



ORIGINAL CONTRIBUTION

## Analysis of Teachers' Classroom Behavior in Relation to their Demographic Characteristics at University Level

Munwar Bagum<sup>1\*</sup>, Waseem Sajjad<sup>2</sup>, Bushra Naz<sup>3</sup>

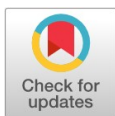
<sup>1,2</sup>Department of Education Institute of Sothern Punjab, Multan, Pakistan

<sup>3</sup>Department of Education, GC Women University Faisalabad, Pakistan

**Abstract**— Teachers' behaviour plays a significant role in teaching and learning. This research aimed to analyze the teachers' classroom behaviour and their demographic characteristics at the University level. Teachers' demographic characteristics such as gender, designation, age, sector, experience, qualification, professional qualification, employment status, marital status, locality, average no. of working hours per day and their department explored to provide insight on teachers' perceived classroom behavior. The data was analyzed using the co-relation method of quantitative research design. Teacher's perception of their classroom behaviour and their demographic characteristics was measured through the adapted questionnaires. This research was carried out with 411 university teachers from three universities in Multan. The data were analyzed using descriptive and inferential statistical approaches, including Pearson's *R* coefficient of correlation, Mean, Standard Deviation, Independent samples *t*-test, and ANOVA. Findings showed that teachers' classroom behaviour was moderate to highly positive with university students regarding teachers' interactive and negative behaviour, effective responses to student needs and teachers' caring behaviour. No statistically significant difference was found between the university teachers' perceptions about their classroom behaviour based on their gender, designation, age, sector, experience, qualification, professional qualification, employment status, marital status, locality, average no. of working hours per day and their department. Furthermore, public and private university teachers' perceptions of their classroom behavior differ significantly. The Pearson correlation coefficient result shows no significant relationship between teachers' classroom behavior and their demographic characteristics. This study has several limitations and implications that must be considered when interpreting findings. These include the fact that we could not investigate the extent to which the differences in teacher perceptions could be explained by biases or stereotypes held by the teachers. Due to our sample size, we could not investigate whether or not teacher perceptions differed for immigrant students from different countries. The researchers recommended that teachers' classroom behavior be examined, recognized and acknowledged at all other levels of educational institutions and organizations in Pakistan.

**Index Terms**— Teachers' classroom behavior, Demographic characteristics, Teachers' perceptions, University level

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\*Email: munwarbagum@isp.edu.pk

## **Introduction**

Behaviour can be defined as how an organism or system responds to environmental stimuli. It encompasses observable actions, emotions, thoughts, and physiological processes. The study of behaviour is a crucial area in psychology, biology, and other fields (Domjan, 2006). Smith (1980) argues that in a psychological sense, the behaviour of an instructor is a significant aspect of their character. Allport (1960) defines attitude as a neural state of readiness that shapes a person's reactions to various things and situations, influenced by personal experiences and associations. According to Felder (1996), a teacher's behaviour is crucial in establishing and promoting gender equity in the classroom by encouraging equal participation among all students. Making sure all kids have an excellent place to learn and dealing with bad behaviour fairly and consistently can contribute to gender equity in the classroom through effective behaviour management, as stated by Zittleman and Sadker (2015).

Additionally, providing effective feedback as teachers can enhance student learning and achievement while fostering positive teacher-student relationships, as highlighted by Hattie and Timperley (2007). Good behaviour is a crucial prerequisite for authentic teaching and education, and it is an essential result that society rightfully expects from education. As teachers, we must reflect upon our teaching practices, institutions, rituals, and their impact on students, as well as our role in preventing or addressing behavior problems through various intervention approaches. Society's expectations for good order and positive outcomes from teachers are increasing, and our ability to meet these expectations is vital for fostering understanding and avoiding impatience (Tony Charlton, 1997).

Teachers play a crucial role in students' performance by expressing their expectations, sharing ideas, asking relevant questions, and responding positively to student inquiries. It is also essential to understand that different students have varied learning opportunities within the same classroom, and instruction occurs through interactions between teachers and students (Connor et al., 2009). Teachers must provide clear instructional presentations to cater to students' learning abilities (Anam, 2023; Chilcoat, 1989). Since students possess diverse skills, abilities, and knowledge, teachers must recognize the need for different stimuli and strategies to prepare them for learning (Awang, Ahmad, Wahab, & Mamat, 2013). Consequently, teachers should be aware that their actions significantly impact student behavior in the classroom and should, therefore, employ appropriate strategies to manage their students effectively.

The function of an educator within the educational framework might be analogized to that of a cardiac organ within the human anatomy. Like how the heart sustains bodily functions through blood circulation, teachers are crucial in maintaining the dynamism of classrooms and the broader educational process. They serve as guides and helpers, and every action they take is observed and leaves a lasting impression on students' minds, considering they spend a significant portion of their day with them throughout their academic lives. The way teachers interact with students sets the boundaries for seeking help and guidance, ultimately impacting their ability to progress and succeed. Therefore, a teacher's behaviour profoundly influences students' academic achievements (EdW, 2004).

