

Impact of Teachers Classroom Behavior on Students' Academic Stress and School Adjustment

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Abstract

The current study aimed to inquire teachers' classroom behavior and its impact on academic stress and school adjustment of students at secondary school level. The primary objectives were to explore the connection between teachers' classroom behavior and the academic stress experienced by students, and to investigate the relationship between teachers' classroom behavior and students' school adjustment. A descriptive research design was used in light of the nature of the study. 205 male and 167 female students participated in the research study, with the total sample size 372. The researcher created three questionnaires: the Teachers Classroom Behavior Scale (TCBS), the Academic Stress Scale (ASS), and the School Adjustment Scale (SAS) for data collection. The instruments were validated by the experts in social sciences, and their reliability was established using Cronbach's Alpha method. Correlation analysis is a statistical method used to measure the strength of linear relationship between the two variables. The findings highlighted a negative correlation between classroom behavior of teachers' and academic stress, while a positive correlation was found between teachers' classroom behavior and students' school adjustment.

Keywords: Classroom Behavior of teachers', Students' Academic Stress, Students School Adjustment

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Introduction

It is widely recognized that education is primarily responsible for the intellectual, social, emotional, and moral development of pupils (Shah, 2009). Nations that have prioritized the comprehensive development of children have experienced significant advancements. The progress of national and educational entities is interconnected, and a country cannot thrive without emphasizing the holistic development of its youth. A strong educational system is essential for the survival of a nation (Saeed, 2001).

Behavior pertains to the actions and reactions of individuals. It is the reaction to specific stimuli (UNESCO, 1986). Classroom behavior pertains to the visible actions of educators in a learning environment. A teachers' behavior can be either supportive or detrimental toward their students. Furthermore, educators can display either effective or ineffective behaviors within the classroom. The way a teacher behaves can influence various aspects of the teaching process, and their actions may include praise, motivation, reinforcement, criticism, and disciplinary measures (Derk, 1974).

In Pakistan, the government of Punjab regards teachers as crucial players in the development of the nation, capable of inspiring change in their learners and influencing them in multiple ways (Shah, 2009). The Punjab Government is undertaking reforms and advancements in teacher coaching and growth to provide educators with a strong foundation in pedagogy and the skills essential for the holistic development of students. They are revising the training process for teachers to enable them to demonstrate positive behaviors in the classroom and effectively guide their students.

The actions of the teachers within the classroom can affect a range of student learning factors, such as academic pressure and adaptation to school. Stress is described as a load that exceeds an individual's capabilities (Khan, 2013). Academic pressure can lead to inadequate student performance and can also contribute to detrimental behaviors (Richlin-Klonsky & Hoe, 2003), potentially disrupting the efficient functioning of schools. Students who experience stress often struggle to fulfill expectations and may find it hard to cope with their situations. As a result, students become under stress may have difficulties in effectively pursuing their studies.

School adjustment refers to how well students adapt to their roles and responsibilities within the educational setting. Students who struggle to adjust often leave school or are expelled for various reasons. Successful school adjustment is crucial for a fulfilling school experience. The entire

school life of a student relies on their ability to adjust adequately. Students who cannot adapt to school life fail to meet its challenges and are unable to maintain their role as learners. Students' stress can lead to subpar performance and reduced academic success in educational institutions (Lakhani & Chandel, 2017).

The transition of students into the school environment can be supported by different motivations. According to (Sasser et al., 2015), the four motivations identified are assent, strong matches, self-enhancement, and correctness. Research reveals that students affect each other, which affects their adaptation to school in various manners (Keefe & Berndt, 2006).

Concept of Teacher Classroom Behavior

The concept of teacher behavior in the classroom is pivotal. Skinner (2014) describes behavior as "the response to environmental stimuli that triggers specific reactions in individuals." Teacher behavior involves how educators respond to students within the classroom setting. This encompasses all activities and interactions that teachers have with their students. The behavior of teachers can be easily observed and assessed. Many students express their sentiments, indicating that one teacher is unkind while another is supportive and approachable. The behavior of these teachers significantly influences the students in the classroom.

