at 1.92 which reveals that no autocorrelation between the variables.

Table 13
ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	77.067	1	77.067	582.711	.000[b]
	Residual	48.935	370	.132		
	Total	126.002	371			

a. *Predictors: (Constant), Teachers' classroom behavior*
b. *Dependent Variable: school adjustment*

ANOVA is the regression model's second output, and it determines whether or not the estimation is statistically significant. The value of F=582.711 in the above Table indicates that the regression model fits the overall data. Furthermore, the p=.000<.05 reveals the significant impact of teachers' classroom behavior on the student's school adjustment.

Table14
Coefficient

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.248	.102		12.196	.000
	TC	.657	.027	.782	24.139	.000

a. *Dependent Variable: students school adjustment*

Coefficients are the third output that the SPSS produced, as seen in the above Table. The table shows the value of the unstandardized beta estimated at .657, indicating that an increase of one unit in the current predictor variable (teachers' classroom behavior) is predicted to result in a decrease of the dependent variable (school adjustment) by .657 units. The following findings were drawn from the previous chapter:

Conclusion and Recommendations

The correlation was observed (r=-.335**) that there is a negative association between teacher classroom behavior and academic stress. Moreover, the relationship between teacher classroom behavior and academic stress was found

statistically significant (p=.000<.05). The correlation was observed (r=.782**) that there is a positive association between teacher classroom behavior and students' school adjustment. Moreover, the relationship between teacher classroom behavior and students' school adjustment was found statistically significant (p=.000<.05). The correlation was observed (r=-.475**) that there is a negative association between teacher classroom behavior and male students' academic stress. Moreover, the relationship between teacher classroom behavior and male students' academic stress was found statistically significant (p=.000<.05). The study recommended that teachers' training programs may be conducted by the government to develop a positive classroom environment and deal with students' academic stress. The study recommended that positive teacher's student's interaction may help reduce the students' academic stress. The study recommended that teachers' support to students may be helpful to those students who cannot adjust at school. Therefore, teachers and administration may assist students in the perspective of financial, moral, psychological, and mental support to students to adjust in the school environment.

Limitations and Future Direction

The study used only three districts of the Punjab province as samples where data was collected, therefore, results could not be generalized on the population of the country. In the future, the researchers are required to conduct such a study by extending the population by taking samples from the different provinces of the country.

Acknowledgments: The researcher acknowledges the cooperation of the respondents despite the Covid-19 restriction for filling and returning the questionnaires.

Declaration of Interest: The author declares that there is no clash of interests.

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