Teachers should invest time in developing a clear understanding of concepts, ensuring that classroom time is productive and students feel valued. Students need to view their teachers as facilitators of learning rather than obstacles in their academic journey. The behaviour of teachers sets the tone for the entire learning environment. The success of all classroom activities heavily relies on it. According to Spivak and Farran (2012), a positive, encouraging, and supportive teacher approach fosters an environment conducive to learning. Establishing a classroom environment of this nature fosters a climate that facilitates unrestricted exchange of ideas and opinions between students and teachers, hence reducing and encouraging active participation in the educational process.

On the contrary, behaviours such as threats, coercion, and pressure negatively affect students' psychological well-being (Hein, 2012). Effective teachers utilize verbal and non-verbal actions to offer timely guidance, not only to keep students on track but also to help them improve (Possel et al., 2013). According to Weyns et al. (2017), Educators are recommended to reduce disciplinary actions and enhance positive reinforcement while engaging with children, as this shapes students' perception of their teachers. Constructivists emphasize that students independently construct knowledge and form perceptions in different situations (den Brok, Bergen, Stahl, & Brekelmans, 2004).

The role of schoolteachers in Pakistan, particularly in the government sector, is often criticized due to their behaviour and failure to fulfil their responsibilities. Several reasons contribute to such behaviour and performance. Firstly, schoolteachers in Pakistan receive low salaries and lack social respect (Ahmad, Ur Rehman, Ali, Ali, & Badshah, 2013). Many individuals unable to secure employment elsewhere end up joining the teaching profession (UNESCO & ITA, 2013), resulting in a lack of genuine interest in the field and a long-term commitment to teaching. Moreover, teachers often need to gain knowledge of taxonomies and assessment techniques and be provided with sufficient in-service training opportunities (Ailaan, 2014). Furthermore, teachers are frequently burdened with additional responsibilities such as election duties and participation in polio vaccination programs (Ghazi et al., 2010).

Demographic characteristics refer to quantifiable attributes of a population or group, including age, gender, race/ethnicity, socioeconomic status, education level, marital status, and employment status. These characteristics are essential for fields such as marketing, public health, and social sciences, as they provide valuable insights into understanding and segmenting populations (Nations, 2019). In the context of socio-demographic factors, experts often consider variables such as age, gender, family life cycle, education, income, and nationality when analyzing behavior patterns (Mkwizu, 2018). These factors help define and categorize individuals based on their biographical and personal characteristics, including race and career goals (Bell, 2016; Fletchl, 2010). Leveraging and managing these demographic dif-

ferences can contribute to a competitive advantage by harnessing the skills, ideas, and creativity of individuals from diverse backgrounds (Ann, 1992).

Several studies (Hassan & Olufemi, 2014) have found that schooling, gender, marital status, and years of service are essential demographic variables. (Oyewole & Popoola, 2015) also consider age, gender, level of education, length of employment, job level, and monthly salary as demographic factors that may affect how people act and perform. Age, gender, school level, and job title are all well-known demographic factors play significant roles in understanding individual performance within an organization (Adio & Popoola, 2010). It is believed that performance generally improves with maturity and experience, leading to a retirement age (Adio & Popoola, 2010). In summary, demographic characteristics provide valuable information for understanding populations, analyzing behavior patterns, managing diversity, and predicting performance outcomes in various contexts.

### **Variables of interest of the study**

The study's independent variables included teachers' demographic characteristics such as gender, designation, age, sector, experience, qualification, professional qualification, employment status, marital status, locality, average number of working hours per day, and department. The dependent variable was only the teachers' classroom behavior.

### **Statement of the problem**

Teachers hold autonomy when interacting with students, both within the classroom and throughout the school. Every word, action, and step they take holds significance for their students and can impact their academic progress and future success. The behaviour of teachers plays a crucial role in shaping their students' aftermaths. Students are greatly influenced by their tutors, so it is significant for teachers to be helpful rather than obstructive in their behaviour.

It is widely recognized that many students make academic progress solely due to their teachers' teaching methods, approach, and positive behaviour. However, if teachers are not responsible or careful in student interactions, this influence can have negative consequences. Unfortunately, in Pakistan, teachers are often criticized for their poor teaching quality and inappropriate behaviour towards students. Numerous researchers have explored the correlation between factors and their impact on teachers' behaviour.

Considering this situation, the current study will analyze teachers' classroom behavior in relation to their demographic characteristics at the university level.

### **Research objectives**

The following were the objectives of this study.

- To analyze teachers' perception about their behavior in the classroom at the university level.
- To find out the relation between teachers' classroom behavior and their demographic characteristics at the university level.

### **Research questions**

The following are the research questions for this study.

- How teachers' classroom behavior is at the university level?
- Are there any demographic information (gender, age, designation, qualification, etc.)- based differences in university teachers' perceptions of their classroom behavior?
- Is teachers' classroom behavior influenced by the demographic characteristics of teachers?
- What relationship exists between teachers' classroom behaviour and demographic characteristics? Is it a positive or a negative relationship?
- What is the strength of the relationship between teachers' classroom behavior and their demographic characteristics? Is it strong or weak?

