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

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Abstract: The current research aimed to assess the influence of teachers' behavior in the classroom on the academic stress and school adjustment of secondary school students in the Sargodha division. The primary objectives were to investigate the impact of teachers' classroom behavior on students' academic stress and school adjustment. This study took place in government secondary schools across four districts within the Sargodha Division. A descriptive research design was employed due to the nature of the study. A total of 372 students participated in the study. The researcher created three questionnaires: the Teacher's Classroom Behavior Scale (TCBS), the Academic Stress Scale (ASS), and the School Adjustment Scale (SAS) for data collection. The instruments were validated by 10 experts in social sciences, while their reliability was established using Cronbach's Alpha method. Various descriptive and inferential statistical methods were utilized to analyze the data gathered from the questionnaires. The findings revealed that, the impact of teachers' classroom behavior on students' academic stress and school adjustment was found to be significant.

Keywords: Classroom Behavior of Teacher, Academic Stress of Students, School Adjustment of Students, Secondary School Level

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Introduction

The actions of a person towards others are referred to as behaviors. The actions of teachers reflect their attitudes towards the institution (Shah, 2009a). Behavior can be defined as a response to a specific stimulus (UNESCO, 2006). Classroom behavior refers to the visible actions of teachers within the classroom setting (Shah, 2009b). A teacher's behavior can be either supportive or detrimental to their students. Furthermore, teachers may exhibit either effective or ineffective behaviors in the classroom. The classroom conduct of teachers can influence various aspects of the educational process. Teachers' behaviors can manifest through actions such as praise, encouragement, reinforcement, criticism, and discipline (Brophy, 1981). An effective teacher is expected to exhibit positive behaviors that contribute to the growth of students. As experts, educators comprehend their understudies and know how to collaborate with them in the school climate. Adeyemo (2005) inferred that the way educators behave affects understudy qualities. In Pakistan, the Punjab government underlines the job of educators as manufacturers of the country, which brings about changes in understudies and influences them in various ways (Shah, 2009). The Punjab Government is centred around the turn of events and improvement of instructors, preparing to furnish teachers with a strong comprehension of instructional methods and the abilities vital for the complete improvement of

understudies. They are carrying out changes in instructor planning with the goal of teachers showing successful ways of behaving in the homeroom and directing understudies in a positive course.

Teachers' behaviors can influence various student traits, including the stress experienced by students. The stress experienced by students is influenced by the behavior of both peers and teachers (Wentzel et al., 2017). Stress is a weight that can outperform an individual's ability (Khan, 2013). Scholarly pressure among understudies can prompt unfortunate scholastic execution. Various researchers have defined stress in their own terms. It can be described as the discomfort that arises from overwhelming demands (stressors) and an individual's inability to cope (Topper, 2007). Stress can appear as an antagonistic response in various circumstances (Malach-Pines & Keinan, 2007). Research discoveries demonstrate that side effects of pressure incorporate exhaustion, variances in circulatory strain, sensations of trouble, nervousness, and anxiety (Agolla, 2009). Significant wellsprings of stress are, in many cases, tracked down inside a singular's current circumstance (Hobfoll & Portage, 2007). As per the COR stress hypothesis, the two understudies and educators add to the climate that impacts the understudies' lives in school. Positive teacher behavior fosters better student achievements, while negative relationships can result in increased stress (Hoferichter et al., 2022).

Research Hypotheses

H01: There is no significant impact of classroom behavior of teachers on the academic stress of students.
H02: There is no significant impact of teachers' classroom behavior on the school adjustment of students.

Literature Review

Behavior of Teacher

At the point when educators and understudies take part in different institutional exercises, their way of behaving is portrayed as the discernible result (Shah, 2009). There are two classifications of conduct: positive and negative, as well as compelling and insufficient. Appropriately executed ways of behaving lead to wanted results. Activities can hold various implications in view of the situation.

In this day and age, it is broadly acknowledged that education is essential for a nation's moral, social, political, and financial turn of events. Over the last two decades, countries that have made substantial efforts have achieved remarkable success and innovative progress. Without a doubt, an effective educational system is the cornerstone of these significant accomplishments (Ahmad, 2001). It is often stated that "the educational system of every nation can ensure success and prosperity for its people." The sustainability of a nation relies on the establishment of a comprehensive and efficient educational framework (Saeed, 2001).

A research study conducted by the Punjab government (1998) suggests that teachers specifically play a vital role in bringing about fundamental differences in the educational framework and raising the standards for learning, which ultimately benefits the welfare, progress, and prosperity of the nation. Teachers develop these competencies in teacher training.

Academic Stress in Schools

An individual's education profoundly influences their life, serving as a pivotal moment in their academic journey. At this stage, a student's academic performance is crucial in shaping their subsequent educational decisions, which ultimately affect their career trajectory. During this period, intense academic pressure can lead to persistent and widespread negative consequences.

