



## Classroom social environment of secondary schools: An evidence from Azad Jammu and Kashmir

Nazir Haider Shah<sup>1\*</sup>, Kousar Parveen<sup>2</sup> and Sobia Yaseen<sup>1</sup>

<sup>1</sup>Department of Education, University of Kotli, Azad Jammu and Kashmir

<sup>2</sup>School Education Department, Punjab, Pakistan

### ABSTRACT

The major objective of the study was to analyze the social classroom environment of secondary schools in Azad Jammu and Kashmir. This study was descriptive by nature, and a survey was conducted to collect the data. This study was delimited to the government female school teachers. The population of the study was all the teachers of Government Secondary schools of District Kotli. The researcher selected 204 through a simple random sampling technique. A questionnaire was developed for teachers to find out about the social environment of the classrooms. Data were collected personally by the second co-author of this study after testing its reliability and validity from the study sample. The collected data were analyzed by the SPSS software in terms of mean and standard deviation. Teachers play a vital role in the classrooms through their support, promoting mutual respect, promoting tasks, and cooperation with students in the classes to develop a learning environment.

**Keywords:** *Classroom Environment, Social Environment, Secondary Schools*

\*Corresponding Author: Nazir Haider Shah, Email: [nazirshah786@gmail.com](mailto:nazirshah786@gmail.com)

© The Author(s) 2022.

### INTRODUCTION

The classroom environment refers to the use of available physics, teaching facilities, and maintaining classroom discipline for effective teaching and better student learning (Williams, 2016). It is a fusion of internal and external factors such as courses, teaching methods, teacher behavior, interaction with students, learning atmosphere, academic and social environment, and support services for classroom teaching and learning process (Jawaid & Aly, 2014). It has a wide variety of technology and skills used in the classroom to enable teachers to keep students' attention, organize and actively participate in classroom activities to generate productivity results (Arshad et al. 2019). It includes science plans, organizing, communication, and guidance. Teachers have also required professionalism, taking initiative, dedication, work commitment, and teachers' willingness to adjust themselves students' sociocultural and intellectual caliber (Abel, 2011).

For academic achievement, the students and teachers work together and fulfill the organizational goals. Students enjoy learning environments in which they learn for their own sake, resulting in better academic performance. School is a unique social place where children who are future assets of the community receive education, training and personality development through the use of appropriate training techniques, suitable physical spaces and a pleasant psychological environment (Turner, 2016).

The classroom social environment involves both dimensions of teacher support (e.g., emotional and academic), as well as teacher-driven student social interaction and mutual respect. Classrooms with positive social environments tend to foster students' sense of belonging, enjoyment, enthusiasm, and respect for others (Wentzel et al., 2010). Teacher emotional support refers to the student's belief that the teacher cares about them and likes them as a person, while teacher academic support refers to the student's belief that the teacher cares about how much they have learned and is willing to help him/her learn (Johnson & Johnson, 1983). When students perceive teachers as being highly supportive and having positive, high-quality relationships with teachers, they are more likely to participate in school and do better academically (McNeely & Falci, 2004).

It is observed that there is a role model who motivates the students for the improvement to get more socialized among their fellows. Therefore, a conducive learning environment is a key component (Parveen et al., 2022). Additionally, any educator's priority should be to create an ideal learning environment, as comfort is the result of different factors like noise population management, control of classroom temperature and appropriate lighting. Based on distinctive characteristics, the classroom learning environment may differ according to the situation (Bryson & Hand, 2007).

People who directly or indirectly impact students through connections or relationships can help them progress in their careers. Textbooks, technology tools, and learning resources are designed to aid student learning. There are three parameters of the learning process, i.e., mentoring, curriculum and training. A learner's physical environment/learning space is the physical environment around them that should elicit a positive response and maintain the interest of those who live there (Bryson & Hand, 2007).