### **Significance of the study**

This study provides valuable insights for teachers, enabling them to recognize the effect of their demographic characteristics on their behavior in the classroom at the university level. This research on teachers' classroom behavior in the Pakistani context offers unique insights through a comprehensive analysis of demographic characteristics, employing quantitative methods, and utilizing a substantial sample size. The findings contribute valuable knowledge to enhance understanding and inform interventions for positive teaching and learning environments.

This study is significant to explore variables in the present age to provide data to educators for focusing attention on improving the Teachers' classroom behavior at higher education institutions of Pakistan. Moreover, educators can get guidelines from the study results to focus groups that need more attention in the educational process to avoid negative behaviours.

### **Literature Review**

Within educational environments, conduct encompasses the discernible behaviours and achievements exhibited by educators and learners throughout a range of instructional endeavours. According to Shah et al. (2009), the evaluation of behaviour is contingent upon its perceived positivity or negativity, as well as its effectiveness or ineffectiveness. Behaviour plays a pivotal part in various domains of human existence, with non-verbal behaviour holding equal importance to verbal activity. Non-verbal behaviour comprises a range of communicative elements, including gestures, head movements, eye contact, facial expressions, tone of voice, touch, and silence, all contributing to human communication (Dogarel & Nitu, 2007).

The primary duty of an educator is to establish an atmosphere conducive to learning and utilize effective instructional strategies to engage, assist, enrich, and maintain the learning processes. Every educator employs a distinct approach to classroom management and demonstrates varying behaviors during the instructional process. The manifestation of behavior might exhibit variability across different teachers and learning contexts. Nevertheless, educators' consistent recurrence of behavioural patterns offers a distinct comprehension of their pedagogical approach. According to Jeter (1973), considerable variation exists among teachers in their approach to and engagement with students.

Educators have the formidable undertaking of eliciting optimal performance from their students, an undeniably arduous task. Moreover, educators are expected to fulfil the job of constructive exemplars for their pupils, given that students frequently admire and emulate their conduct. In addition to exemplifying positive behaviour, it is imperative for educators to exhibit authentic care for the welfare of their students.

Seidel and Shavelson (2007), Hattie and Timperley (2007) and Hattie (2008), who researched teaching, emphasize the crucial role of teaching behaviour in student learning outcomes, which has attracted significant attention worldwide. It is acknowledged that teaching behaviour is complex and multifaceted. Ko and Sammons (2013) summarized existing definitions of instructional behaviour. In this study, we employ a definition of teaching behaviour that emphasizes the efficacy of observable classroom behaviours in a representative sample. Effective teaching behaviour is instructor actions that influence student outcomes (such as motivation, engagement, and achievement) (Van de Grift, 2007).

Several identifiable components of teaching behaviour are significantly related to teaching effectiveness, based on research reviews on the associations between important teaching characteristics and students' academic outcomes. These components include creating a safe and stimulating learning environment, demonstrating effective classroom administration, delivering explicit instruction, activating teaching, utilizing differentiation, and implementing teaching-learning strategies. Van de Grift (2007) conceptualizations of teaching behaviour domains align with those of domains described in other widely used teaching behaviour frameworks, such as (Danielson, 2013) and the Classroom Assessment Scoring System (CLASS) by Pianta and Hamre (2009).

### **Research on different types of teaching behaviour**

Different researchers researched different types of teachers' behavior. These are followings

#### **Teachers' organizational behavior**

The concept of organizational teaching behaviour pertains to the behaviours exhibited by educators to provide seamless transitions between activities, reduce interruptions, and optimize the use of instructional time (Connor et al., 2009; Pianta & Hamre, 2009). This kind of conduct includes assuring pupils comprehend the established regulations and offering justifications for the inappropriateness of classroom misconduct (Connor et al., 2009; Pianta & Hamre, 2009). According to previous studies, there is evidence to show that organizational teaching behaviour has been linked to more efficient utilization of class time, as well as enhanced student engagement and learning (Isnian & Sofyan, 2009).

According to the research conducted, it was observed that students who showed notable academic improvements over the school year were taught by instructors who had higher levels of organizational teaching behaviour. In contrast, teachers of students who did not make substantial progress or experienced adverse outcomes exhibited lower levels of organizational teaching behaviour. In addition, previous research has established a correlation between organizational teaching behaviour and reduced levels of negative affect among adolescents in secondary education (Possel et al., 2013; Sandybayev, Mohamed, & Ahmadi, 2020).

### **Teachers' interactive behavior**

In the classroom, teacher-student interactions matter. Teachers model student behaviour by how they interact with them. Teacher-student social contact in schools and classrooms affects student achievement, learning, and student-student interactions (Birch & Ladd, 1998; Jam, Donia, Raja, & Ling, 2017). Teacher-student classroom interactions are directly related (Greenwood & Carta, 1987). These studies also show that good classroom management can influence student behaviour (Marzano & Marzano, 2003). Teacher behaviour affects student behaviour, particularly social behaviour (Denham & Burton, 1996).