A teacher's conduct consistently impacts students and shapes their character. Supportive and well-trained teachers effectively foster the overall development of their students. They encourage and inspire their students, winning their admiration and loyalty. Teachers serve as role models in the eyes of their students, and their actions leave a lasting impression throughout students' lives. Since students spend a considerable amount of time in classrooms, interacting with teachers, the behavior of a teacher profoundly affects their academic and social experiences. Besides their parents, teachers have the most substantial influence on students.

The behavior of teachers not only impacts students' academic and social experiences but also plays a crucial role in their overall development. The attitudes and conduct of teachers are often mirrored in the practical lives of students as adults. In the classroom setting, students often view their teachers as heroes and tend to emulate them. This understanding and evaluation of teacher behavior motivated the researcher to delve deeper into this important area of study.

Research indicates that teachers' behaviors have a strong impact on students. Soroya et al., (2014) assert that teachers' classroom conduct

significantly shapes students' lives. Teachers not only consciously inspire their students but also exert an unconscious influence on them. Students are like blank slates, while teachers act as the ones who inscribe on these slates. The initial impressions on the empty minds of students often come from the behavior exhibited by their teachers.

Ehsan (2020) emphasizes that the teacher plays a crucial role in a school's success. They are responsible for shaping the behavior of their students. Skilled and effective teachers contribute to school advancement, while ineffective teachers can lead to decline. A study by Shah (2009) highlighted that teachers' behaviors significantly influence students' personalities and learning outcomes. Teachers impact their students and drive their performance using various techniques. A motivating and supportive teacher has a profound effect on their students' character. Conversely, some research studies suggest a focus on punishment as a means to mold student behavior (Jane, 2016). However, the majority of research indicates that punishment negatively affects both the personality and achievements of students, with many dropping out of school due to harsh disciplinary measures imposed by teachers (Ehsan, 2020).

Students' Academic Stress

The academic stress experienced by students is detrimental as it negatively impacts their academic performance. Various factors contribute to students' academic stress, which can sometimes result in destructive behaviors such as abuse of others (Richlin-Klonsky & Hoe, 2003). According to Saqib et al., (2019), stress represents the body's response to perceived threats. When an individual perceives a risk, whether it is tangible or imagined, the body reacts to combat it; this emotional state is identified as stress. Under stress, there is an increase in heart rate, enhanced blood flow, and muscle tension. While stress can be beneficial by preparing individuals to confront challenges and promoting survival, it can also adversely affect health, mood, and productivity (Murff, 2005). The psychological strain on the body induces a response that may lead to stress.

In the past decade, academic stress among students has emerged as a significant concern for researchers (Khan, 2013). A majority of educational researchers focus on students' anxiety related to academic stress. Some of the most recognized academic stressors within educational institutions include excessive workloads, homework, competition for grades, financial burdens, and threats of failure (Fairbrother & Warn, 2003). Certain pressures are related to the institutions themselves, such as

overcrowding (Ongori, 2007) and insufficient educational resources like library access, internet and computer capabilities, and recreational places. Additionally, harsh punishment and authoritarian discipline are major causes of stress for schoolchildren. Wilks (2008) lists behavioral problems, staff rudeness, time management difficulties, and trouble acclimating to the school setting as additional stresses. Additionally, there are numerous other factors that can contribute to stress, such as high parental expectations, curriculum-related problems, an unhealthy school environment, lack of self-confidence, unethical conduct by school leaders, stringent discipline, and negative attitudes from teachers towards students (Masih & Gulrez, 2006). All of these stressors pose significant threats to students' academic lives and should not be ignored (Hussain et al., 2008).

Students' School Adjustment

As stated by Kurt (2018), school adjustment encompasses the willingness, attendance, and participation in school activities, while school maladjustment refers to deviations, inattentiveness, and disruptive behavior. Additionally, he pointed out that adjustment is a result of having positive social interactions with other students and winning others' acceptance and approval. Measures of adjustment also include things like well-being, self-efficacy, accomplishment, and self-regulation (Reynold et al., 2003).

Fredricks et al., (2004), identified three different aspects of school adjustment, one of which is behavioral adjustment, encompassing the fulfillment of tasks by following rules and guidelines. The second aspect is emotional adjustment, which emphasizes the importance of emotions, interests, and personal values when participating. The third aspect is cognitive engagement, where tasks are approached with effort and enthusiasm.