In the classroom, several educators are developing the phrase teaching atmosphere. In this environment, Thompson et al., 2018, proposed exchanging the perspectives of learners and instructors. The psychological or social environment in the classroom, According to Zins et al., (2004), the environment or mood of a class as a social group can have an impact on what pupils learn. According to Doody & Condon (2013), the classroom learning environment has a range of interpretations, but it often relates to the overall climate, structures, and process. Various characteristics of the classroom learning environment are conceptualized, assessed, and investigated (Williams, 2016).

### **Study Objectives**

The objectives of the study are:

1. To find out the factors of the social classroom environment of secondary schools of Azad Jammu and Kashmir.
2. To analyze the social classroom environment of secondary schools of Azad Jammu and Kashmir.

## **REVIEW OF RELATED LITERATURE**

### **Classroom Learning Environment**

In the classroom learning environment, there are some factors that affect the students' learning. The ideal learning environment is one in which students perceive the classroom as an active and supportive area in which they feel comfortable and secure. A training classroom setting is an essential component of learning. Students will feel at ease in a classroom learning atmosphere where good relationships with classmates and teachers flourish (Turner, 2016).

A good classroom learning environment provides a platform for students to learn, fulfills the students' and teachers' needs, facilitates the conduction of different activities, and helps to improve learning outcomes. Therefore, issues such as learning style and classroom design should be considered indicators to achieve students' learning goals. This is because a learning environment is more than just a physical location. It also includes various sources of materials and information, interactions, relationships between students and teachers, and expectations and norms of learning and behavior (Stewart et al., 1997). The organization of the physical portion of the classroom can inhibit or enhance the performance of classroom interactions and expected behaviors. It is the quality of a good classroom that meets all the requirements which are needed to complete the academic performance. (Drake, 2011). Students with different goals, needs, and skills should be shared in a similar way to achieve organizational goals (Barri, 2020).

The direct purpose of training and education is the production of creators. It improves the educational environment's creative function, identifies the need to create settings for student creativity, and allows them to become active disciplines and builders with a degree of creativity (Forsberg et al., 2021). As a result, the educational environment is turned into a creative learning environment, which is a multidimensional personalized self-organizing integrity that attempts to create settings that foster students' creative abilities while also ensuring their self-realization and personal growth (Deemer, 2014).

According to Doody & Condon (2013), the classroom learning environment has multiple meanings; it usually refers to the general climate, structure, process, and spirit within the classroom, which are integral to student learning. Drake (2011) explains that perception is examined from a psychological and physiological perspective and its impact on learning. The way we judge or evaluate people we are accustomed to in our daily lives is described as perception. Students' past information in a schematized form significantly impacts their perception and subsequent learning (Wentzel & Muenks, 2016).

In the educational environment where you learned as a student, perhaps you recall how most teachers sat and listened during lectures or how you and your partner struggled with problem-solving tasks. Maybe your tests consist of rote memorization of what you have studied, or maybe you have your own work files, and the teacher evaluates you one-on-one (Yesil, 2013). People are individuals who directly or indirectly impact a student through a connection or relationship that can help them grow and achieve in their careers. Materials that can be utilized to facilitate student learning are referred to as technical tools, learning resources and teaching materials. There are their pillars of the teaching-learning process, i.e., instruction, training and curriculum. These pillars play a vital role in spreading knowledge and information and transforming the contents of the curriculum to the students (Bryson & Hand, 2007).

A classroom environment consists of a learning area with social and physical features that effectively assist teachers and students in their responsibilities (Barri, 2020). The social part of the class emphasizes professors, the attachment

with the fellows and the interaction of fellows with other students, whereas the aspect related to the emotions emphasizes the feelings of students and classrooms. The classroom's physical features include the blackboard, chairs, lighting, projector, computers, and so on (Teh, & Otman, 2018).