### **Teachers' negative behavior**

Negative teaching behaviour encompasses a range of counterproductive acts deemed unpleasant for students. These actions may include using punitive measures, a tendency to become easily provoked, or the presentation of inconsistency in instructional practices (Possel et al., 2013). In education, the phenomenon of inconsistency in a behaviour arises when an educator neglects to uphold the prescribed consequences for disruptive conduct, influenced by their emotional state (Possel et al., 2013). The aforementioned pedagogical conduct gives rise to an unfavourable scholastic and affective atmosphere within the educational setting (Pianta & Hamre, 2009), which is correlated with adverse psychosocial factors and potentially fosters psychopathological tendencies among pupils.

### **Teachers' disruptive behavior**

The presence of disruptive behaviour in the classroom has been found to have a substantial impact on teacher stress levels and job satisfaction, as well as their capacity to establish and sustain an effective and well-organized learning environment (Hawe, Tuck, Manthei, Adair, & Moore, 2000). During the 1970s, scholars and experts in the field of education and psychology placed significant emphasis on the significance of student engagement and achievement as a means of mitigating disruptive behaviour within educational settings (Langland, Lewis-Palmer, & Sugai, 1998). In the last twenty years, there has been a significant rise in evaluating and examining problematic conduct within educational environments. These evaluations aim to ascertain the underlying cause of disruptive behavior and devise more focused solutions. This approach has been extensively discussed by Langland et al. (1998).

### **Teachers' positive behavior**

Croninger and Valli (2009) and Pianta and Hamre (2009) show that positive instructional teaching behavior is key to getting students to think critically, build skills, and understand concepts during instruction. This way of teaching includes giving students chances to get positive feedback, respond actively to questions and prompts, and make choices about how they learn. Positive instructional teaching behavior has been shown to improve student success in the classroom and is linked to less negative emotions (Possel et al., 2013). Possel et al. (2013) found that positive instructional teaching behavior is linked to psychopathology because it is related to negative feelings in high school students.

Positive teacher behaviour is linked to psychosocial variables and psychopathology through the effect it has on academic variables. For example, positive instructional teaching behavior predicts students' academic competence, and middle school students' academic competence predicts their grade point average, which is related to how sad and hopeless they feel.

### **Teachers' socio-emotional behavior**

Socio-emotional teaching behavior is a teacher's ability to show warmth and response when working with students. It can be seen at any time in the classroom and is meant to help students feel like they fit in and are accepted. Research has shown that social and emotional teaching is linked to higher academic success. Also, Possel et al. (2013) found that socio-emotional teaching positively affects both the positive and negative feelings that students feel. Teachers who use socio-emotional teaching behaviours help students do well and feel good about themselves by making the classroom a safe and loving place.

### **Teachers' caring behavior**

Nel Noddings, an educational researcher and theorist, proposed caring as a fundamental aspect of relationships with others (Noddings, 1984). According to Noddings (1988), caring involves acts driven by love and natural inclination, to help each student grow and fulfill their potential. Lambert (1995) emphasized the importance of exploring the components and behaviours of caring, identifying faith in the student, respect, trust, perceived sincerity, and attentiveness as critical elements of the caring process. Tarlow (1994) further highlighted the need for sensitivity to others' needs, acting in their best interest, emotional investment, and engaging in helpful actions as essential qualities of a caring individual.

In their research, Bulach et al. (1998) connected the identified caring behaviors to Maslow's theory of motivation. For instance, behaviors such as reducing anxiety address students' security needs. Greeting students by name, listening attentively, and being a friend fulfill their needs for belonging. Rewarding good behavior and providing appropriate criticism support students' self-esteem, enabling them to focus on self-actualization and promote learning. The authors concluded that when teachers practice these five caring behaviors, it is more likely to create a "caring learning community" that fosters increased learning outcomes.

### **Demographic characteristics**

Demographic characteristics, as delineated by Greenberg (2004), encompass several characteristics of individuals inside an organization, such as race, gender, ethnic group, age, personality, cognitive style, tenure, organizational role, and educational background. According to Adio and Popoola (2010), demographic factors encompass individual attributes, including but not limited to ethnicity, race, and family size. The researcher's assert that demographic factors encompass a descriptive segmentation technique that explicitly considers socio-demographic characteristics. The parameters often encompassed in this context typically comprise age, gender, family life cycle, education, income, and nationality (Mkwizu, 2018; Sandybayev et al., 2020). Socio-demographic characteristics are frequently employed by experts to effectively delineate patterns of employee behaviour (Weaver, 2000).

According to Fletchl (2010), demographic considerations encompass biographical elements, including race and individual professional aspirations. In their study, Hassan and Olufemi (2014) delineate education, gender, marital status, and years of service as demographic factors. According to Oyewole and Popoola (2015), demographic variables encompass personal aspects such as age, gender, educational level, tenure or working experience, job level, and monthly compensation. Age, gender, education, and department are critical demographic characteristics. According to Adio and Popoola (2010), there is a commonly held belief that individuals' performance within an organization tends to enhance as they mature until a specific age is reached, where their energy levels decline and performance may subsequently decelerate. Consequently, retirement age rules have been implemented to address this phenomenon. Demographic characteristics are of considerable importance in comprehending the behavior of individuals in many circumstances, such as organizations and work environments.