In today's highly competitive landscape, students face numerous academic challenges, such as test anxiety, disinterest in attending classes, and struggles to grasp certain subjects. Academic stress stems from fear of imminent challenges or potential failures in school, as well as the anxiety of facing academic setbacks. Various sources of academic pressure can be found within a student's environment, including home, school, peer relationships, and the local community.

School Adjustment of Students

Adjustment signifies both accommodation and adaptation (Monroe, 2009). It represents the equilibrium between an individual's needs and the challenges faced in their environment. Lakhani and Chandel (2017) suggest that adjustment in school plays a crucial role in students' overall school experience. According to Halonen and Santrock (2007), change alludes to agreeable communications with the climate, where a singular's requirements are met in socially adequate habits. The significance of school adjustment in a student's life is foundational to their overall school experience. Students who are well-adjusted adhere to the rules and expectations set by the school (Lakhani & Chandel, 2017).

Students who struggle with adjustment may leave school or be dropped out for various reasons. School adjustment is pivotal in facilitating success in a student's educational journey. The entire life of students within the school system is supported by the concept of school adjustment. Maladjusted students often do not meet the requirements of school life and struggle to continue or effectively fulfil their roles as students. The pressure experienced by students contributes to their underperformance and results in lower academic success in schools (Lakhani & Chandel, 2017).

Research Methodology

The research being examined utilized a quantitative approach, employing survey methods for data collection and analysis. Surveys are considered effective tools in educational research.

Study Population

The research population consisted of all secondary-level students in the Sargodha division of Punjab province in Pakistan. The population of the study is shown in the table below:

Table 1

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

Since the population in this study consists of various districts within the Sargodha division, stratified sampling is deemed suitable.

Instrumentation

Questionnaires are regarded as the most effective data collection tool in educational research. In this research, the investigator intends to explore how teacher behaviour in the classroom influences students' academic stress and their adjustment to school at the secondary school level in the Sargodha division. Consequently, three questionnaires were regarded as fitting for this investigation.

Data Collection Process

Data for this study was gathered through questionnaires. Ethical standards were maintained throughout the data collection process. To begin with, the researcher secured a letter from the research supervisor to help gain access to data collection within the schools. The researcher subsequently visited various schools to request formal approval

from the school leaders for data gathering. Once appropriate consent was obtained from the school authorities, data was collected from secondary school students in the year 2023.

Given that the population for this study consists of multiple districts within the Sargodha division, stratified sampling is deemed suitable.

Analysis of Data

Table 2

Classroom Behavior of Teacher (Descriptive Statistics)

Variables of Research	N	Minimum	Maximum	Mean	Std. Deviation
IS	372	1.21	5.01	3.6324	.88024
CRM	372	1.01	4.81	3.6329	.79925
IPS	372	1.61	5.00	3.6479	.82611
A&F	372	1.01	14.00	3.7248	1.10307
Prof	372	1.01	10.00	3.8393	.92492

Table 2 presents a summary of the descriptive statistics for the five areas related to teachers' classroom behaviors. This section includes five domains of teachers' classroom practices: instructional skills, classroom management, interpersonal skills, assessment and feedback, and professionalism. The descriptive statistics include the mean and standard deviations (SD), along with the minimum and maximum scores. The results show that the mean scores and standard deviations were computed as follows: instructional skills (3.63), classroom management (3.63), interpersonal skills (3.63), assessment and feedback (3.72), and professionalism (3.83). Table 2 provides a summary of the descriptive statistics for the five domains.

Table 3

Descriptive Statistics for Academic Stress of Students

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

The summary of descriptive statistics for the five academic stress domains can be seen in Table 3. This section includes five areas of academic stress: academic demand, teacher support, competition and comparisons, academic transition, and career and future prospects. The table presents the descriptive statistics, which consist of standard deviations (SD), mean, and both minimum and maximum scores. The results show that the mean scores for each domain were as follows: academic demand (3.85), teacher support (3.74), competition and comparisons (3.67), academic transition (3.79), and career and future prospects (3.80).

Table 4

Descriptive Statistics (Students' School Adjustment)

Research Variables	N	Minimum	Maximum	Mean	Std. Deviation
SA	372	1.00	4.80	3.8431	.83178
EA	372	1.00	4.80	3.6302	.47668
AA	372	1.00	5.00	3.6162	.74989
PA	372	1.00	5.00	3.6974	.66544
CA	372	1.00	5.00	3.5963	.84234

The descriptive statistics pertaining to the five areas of students' school adjustment are shown in Table 4. The social, emotional, academic, physical, and cultural adjustment of students are the five categories of school adjustment covered in this section. The mean, standard deviations (SD), lowest and maximum scores, and other descriptive information are displayed in a table. According to the findings, the estimated mean scores for social adjustment, emotional adjustment, academic adjustment, physical adjustment, and cultural adjustment were 3.84, 3.63, 3.61, and 3.59, respectively.