### **Social Classroom Environments**

Through varied patterns of social learning, societal factors may also affect the learning process and the formation of human behavior (Teh, & Otman, 2018). This is due to the fact that humans are natural mimics, whether favorably or negatively (Ahmadi et al., 2013). The individual's moral ideals can be influenced by their surroundings. The final step of the societal convergence process is indebtedness to ethical principles, which includes stimulation, reaction, affirmation, compliance, identification, modeling, and mimicry, among other core social learning. The environment influences the formation of individual identity and conduct. Imperative individuals, such as family members, parents, friends, instructors, and the media, play a role in this position (Zakaria, & Shamsuddin, 2012).

Some evidence supports the claim that the classroom's social atmosphere is vital for students' motivation and involvement. Students' expectations for achieving their goals and a better future for the school, both markers of motivation, are positively correlated with a sense of belongingness and understanding (Ryan, 2015). Students reported increasing help-seeking as a sign of involvement in classrooms where the teachers' recognized the academic requirements and attendance of students (Midgley et al., 2017). The employment of cognitive methods, as well as social contact, has been proven by the students, and they are also committed towards teaching skills (Hendrickx et al., 2017).

Peer relationships that work are crucial for school adjustment and academic success. However, little research has been done on how classroom peer interactions (as opposed to connections with particular friends, inside a clique, or in a throng) affect motivation and engagement. Furthermore, the teacher's involvement in establishing the social context in which peer relationships emerge in the classroom has gotten less attention. In brief, research on the nature of the social environment of the classroom is needed, as well as identifying and discriminating among the variables that influence students' classroom perspectives (Sekerka, 2009).

Therefore, promoting mutual respect in the classroom and developing clear norms, including not making fun of others, may be particularly beneficial for students' adaptive social, emotional, and cognitive functioning. Students improve their ability to consider the perspectives of others, generate choices, reflect on, and evaluate alternatives (Patrick & Ryan, 2005). In this paper, we first review four important dimensions of teacher support in the social environment of the classroom, promoting mutual respect, promoting student-task-related interactions, and promoting performance goals and their associations with adaptive outcomes for young students (Cefai, 2008).

### **Teacher Support**

Teacher and student relationship is very important when the teaching-learning process is going on in the classroom. A teacher supports the students and cares for them when they need. A teacher's sense of help is related to a student's motivation to complete a task. When students trust their teachers to encourage them, they show higher interest and satisfaction with their studies (Schwab, & Sala-i-Martin, 2016). Based on different research, we can assume that there is a positive relationship between students' academic achievement and teachers' support. Students' anxiety over task participation should be minimized if they believe their teachers are supportive and believe that help will be available if they need it. Anxiety like this makes learning on your own difficult (Patrick & Ryan, 2005).

We believe that students' views related to the support of teachers will lead to increase social efficacy among the teachers and decrease trouble-making behavior among the students. We do not think there is a link between teacher support and kids' peer social efficacy (Sharon et al., 2015). It is also proven in different studies that the students idealize their teachers in their daily life and want to close with their teachers for learning and motivational purposes. (Deemer, 2014), indicating a more positive academic self-concept. Use of self-regulated learning practices are all associated with perceiving the teacher as helpful and requesting help when required.

### **Promoting Mutual Respect**

Teachers may send different messages to children on how to interact with and respect their fellows. A study based on observation of 19 classrooms indicated substantial differences in student connections as well as teacher-pupil interactions (Shute et al., 2015). Some classrooms had a nice affective tone and a lot of negative student interactions like squabbling, criticism, and insults, while others had a bad affective tone and a lot of negative student interactions like bickering, criticism, and insults. Students who are afraid of making mistakes are less likely to make concerted, planned efforts in their studies (Cremades & Tashman, 2016).

As for as mutual respect is concerned, the teacher takes care of the self-respect of each student and asks the students to take care of their self-respect among them also. A respectful environment encourages students to focus on learning tasks rather than worrying about what others will think or say when they make mistakes or encounter difficulties. In an environment of mutual respect, students' reasoning skills, problem-solving skills, and conceptual understanding skills thrive (Hendrickx et al., 2017).