### **Sex**

Sex is the term used to describe the biological and physiological characteristics that differentiate males and females. According to the WHO (2010), there are biological distinctions between males and girls, including cellular composition, tissue structure, organ system functionality, and anatomical characteristics. According to Naseem, Nawaz, Khan, Khan, and Khan (2013), sex refers to being male or female, emphasising societal and cultural distinctions rather than biological ones. Gender is a significant determinant of demand for organizational leadership. According to study, individuals' performance may vary based on their respective motivations for interpreting leadership in a specific manner. According to Moriarty and Honnery (2005), males exhibit distinct patterns of behaviour while working towards business objectives in various contexts. However, women also tend to demonstrate varied approaches based on the specific demands of the setting. Researchers studying gender disparities in workplace performance encounter difficulties when attempting to compare the performance of men and women in the same profession, primarily due to the gender-based segregation of work tasks.

### **Age**

Age is a prominent quantitative variable that is important in demography. Its association with mortality was initially recognized more than three centuries ago. Chronological age is a significant factor in analysing many demographic phenomena, as highlighted. The perception of age varies among individuals. There exists a divergence of perspectives about the concept of old age. One viewpoint posits that old age represents the pinnacle of an individual's experiences and knowledge, whereas another perspective defines old age as the temporal duration between an individual's birth and a specified moment in time (Naseem et al., 2013; Sadik, 2016).

In organizational studies, much research has been conducted on several facets of leadership (Kamp, 1999; Yousaf, Batool, & Anwar, 2009). However, the topic of age needs to be addressed. Nevertheless, as people age, their feeling of responsibility tends to develop. According to Nawaz and Kundi (2010), persons in their forties and fifties have a decreased probability of transitioning to a different organization as time progresses. Consequently, this leads to greater organizational loyalty in this age group compared to newcomers. The influence of age on individuals' attitudes and behaviour within organizational environments is significant.

### **Education**

Education facilitates a profound metamorphosis in an individual's lifestyle. The process entails cultivating the capacity to make well-informed choices and judgments in many contexts. Education provides individuals with the necessary tools and knowledge to make

informed decisions and choose the best suitable course of action in the face of various problems. Personal development involves the process of people's progress, facilitating their ability to address and solve difficulties successfully. Education also comprises effectively adjusting and responding to dynamic events and diverse contexts.

According to Yaacob et al. (2011), education has a scope that extends beyond mere financial expenditure. Water is a fundamental resource that is crucial to human beings' sustenance, advancement, and endurance. According to Wehmeyer (1996), self-assertiveness is essential for individuals to experience a sense of fulfilment in their lives. Individuals who possess self-assurance demonstrate the ability to exercise independent judgment and decision-making, so liberating themselves from adverse external pressures. The acquisition of assertiveness and confidence can be facilitated by educational means. The absence of formal education may result in diminished self-esteem, as acquiring information via educational pursuits plays a significant role in shaping one's self-worth.

Moreover, education has a pivotal role in promoting and disseminating values. It impacts the actions, attitudes, and responses of conscientious individuals. Education shapes individuals and society by transmitting information and cultivating a value system. This process contributes to the achievement of desirable societal results.

### **Department**

In organizational settings, companies are commonly divided into several departments responsible for carrying out various corporate activities. Every department is led by a manager who is responsible for supervising the department's operational activities. Departments are established by integrating interconnected activities or tasks into a unified entity. The individual responsible for overseeing the operations and activities of each department is often known as the departmental manager. To effectively pursue the shared objectives of the company, it is standard practice to assemble cross-functional teams of members from many departments. These teams comprise individuals who engage in comparable duties or collaborate towards a common goal that yields advantages for the organization. Senior executives, commonly known as managers, supervise several divisions within the organization. The individuals in question are responsible for allocating assignments and projects to the personnel within their respective departments.

### **Tenure**

Tenure is a term used to describe the length of time an individual has been employed by an organization or has held a specific position within an organization. It signifies the duration of an individual's employment or job tenure. The measure of an employee's experience and length of service inside a firm is sometimes seen as significant. According to Yeatts (1998), the concept of tenure provides a direct and vital link between an employer and an employee, which can influence the person's overall performance. It is often observed that employees with a longer duration of service with a firm tend to exhibit higher levels of job satisfaction and are more inclined to stay with the organization. Conversely, those with shorter tenures may experience dissatisfaction and actively pursue alternative employment prospects.

Employment tenure pertains to the duration that individuals remain employed in a single job or position (Butler, Brennan-Ing, Wardamasky, & Ashley, 2014). Throughout their employment, individuals frequently amass information, skills, and abilities that significantly enhance their efficacy and work performance. This acquisition is typically facilitated by experiential learning and the iterative process of trial and error (Schmidt, Hunter, & Outerbridge, 1986). Ng and Feldman (2013) argue that human capital theorists propose that extended tenure might augment an employee's worth in the labour market due to the accrual of skills and knowledge.

### **Methods and Materials**

#### **Research design, population and sample**

This quantitative study utilised the correlation research design to explore participants' perceptions and understand the direction and strength of relationships among variables. According to researcher, using statistical procedures, the correlation research study design is utilized in quantitative research when the researcher aims to analyze the direction and strength of the relationship between two or more variables.