According to Kahraman et al., (2018), the process of adapting socially and behaviorally to school and classroom environments is termed school adjustment. School adjustment serves as the means through which a child establishes connections with teachers, builds friendships with peers, and fosters motivation to achieve academic objectives.

Objectives

1. To investigate the relationship between teachers' classroom behavior and students' academic stress.
2. To explore the connection between teachers' classroom behavior and students' adjustment to school.

Hypotheses

H₀₁: There is no notable relationship between the classroom behavior of teachers and the academic stress experienced by students.

H₀₂: There is no notable correlation between the classroom behavior of teachers and the school adjustment of students.

H₀₃: There is no significant relationship between teachers' classroom and male students' academic stress.

H₀₄: There is no significant relationship between teachers' classroom and female students' academic stress.

H₀₅: There is no significant relationship between teachers' classroom and male students school adjustment.

H₀₆: There is no significant relationship between teachers' classroom and female students school adjustment.

Methodology

A quantitative approach was employed to gather data from students across the four districts of the Sargodha division in Pakistan.

Study Population

Gender	Frequency	Percent
Male	205	54.1
Female	167	44.9
Total	372	100.0

Sample and Data Collection

Yamane (1967) formula, $n = N / (1 + Ne^2)$ is used to calculate the sample size and questionnaire is used as data collection tool.

Total population of the study is 386389 i.e., 'N' = 386389 [male students (212289) and female students (174100)].

By applying the given formula = $N / (1 + Ne^2)$, we can calculate sample size which is **372**.

Representative of each stratum, applying stratified sampling technique:

Male Students representation in the sample size = 205

Female Students representation in the sample size = 167

Data Analysis

Table 1.1

Classroom Behavior of Teachers and Students Academic Stress (Relationship)

Variable of Research	Statistics	Classroom Behavior of Teachers	Academic Stress of Students
Classroom Behavior of Teacher	Pearson Correlation	1	-.336**
	Sig. (2-tailed)		.0000
	Sample. (n)	372	372

$p < .05$

Table 1.1 shows how two variables teacher behavior in the classroom and students' academic stress correspond. Teacher classroom behavior and academic stress are negatively correlated, according to the observed association ($r = -.336^{**}$). Additionally, a statistically significant relationship between academic stress and teacher classroom behavior was identified ($p = .000 < .05$). Put another way, pupils who experience less academic stress are associated with better teacher behavior.

Table 1.2

Classroom Behavior of teachers and Students School Adjustment (Relationship)

Variable of Research	Statistics	Classroom Behavior of Teacher	Students School Adjustment
Classroom Behavior of Teacher	Pearsons Correlation	1	.781**
	Sig. (2 - tailed)		.0000
	Sample. (n)	372	372

$p < .05$

Table 1.2 illustrates the relationship between two variables: classroom behavior of teacher and student school adjustment. The correlation observed ($r = .781^{**}$), indicates a positive relationship between teacher

classroom behavior and the school adjustment of students. Additionally, the association between classroom behavior of teacher and student school adjustment was found to be statistically significant ($p=.000$ less than $.05$). In other words, teachers who exhibit positive behaviors are likely to improve students' adjustment levels in school.

Table 1.3

Teachers Classroom Behavior and Male Students' Academic Stress (Relationship)

Research Variable	Statistics	Teacher Classroom Behavior	Academic Stress
Teacher Classroom Behavior	Pearson Correlation	1	-.476**
	Sig. (2-tailed)		.000
	Sample (n)	205	205

$p<.05$

Table 1.3 displays the relationship between two variables: teacher classroom behavior and the academic stress experienced by male students. A correlation of $r=-.476^{**}$ was identified, indicating a negative connection between classroom behavior of teacher and the male student academic stress. Furthermore, this relationship was determined to be statistically inferable ($p = .00 < .05$). In summary, when teachers exhibit positive behavior, it tends to alleviate the academic stress faced by male students.

Table 1.4

Classroom Behavior of Teachers and Female Students Academic Stress (Relationship)

Variable of Research	Statistics Applied	Classroom Behavior of Teacher	School Adjustment of students
Teacher Classroom Behavior	Pearson Correlation	1	-.581**
	Sig. (2- tailed)		.00
	Sample. (n)	167	167

$p<.05$

Table 1.4 depicts the association between two variables: teacher behavior in the classroom and students' adjustment to school. The identified correlation ($r=-.581^{**}$) reveals a negative relationship between teacher

behavior and the academic stress faced by female students. Additionally, the link between classroom behavior of teacher and the academic stress of female students was determined to be statistically significant ($p = .000 < .05$). To put it differently, when educators demonstrate positive behaviors, it can result in reduced academic stress for their students.