### Promoting Task-Related Interaction

To varying degrees, faculty allow and even encourage students to talk to each other in their academic work. This engagement can take the form of students discussing ideas and techniques in the meeting of the whole class, activities in a group, or seeking and providing informal help during individual advisor meetings (Turner, 2016). Student interaction, no matter what form it takes, is an important part of a student-centered approach to teaching. When the ideas are exchanged with everyone, motivate the students to communicate. Moreover, the students have the chance to ask questions and get answers from their fellows, and they can justify their ideas and participate in different discussion sessions. Student achievement and learning are tied to these interactions (Ressler, 2018).

For the social development of the students, it is important to encourage students to participate in classroom discussions. This activity can be done in the teenage/pre-adolescence period when peers interactions are highly valuable. (Wentzel, 2014). However, the secondary structure makes the things very hard for the students to form meaningful worth at the primary level especially (Wentzel & Muenks, 2016). As a result, we anticipate that encouraging engagement will have a favorable impact on students' efficacy in interacting with their peers and teachers. However, it's unclear how increasing engagement affects kids' disruptive conduct. Students may become more distracted and disruptive if contact is encouraged (Blanchard et al., 2016).

### Promoting Performance Goals

Performance goals are promoted by emphasizing competition and evaluating students' respective talents in the classroom, according to research based on a goal theory framework (Deemer, 2014). The perception of teachers on achieving the goals, understanding the matters and self-awareness can affect the motivation of the students. This is supported by research into the impact of classroom performance goals and student motivation (Patrick et al., 2012).

In addition, teachers' social efficacy negatively affects students' beliefs about the achievement of the goals. In classroom competition, the students engage in different activities so that there is no chance to appear to disrupt behavior from the students' side. Moreover, their focus is on improving learning abilities instead of other negative activities (Gheen et al., 2012). For example, students in classrooms deemed performance-focused were more likely to avoid engagement tasks such as self-handicapping and seeking help when needed (Midgley et al., 2017).

## RESEARCH METHODOLOGY

The purpose of this study was to measure the social classroom environment of secondary schools in Azad Jammu and Kashmir. The study was descriptive in nature, and a survey method was applied to collect the data. All the teachers working in secondary schools of district Kotli were the population of the study. The researcher selected 204 secondary school teachers through a simple random sampling technique. A self-structured questionnaire based on the factors of social classroom environment at the secondary level was used as a research tool in this study. Five-point Likert scale was used to get the responses of the respondents. The questionnaire was validated by three (3) experts of the field. The reliability of the instrument was measured by cronbach's alpha statistical technique, and 0.83 alpha value was calculated through SPSS. Data were collected through personal visits by the researcher. Statistical Package for Social Sciences (SPSS) was used to analyze the data. The researcher applied mean and std. deviation for the analysis of data.

## DATA ANALYSIS

The research selected five social classroom environment factors, i.e., teacher support, promoting mutual respect, promoting task-related interaction, promoting performance goals and social environment, keeping in view the classroom social environment. There are many factors related to the said variable, but the above-mentioned factors were best to represent the social classroom environment. The analysis of each factor is as under:

Table 1: Mean Analysis of Teacher Support

Statements	N	Mean	Std. Deviation
Teachers address the students in a good manner	204	4.6618	.55114
Teachers help the students in Personal Problems	204	3.9951	.74607
Teachers help the students in Academic Problems	204	4.4216	.61084

Table 1 shows the mean score of teacher support. Table 5 also indicated that the mean score of "teacher address the students in a good manner" were; N= 204, M= 4.66, "teachers help the students in personal problems" were; N=204, M=3.99 and "teachers help the students in academic problems" were; N=204, M= 4.42. Furthermore, the result showed that "teachers address the students in a good manner" has the highest mean score in the social classroom environment.

Table 2 shows the mean score for promoting mutual respect. Table 6 also indicated that the mean score of "teachers address the student's name" were; N=204, M=4.27, "students behavior with staff members" were, N=204, M=4.43 and

“teachers take care of the students self- respect” were N=204, M=4.44. Furthermore, the results showed that “teachers take care of the student's self- respect” has the highest mean score in the social classroom environment.