In this study, all male and female university teachers of social departments of three universities of Multan Bahaudin Zakariya University, Institute of Southern Punjab and University of Education Multan Campus. All 210 male university teachers and 201 female university teachers comprise the population of this study. The researcher selected these three universities in Multan city due to the shortage of time and cost, the busy routine of university teachers, and the interest in examining the entire population instead of some specific sample.

The researcher used the census method. This method uses the entire population for research purposes instead of a specific sample. The researcher selected this method of sampling because the researcher chose to examine the whole population. The sample includes all 411 male and female university teachers.

**Research tool, administration and data analysis**

The adapted questionnaire was used to analyze teachers' classroom behavior in relation to their demographic characteristics at the university level. Based on a comprehensive literature review, this study utilized the Teachers' Classroom Behavior Towards Students with Intellectual Impairment and Students with Standard Development questionnaire, which was initially developed and validated. In addition, the research tool utilized for this investigation included Bulach et al. (1998) work.

This questionnaire consists of two sections. The first section contains twelve items about the demographic characteristics of university teachers. The Second Section contains forty-three statements using a five-point Likert scale along with four subscales.

To ensure validity, the initial draft of the questionnaires was given to five experts, including three competent doctor teachers of education and two psychological experts of the Institute of Southern Punjab. A pilot test was also conducted, involving 11 university teachers (both male and female) from various universities to ensure the instrument's validity.

To determine the research tool's reliability, a Cronbach Alpha test was conducted using SPSS. The obtained reliability value for all 43 items ranged from 0.72 to 0.84, indicating that the sample exhibited high reliability.

The finalized instrument was administered to 411 sample participants, and 377 (91.7%) finally responded. The data was analyzed using SPSS (Statistical Package for Social Sciences). Descriptive statistical techniques were applied, such as calculating the percentages, mean, and standard deviation. Inferential statistical methods were also used, such as independent sample *t*-tests, ANOVA, Pearson's *r*, and partial correlations.

**Results**

The results have been presented in four sub-sections in response to the main objective and research questions.

**Descriptive analysis**

Table I  
Analysis of Teachers' overall perception of teachers' classroom behaviour

Sr. No.	Dimension of Teachers' Classroom Behavior	Mean	S.D.
1	Teachers' Interactive Behavior	4.19	.737
2	Teachers Negative Behavior	4.21	.819
3	Student Needs	4.19	.744
4	Teachers' Caring Behavior	4.22	.787
	Overall Teachers' Classroom Behavior	4.20	.772

Table 1 depicts that the mean values (i.e., 4.19 to 4.22) and Standard Deviation (.737 to .819) in all the areas of teachers' classroom behaviour are more than the mid-point, i.e., 3 on a five-point Likert type scale. This result suggests that the majority of the university teachers' perceived that their behaviour with students was moderately to highly positive in all the areas, i.e., Teachers' Interactive Behavior (mean=4.19 S.D=.737), Teachers' Negative Behavior (mean=4.21 S.D=.819), Student needs (mean=4.19 S.D=.744) and Teachers' Caring Behavior (mean=4.22 S.D=.787). The mean value for Overall teachers' classroom behaviour (4.20) confirms the results.

Table 1 further exhibits that most of the standard deviation values are above 0.50 along with the overall standard deviation (of .772), which is indicative of the higher level of consensus among sample university teachers about their perceived level of teachers' classroom behaviour in all the areas of interactive behaviour. As a result, the majority of university teachers believed that their classroom behaviour with students was highly positive.

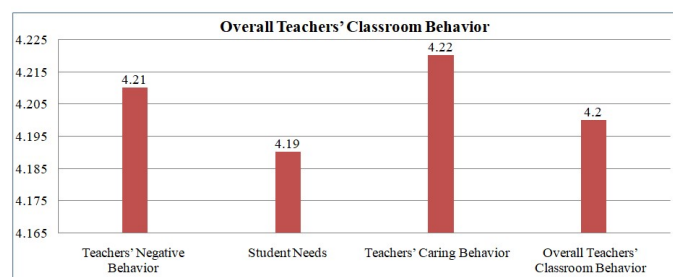


Fig. 1 Analysis of Teachers' overall perception of teachers' classroom behaviour



Figure 1 displays the results of a descriptive analysis performed to measure university teachers' perceived classroom behaviours in graphic form based on mean values followed by their interpretation. The mean value for overall teachers' classroom behaviour (4.20) was highly positive along with all dimensions, i.e. Teachers' Interactive Behavior (4.19), Teachers' Negative Behavior (4.21), Student needs (4.19) and Teachers' Caring Behavior (4.22). University teachers' perception was moderately optimistic about their teachers' classroom behaviour. The overall mean value on the teachers' classroom behaviours scale (i.e., 4.20) confirms this result.

**Inferential analysis**

**Result of independent sample t-test**

Table 2 shows the results of the independent samples t-test applied to compare teachers' perception scores of two groups of university teachers about their classroom behaviour based on gender, sector, qualification, employment status, and locality.