Table 1.5

Classroom Behavior of Teachers and Male Students School Adjustment (Relationship)

Variable of Research	Statistics Applied	Teachers Classroom Behavior	Students School Adjustment
Classroom Behavior of Teacher	Pearson Correlation	1	.822**
	Sig (2 - tailed)		.0000
	Sample. (n)	205	205

$p < .05$

Table 1.5 illustrates the correlation between teacher classroom behavior and male student school adjustment. The correlation coefficient was calculated to be ($r = .821^{**}$), signifying a positive association between teacher classroom behavior and the school adjustment of male students. Additionally, the relationship between classroom behavior of teacher and male student school adjustment was found to be statistically significant ($p = .000 < .05$). This suggests that when teachers exhibit positive behavior, it can improve the adjustment levels of male students in the school environment.

Table 1.6

Classroom Behavior of teachers and Female Students School Adjustment (Relationship)

Variable of Research	Statistics Applied	Teacher Classroom Behavior	Students School Adjustment
Classroom Behavior of Teacher	Pearson Correlation	1	.750**
	Sig. (2-tailed)		.000
	Sample.(n)	372	372

$p < .05$

Table 1.6 displays the correlation between two variables: teacher classroom behavior and the school adjustment of female students. A correlation coefficient of $r=.750^{**}$ indicates a positive relationship between classroom behavior of teacher and the female students school adjustment. Furthermore, the association between teacher classroom behavior and school adjustment for female students was found to be statistically significant ($p=.000<.05$). In essence, it can be stated that positive teacher behavior contributes to an improved adjustment level for female students in the school environment.

Results and Findings

1. An inverse relationship was observed between teacher classroom behavior and academic stress, indicated by a correlation coefficient of $r=-.336^{**}$. This correlation was also found to be statistically significant as ($p=.000 < .05$).
2. A strong positive correlation was found between teacher classroom behavior and students' school adjustment, reflected in a correlation coefficient of $r=.781^{**}$. Moreover, this relationship was considered statistically inferable as ($p=.000 < .05$).
3. For male students, a negative association was observed between teacher classroom behavior and academic stress, with a correlation of $r=-.476^{**}$. This relationship was also found to be statistically significant ($p=.000<.05$).
4. Similarly, for female students, a negative correlation was reported between teacher classroom behavior and academic stress, with a correlation coefficient of $r=-.581^{**}$. This relationship was statistically significant as ($p=.000$ less than $.05$).
5. A positive association between teacher classroom behavior and school adjustment was observed in male students, indicated by a correlation of $r=.822^{**}$, with this relationship being statistically significant ($p=.000 < .05$).
6. Finally, a positive correlation between teacher classroom behavior and school adjustment was also found for female students, with a correlation of $r=.750^{**}$, and this relationship was statistically significant ($p=.000 < .05$).

Conclusion

The research revealed a negative relationship between teachers' classroom behaviors and students' academic stress and school adjustment. More broadly, when teachers adopt a friendly teaching style, possess strong subject knowledge, and understand students' learning psychology, these qualities help alleviate stress in the school environment.

The findings indicated that academic stress was negatively influenced by the support for autonomy provided by teachers, while it was positively influenced by their psychological control. The research demonstrated that various teaching behavior patterns among teachers can decrease academic stress. A strong classroom management system is essential for fostering this development. Ineffective learning strategies often arise in chaotic and poorly organized classrooms. It has been observed that behavioral problems among students consistently threaten the classroom climate. These results imply that effective teaching practices might improve student adjustment and reduce academic stress. In order to attain better results, the study suggests that teachers and students should continue to have a cooperative connection.

Teachers' expressions of gratitude, inspiration, reinforcement, punishment, and criticism are all examples of their behavior. A competent teacher must demonstrate positive behavior that fosters children's development. By definition, an educator is a professional who understands students and how to engage with them in a classroom setting.

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