Table 2: Mean Analysis of Promoting Mutual Respect

Statements	N	Mean	Std. Deviation
Teachers address the students by name	204	4.2794	.69860
Students Behavior with school staff Members	204	4.4363	.63623
Teachers take care of the students self –respect	204	4.4412	.59677

Table 3: Mean Analysis of Promoting Task-Related Interaction

Statements	N	Mean	Std. Deviation
Interaction with each other during Academic Activity	204	4.4510	.59765
Students share their ideas	204	4.0735	.75559
Active Participation in the classroom	204	4.3971	.59901

Table 3 shows the mean score for promoting task-related interaction. Table 3 also indicated that the mean score of “in interaction with each other during the academic activity” were; n=204, m=4.45, “students share their ideas” were; N=204, M=4.07 and “active participation in the classroom” were; N=204, M=4.39. Furthermore, the results showed that “interaction with each other during academic activity” has the highest mean score in the social environment.

Table 4: Mean Promoting Performance Goals

Statements	N	Mean	Std. Deviation
Students complete the assigned tasks in time	204	4.3431	.84218
Students achieve the required performance	204	4.2794	.67712
Focus on one task	204	4.2941	.78894

Table 4 shows the mean score promoting performance goals. Table 8 also indicated that the mean score of “students complete the assigned tasks in time” were; N=204, M=4.34, “students achieve the required performance” were; N=204, M=4.27 and “focus on one task” were; N=204, M=4.29. Furthermore, the results showed that “students complete the assigned tasks in time” has the highest mean score in the social classroom environment.

Table 5: Mean Analysis of Social Environment

Statements	N	Mean	Std. Deviation
Teachers support	204	4.3595	.46009
Promoting mutual respect	204	4.3856	.42305
Promoting task-related interaction	204	4.3072	.45047
Promoting performance goals	204	4.3056	.60989

Table 5 shows the mean score of “social environment”. Table 10 also indicated the mean score of “teachers support” were; N=204, M=4.35, “promoting mutual respect” were; N=204, M=4.38, “promoting task-related interaction” were; N=204, M=4.30 and promoting performance goals were; N=204, M=4.30. Furthermore, the results showed that teacher support has the highest mean in the physical environment.

## DISCUSSION

The purpose of this study was to measure the social classroom environment of secondary schools in Azad Jammu and Kashmir. The first objective of the study was to find out the factors of the social classroom environment at the secondary level. It was found that five factors of social classroom environment were drawn from the extensive review of related literature. The same factors were found by Patrick and Ryan (2005) while they were studying on dimensions of the classroom social environment. Another study by Barri (2020) also found the same factors of social classroom environment. The second objective of the study was to measure the classroom social environment of secondary school. It was found that teachers address the students in good manner and the teachers take care of the students' self-respect. A study conducted by Teh and Otman, (2018) showed similar results. The result of another study Drossel et al., (2019) found the same results, i.e., the teachers' behavior towards the students was very positive and encouraging.

## CONCLUSIONS

The following conclusions were drawn based on the results:

1. It is concluded that teachers address the students in a good manner, and the teachers take care of the students' self-respect.
2. It is concluded that interaction with each other during academic activity and students complete the assigned tasks in time.

## RECOMMENDATIONS

1. Teachers may use innovative ways to make the classroom environment attractive for Students. It may create a positive discipline/classroom management environment in the classroom/school.
2. Positive teacher-student interactions may enhance the performance of the students in the classroom. Furthermore, teachers' encouragement and friendly environment may motivate the students to help them manage the classroom.
3. Students may use time-management skills effectively that allow them to complete more tasks in less time, and keep their attention focused, so they do not waste time on distractions.