Table II  
Independent sample t-test based on diverse demographic variables

Variable	Category	N	Mean	SD	df	t	Sig.
Gender	Male	185	180.6	9.5	375	.159	.969
	Female	192	180.5	7.9		.159	
Sector	Public	281	180.7	6.7	375	.633	.001
	Private	96	180.1	13.0		.470	
Qualification	M.Phil	148	180.2	9.7	375	-.512	.760
	Ph.D	229	180.7	8.0		-.491	
Employment Status	Full Time	196	180.2	10.5	375	-.942	.049
	Part Time	181	181.0	6.3		-.960	
Locality	Urban	253	180.4	7.5	375	-.543	.459
	Rural	124	180.9	10.9		-.480	

Table 2 shows a significant difference between male and female university teachers' classroom behavior ( $t = -.behaviour\ value = .969 > 0.05$ ). The mean values for males ( $M\ 180.6$ ) and females ( $M\ 180.5$ ) showed a high level of teachers' classroom behavior for both genders. On the contrary, significant differences ( $t = .633$  &  $p\text{-value} = .001 < 0.05$ ) were explored between public and private university teachers based on sector. Likewise, a considerable difference ( $t = .942$  &  $p\text{-value} = .049 > 0.05$ ) was found among university teachers based on their employment status. Furthermore, no significant difference ( $t = .512$  &  $p\text{-value} = .760 > 0.05$ ) was found among university teachers according to their professional qualifications. A lack of significant difference was also found ( $t = .543$  &  $p\text{-value} = .459 > 0.05$ ) based on their locality.

As a result, it can be concluded from the independent sample t-test that insignificant differences were found in teachers' perceptions of teachers' classroom behaviour based on their gender, qualification, and locality because the sig value was more than .05 for the whole scale score and almost for all four subscales. Moreover, significant differences were found in teachers' perceptions based on their sector (i.e., public and private) and employment status regarding teachers' classroom behavior for the whole scale score and almost all the four subscales because of sig. Value was less than .05.

**Result of one-way ANOVA**

Table 3 presents the results of a one-way analysis of variance (ANOVA) conducted to examine the perspectives of university teachers regarding their classroom behaviour based on their designations, age, experience, professional qualification, marital status, working hours per day and department. Table 3 shows no significant difference ( $F = .432$  &  $p\text{-value} = .730 > 0.05$ ) based on their designation. Similarly, no significant difference ( $F = 1.713$  &  $p\text{-value} = .146 > 0.05$ ) was explored among university teachers based on their age in years. Again, no significant difference ( $F = 1.086$  &  $p\text{-value} = .363 > 0.05$ ) was explored among university teachers based on their experience in years of university-level teaching.

Furthermore, an insignificant difference ( $F = 1.909$  &  $p\text{-value} = .150 > 0.05$ ) was found among university teachers based on their professional qualifications. Likewise, no significant difference ( $F = .560$  &  $p\text{-value} = .572 > 0.05$ ) was found among university teachers according to their marital status. A lack of significant difference was found ( $F = .817$  &  $p\text{-value} = .443 > 0.05$ ) based on their average working hours per day.

Table III  
One-way ANOVA based on diverse demographic variables

Variable	Category	Sum of Squares	Df	Means Square	f	Sig.
Designation	Between Groups	99.110	3	33.037	.432	.730
	Within Groups	28545.277	373	76.529		
Age	Between Groups	518.030	4	129.508	1.713	.146
	Within Groups	28126.357	372	75.608		
Experience	Between Groups	330.484	4	82.621	1.086	.363
	Within Groups	28313.903	372	76.113		
Professional Qualification	Between Groups	289.476	2	144.738	1.909	.150
	Within Groups	28354.911	374	75.815		
Marital status	Between Groups	85.478	2	42.739	.560	.572
	Within Groups	28558.909	374	76.361		
Average no. of Working hours per day	Between Groups	124.599	2	62.299	.817	.443
	Within Groups	28519.789	374	76.256		
Department	Between Groups	166.154	2	83.077	1.091	.337
	Within Groups	28478.234	374	76.145		

Lastly, insignificant difference ( $F = 1.091$  &  $p\text{-value} = .337 > 0.05$ ) was also found among university teachers based on their department. As a result, it can be inferred that the obtained significance values for demographic characteristics exceed the predetermined threshold of 0.05, indicating a lack of statistical significance in the observed difference in means based on their designation, age, experience, professional qualification, marital status, average number of working hours per day and department.