Table 5

Classroom Behavior of Teacher and its Impact on Students' Academic Stress

Model	R	R2	Adjusted R2	Std. Error of the Estimate	Durban-Watson
1	.368[a]	.337	.328	.369[a]	2.12

a. Predictors: (Constant) Teachers classroom behavior*

b. Dependent Variable: academic stress*

Table 5 displays the outcomes derived from linear regression. The first result that SPSS produces is called the "Model Summary." According to the table, the predictor (teachers' classroom behavior) accounts for 33% of the variation in the dependent variable (students' academic stress). For example, the R2 value is 0.337. The evaluation of autocorrelation between the variables, which is accomplished by the Durbin-Watson test, is another essential presumption required for the analysis of linear regression. There is no autocorrelation among the variables, as the Durbin-Watson value, as shown in the table, was determined to be 2.12.

Table 6

ANOVA

Model		Sum of Squares	df	Mean Square	f	Sig.
1	Regression	112.168	1	564.898	238.13	.0000[b]
	Residual	269.792	370	.773		
	Total	382.15	371			

a. Predictors: (Constant), Classroom behavior of teachers

b. Dependent Variable: Academic stress

The regression model's second output, an ANOVA, evaluates the estimation's statistical significance. The regression model fits the data well overall, as indicated by the table's f value of 238.13. Furthermore, the p-value of .000, which is smaller than .05, indicates that students' academic stress is notably impacted by the behaviour of teachers in the classroom.

Table 7

Coefficient

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	5.683	1.195		4.757	.000
	TCB	-.528	.315	-.369	-1.684	.000

a. Dependent Variable: Students academic stress

The third output from SPSS is represented by the coefficients, as shown in the above table. A one-unit increase in the predictor variable (teachers' classroom behavior) is predicted to result in a .528-unit drop in the dependent variable (academic stress), according to this table's unstandardized beta value, which is projected to be -.528.

Table 8

Teacher's classroom behavior and its impact on the student's school adjustment

Model	R	R2	Adjusted R Square	Std. Error of the Estimate	Durban-Watson
1	.781[a]	.613	.612	.781[a]	1.93

a. Predictors: (Constant), Classroom behavior of the teacher

b. Dependent Variable: School adjustment of students

The table above displays the findings, which came from linear regression. The "Model Summary" is the first result that SPSS generates. According to the table, the predictor (teachers' classroom behavior) accounts for 61% of the variation seen in the criterion variable (children' school adjustment). This is indicated by the R2 value of .613. The Durbin-Watson test is used to determine whether there is autocorrelation between the variables, which is another fundamental premise of linear regression analysis. According to the table, the Durbin-Watson value was determined to be 1.93, indicating that the variables do not exhibit autocorrelation.

Table 9

ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	77.068	1	77.068	582.712	.0000[b]
	Residual	48.936	370	.133		
	Total	126.003	371			

a. Predictors: (Constant), Teachers' classroom behavior

b. Dependent Variable: School adjustment

The regression model's second output, an ANOVA, evaluates the estimation's statistical significance. The table's F-value of 582.711 indicates that the regression model fits the data as a whole quite well. Furthermore, the p-value of. 000 is smaller than.05 suggests that teachers' classroom conduct has a substantial impact on children's school adjustment.

Table 10

Coefficient

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.248	.102		12.197	.000
	TCB	.657	.027	.781	24.138	.000

a. *Dependent Variable: Students school adjustment*

As seen in the previously described table, the coefficients stand for the third output produced by SPSS. A one unit rise in the predictor variable (teachers' classroom behavior) is expected to result in a .657-unit drop in the dependent variable (school adjustment), according to the table's unstandardized beta value of.657.

Study Findings

The following conclusions were derived from the previous chapter:

1. The analysis revealed the R2 value of .336, indicating that 33% of the variation in the criterion variable (academic stress among students) can be attributed to the predictor (teachers' classroom behavior). The F value of 238.12 shown in the table suggests that the regression model adequately fits the overall data. Additionally, the (p=.000<.05) indicates a significant influence of teachers' classroom behavior on students' academic stress.

2. The results showed an R2 value of .612, which suggests that 61% of the variation in the criterion variable (students' school adjustment) is due to the predictor (teachers' classroom behavior). The F value of 582.711 presented in the table confirms that the regression model is a good fit for the overall data. Furthermore, the (p=.000<.05) emphasizes that there is a significant effect of teachers' classroom behavior on students' school adjustment.

Study Recommendations

The following recommendations were proposed:

1. It is suggested that the government conduct teacher training programs to foster a positive classroom environment and address students' academic stress.
2. The study recommended that positive interactions between teachers and students can be beneficial in decreasing students' academic stress.
3. It is suggested that teachers provide support to students who struggle to adjust to school. Consequently, teachers and school administrations should assist students in terms of financial, moral, psychological, and mental support to facilitate better adjustment within the school environment.

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