## REFERENCES

- Abel, E. O. (2011). Teachers' characteristics and their attitudes towards classroom management. *Calabar: Nigerian Rapid Educational Publishers, Nigeria*.
- Ahmadi, M. R., Ismail, H. N., & Abdullah, M. K. K. (2013). The Importance of Metacognitive Reading Strategy Awareness in Reading Comprehension. *English Language Teaching*, 6(10), 235-244.
- Arshad, M., Ahmed, G., & Tayyab, M. (2019). Assessing the effects of school support facilities on academic achievement at Punjab Education Foundation partner schools. *European Online Journal of Natural and Social Sciences: Proceedings*, 8(2 (s)), pp-214.
- Barri, M. A. (2020). Evaluation of Physical Aspects of Classroom Environment in Terms of the Humanistic Approach: A Comprehensive Theoretical Framework. *Journal of Education and Training Studies*, 8(11), 1-21.
- Blanchard, E. J., Bown, C. P., & Johnson, R. C. (2016). Global supply chains and trade policy (No. w21883). National Bureau of Economic Research.
- Bryson, C., & Hand, L. (2007). The role of engagement in inspiring teaching and learning. *Innovations in education and teaching international*, 44(4), 349-362.
- Cefai, C. (2008). *Promoting resilience in the classroom: A guide to developing pupils' emotional and cognitive skills*. Jessica Kingsley Publishers.
- Cremades, J. G., & Tashman, L. S. (Eds.). (2016). *Global practices and training in applied sport, exercise, and performance psychology: A case study approach*. Psychology Press.
- Deemer, S. (2014). Classroom goal orientation in high school classrooms: Revealing links between teacher beliefs and classroom environments. *Educational research*, 46(1), 73-90.
- Doody, O., & Condon, M. (2013). Using a simulated environment to support students learning clinical skills. *Nurse education in practice*, 13(6), 561-566.
- Drake, J. K. (2011). The role of academic advising in student retention and persistence. *About Campus*, 16(3), 8-12.
- Drossel, K., Eickelmann, B., van Ophuysen, S., & Bos, W. (2019). Why teachers cooperate: An expectancy-value model of teacher cooperation. *European Journal of Psychology of Education*, 34(1), 187-208.
- Forsberg, C., Chiriac, E. H., & Thornberg, R. (2021). Exploring pupils' perspectives on school climate. *Educational Research*, 63(4), 379-395.
- Gheen, M., Smerdon, B., Hein, V., & Lebow, M. (2012). Outcomes and Measures for College and Career Success.
- Hendrickx, M. M., Mainhard, T., Oudman, S., Boor-Klip, H. J., & Brekelmans, M. (2017). Teacher behavior and peer liking and disliking: The teacher as a social referent for peer status. *Journal of Educational Psychology*, 109(4), 546.
- Jawaid M, Aly SM (2014) Learning environment in undergraduate institutes in Pakistan: determining factors and suggestions. *J Postgrad Med Inst* 28: 319-323
- Johnson, D. W., & Johnson, R. T. (1983). Social interdependence and perceived academic and personal support in the classroom. *The Journal of Social Psychology*, 120(1), 77-82.
- McNeely, C., & Falci, C. (2004). School connectedness and the transition into and out of health-risk behavior among adolescents: A comparison of social belonging and teacher support. *The Journal of school health*, 74(7), 284.
- Midgley, J., Dahl, E., & Wright, A. C. (Eds.). (2017). *Social investment and social welfare: International and critical perspectives*. Edward Elgar Publishing.
- Parveen, K., Phuc, T. Q. B., Kumar, T., & Habib Shah, A. (2022). Impact of Principal Leadership Styles on Teacher Job Performance: An Empirical Investigation. In *Frontiers in Education* (p. 193). Frontiers.
- Patrick, H., & Ryan, A. M. (2005). Identifying adaptive classrooms: Dimensions of the classroom social environment. In *What do children need to flourish?* (pp. 271-287). Springer, Boston, MA.
- Patrick, M. E., Wightman, P., Schoeni, R. F., & Schulenberg, J. E. (2012). Socioeconomic status and substance use among young adults: a comparison across constructs and drugs. *Journal of studies on alcohol and drugs*, 73(5), 772-782.
- Ressler, W. (2018). Game are made for fun. Lesson on the classroom use of computer game computers & education on 56(3), 604-615. <https://files.eric.ed.gov/fulltext/EJ1143830.pdf>
- Ryan, P. G. (2015). Does size and buoyancy affect the long-distance transport of floating debris?. *Environmental Research Letters*, 10(8), 084019.