**Result of pearson r coefficient of correlation**

Table IV  
Relationship between teachers' classroom behavior and their demographic characteristics

Demographic Characteristics	N	Pearson r	Sig. (2-tailed)
Gender	377	-.008	.874
Designation	377	.037	.479
Age	377	-.004	.933
Sector	377	-.033	.527
Experience	377	-.055	.289
Qualification	377	.026	.609
Prof Qualification	377	-.064	.216
Employment Status	377	.049	.347
Marital Status	377	.040	.439
Locality	377	.028	.587
Working Hours	377	-.053	.305
Department	377	.075	.146

Table 4 shows the results of the Pearson correlation coefficient computed to determine the relationship between teachers' classroom behaviour and their demographic characteristics. The results indicate a non-significant negative relationship between teachers' classroom behaviour and gender ( $r = -.008$  and  $sig. = .874$ ). The Relationship between teachers' classroom behaviour and designation was positive but weak ( $r = .037$ ), and it was non-significant because the significant value is more than the standard level of significance, i.e., 05. ( $sig. = .479$ ). The relationship between teachers' classroom behavior and age was negative and insignificant ( $r = -.004$  and  $sig. = .933$ ). The Relationship between teachers' classroom behavior and sector was negative and insignificant ( $r = -.033$  and  $sig. = .527$ ). The Relationship between teachers' classroom behavior and experience was also negative and insignificant ( $r = -.055$  and  $sig. = .289$ ).

Furthermore, table 4.19 shows the positive and insignificant relationship between teachers' classroom behavior and qualification ( $r = .026$  and  $sig. = .609$ ). The Relationship between teachers' classroom behavior and professional qualification was negative and insignificant ( $r = -.064$  and  $sig. = .216$ ). The Relationship between teachers' classroom behavior and employment status was positive and insignificant ( $r = .049$  and  $sig. = .347$ ). The Relationship between teachers' classroom behavior and marital status was positive and insignificant ( $r = .040$  and  $sig. = .439$ ). The Relationship between teachers' classroom behavior and locality was positive and insignificant ( $r = .028$  and  $sig. = .587$ ). The Relationship between teachers' classroom behavior and an average number of working hours was negative and insignificant ( $r = -.053$  and  $sig. = .305$ ). The relationship between teachers' classroom behavior and department was positive and insignificant

( $r=.075$  and  $sig. =.146$ ). To sum up, there is no significant relationship between teachers' classroom behavior and their demographic characteristics.

## Discussion

The classroom teaching practices of teachers have been found to have a favourable correlation with students' academic progress and overall learning outcomes (Hattie, 2008; Seidel & Shavelson, 2007). Moreover, the efficacy of instruction in educational environments across various educational levels is contingent upon the teaching behaviours exhibited by teachers within the classroom. Nevertheless, how students at the university level in Pakistan evaluate the conduct of their instructors within the confines of the school remains to be determined. Researcher asserts that students' academic achievement is predominantly influenced by their capacity to effectively receive, interpret, and process the information conveyed through the instructional methods employed by their teachers in the classroom. This statement is widely acknowledged as a fact.

The primary purpose of the current research was to analyze the teacher's classroom behavior and to investigate the extent of the relationship between Teachers' classroom behavior and demographic characteristics at the University level. This section presents a comprehensive analysis of the findings, organized according to the research questions and objectives of the study. The initial part of the discussion focuses on the descriptive analysis, and then the other part elaborates on the inferential analysis. Subsequently, the analysis examines the correlations between teachers' classroom behavior and demographic characteristics. Finally, this study provides the Pearson correlation between teachers' classroom behavior and demographic characteristics.

The results derived from the analysis of teachers' classroom behaviour and demographic characteristics at the university level have the potential to enhance our understanding of effective classroom conduct. This study examines instructors' perceptions regarding their behaviours with students in the classroom. According to the study results, an overwhelming number of teachers share a strong consensus regarding the frequently positive morality of teachers' behaviour in the classroom. In particular, teachers indicated a level of agreement ranging from moderate to high, addressing a variety of characteristics related to teachers' interactive behaviour, negative behaviour, responsiveness to the needs of students, and caring behaviour (Rashid, Jehan, & Kanval, 2023).

The current study examined the lack of significant variations in teachers' perspectives regarding teachers' classroom behavior, considering factors such as gender, designation, age, experience, qualification, professional qualification, employment status, marital status, locality, and department. This was observed for both the overall scale score and the four subscales, including teachers' interactive behaviour, negative behaviour, student needs and caring behaviour. Finally, the Pearson correlation coefficient analysis yielded the finding that no statistically significant association existed between teachers' classroom behaviour and their demographic characteristics.

## Conclusion

Based on findings and discussion key conclusions were drawn. It was concluded that the majority of teachers perceive their classroom behaviour positively, including interactive, negative, responding to student needs, and caring behaviour. Gender, designation, age, experience, qualification, professional qualification, employment status, marital status, locality and department were not significant factors influencing teachers' perceptions. Sector-based differences were observed in teachers' perceptions of classroom behaviour. Finally, it was concluded from the Pearson correlation coefficient that no significant relationship was found between teachers' classroom behaviour and their demographic characteristics at the university level.

## Recommendations

The findings of this study provide university teachers with actual feedback about their classroom behaviour. It is recommended that teachers try to boost their teaching behaviours in different learning environments. This will be beneficial for teachers in improving their teaching practices, specifically on the complex level of teaching behaviors. To foster positive teachers' classroom behaviour, university professors should be provided with opportunities for professional development and seminars to improve their teaching and learning skills. Further research is needed to understand factors influencing teachers' classroom behaviour beyond demographic traits. This knowledge will help to enhance teaching and learning experiences at the university level in Pakistan.

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