- Schwab, K., & Sala-i-Martin, X. (2016, April). The global competitiveness report 2013–2014: Full data edition. World Economic Forum.
- Sekerka, L. E., Bagozzi, R. P., & Charnigo, R. (2009). Facing ethical challenges in the workplace: Conceptualizing and measuring professional moral courage. *Journal of Business Ethics*, 89(4), 565-579.
- Sharon, G., Stern, R., Felner, A., & Sturtevant, N. R. (2015). Conflict-based search for optimal multi-agent pathfinding. *Artificial Intelligence*, 219, 40-66.
- Shute, V. J., D'Mello, S., Baker, R., Cho, K., Bosch, N., Ocumpaugh, J., ... & Almeda, V. (2015). Modeling how incoming knowledge, persistence, affective states, and in-game progress influence student learning from an educational game. *Computers & Education*, 86, 224-235.
- Stewart, S. C., Evans, W. H., & Kaczynski, D. J. (1997). Setting the stage for success: Assessing the instructional environment. *Preventing School Failure: Alternative Education for Children and Youth*, 41(2), 53-56.
- Tashman, B. (2016). Students Rights at school: six things you need to know. *Political Research*, 1(2), 12-30. <https://www.aclu.org/news/juvenile-justice/student-rights-school-six-things-you-need-know>
- Teh, M., & Otman, M. S. (2018). Influence of social environment on student's behaviour. *International Journal of Academic Research in Business and Social Sciences*, 8(7).
- Thompson, N. J., Fiorillo, D., Rothbaum, B. O., Ressler, K. J., & Michopoulos, V. (2018). Coping strategies as mediators in relation to resilience and posttraumatic stress disorder. *Journal of Affective Disorders*, 225, 153-159.
- Turner, S. (2016). *An investigation of teacher well-being as a key component of creativity in science classroom contexts in England* (Doctoral dissertation, Loughborough University).
- Wentzel, K. R. (2014). Prosocial behavior and peer relations in adolescence. *Prosocial development: A multidimensional approach*, 178-200.
- Wentzel, K. R., & Muenks, K. (2016). Peer influence on students' motivation, academic achievement, and social behavior. In *Handbook of social influences in school contexts* (pp. 13-30). Routledge.
- Wentzel, K. R., Battle, A., Russell, S. L., & Looney, L. B. (2010). Social supports from teachers and peers as predictors of academic and social motivation. *Contemporary Educational Psychology*, 35(3), 193-202.
- Williams, R. (2016). *Resources of hope: Culture, democracy, socialism*. Verso Books.
- Yeşil, R. (2013). The evaluation of responsibility education strategies of primary school teachers. *Procedia-Social and Behavioral Sciences*, 106, 2775-2787.
- Zakaria, Z., & Shamsuddin, S. (2012). Empirical evidence on the relationship between stock market volatility and macroeconomics volatility in Malaysia. *Journal of Business Studies Quarterly*, 4(2), 61.
- Zins, J. E., Bloodworth, M. R., Weissberg, R. P., & Walberg, H. J. (2004). The scientific base linking social and emotional learning to school success. *Building academic success on social and emotional learning: What does the research say*, 3, 22.

Publisher's note: Science Impact Publishers remain neutral with regard to jurisdictional claims in published maps and institutional affiliations.



**Open Access** This article is licensed under a Creative Commons Attribution 4.0 International License, which permits use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made. The images or other third-party material in this article are included in the article's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the article's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder. To view a copy of this license, visit <https://creativecommons.org/licenses/by/4.0/>.

© The Author(s) 2022