



Exploring the Influence of Teachers' Stress and Emotions on Student Behavior in Secondary Schools

Rabia Obaid¹, Ahmad Saeed²

¹Lecturer, Hamdard University, Pakistan.

²Chairman, Hamdard University, Karachi, Pakistan.

* **Correspondence:** ahmad.saeed@hamdard.edu.pk, rabia.obaid@hamdard.edu.pk

Citation | Obaid, R, Saeed, A, “Exploring the Influence of Teachers' Stress and Emotions on Student Behavior in Secondary Schools”, IJIST, Vol. 7 Issue. 1 pp 566-580, March 2025

Received | Jan 15, 2025 **Revised |** Feb 25, 2025 **Accepted |** March 1, 2025 **Published |** March 14, 2025.

The focus of this study is on the intricate relationship between the stress of the teacher, the emotion of the teacher, and the behavior of the workers in secondary school classrooms, stressing the bidirectional relation (between) the emotional well-being of (the teacher) and the engagement of (the worker). Qualitative data from interviews with teachers and students are drawn on to investigate how emotional exhaustion, workload pressures, and the absence of institutional support prevent teacher regulation of emotion, and inhibit effective classroom management. What they found was that students can pick up on teacher stress, often based on what students perceive to be nonverbal cues, tone, and expressions, and those interpretations lead to the classroom behaviors of the students. Positive emotions by teachers develop trust, focus, and engagement, whereas frustration, inconsistency, and unpredictability engender student disengagement, increased disruptive behaviors, and strained relationships between teachers and students. These same emotional dynamics are catalyzed further by cultural factors; for instance, hierarchical power structures influence the context within which students respond to teacher stress. The systemic institutional support mechanisms are also lacking resulting in a cascade of emotional exhaustion followed by diminished classroom effectiveness. This study highlights the importance of emotional intelligence training, proactive classroom management strategies, and robust institutional support systems in a bid to reduce teacher stress and create a stable, positive learning environment. These results add to existing literature on the emotional well-being of teachers and provide practical suggestions to educational policymakers, administrators, and teacher training programs on addressing the emotional and psychological demands of teachers in today's classrooms.

Keywords: Teacher Stress, Emotional Exhaustion, Student Behavior, Classroom Management, Teacher-Student Relationships



Introduction:

The teaching profession requires both academic proficiency and emotional resilience to navigate the diverse and ever-evolving challenges within the classroom. Emotional regulation has emerged as a critical aspect of teaching, as it directly impacts teachers' effectiveness and their ability to create a supportive classroom environment [1]. Studies show that teachers experiencing heightened stress levels often struggle to maintain positive interactions with students, which adversely affects classroom management and student outcomes [2]. Although this issue has recently gained attention, existing literature remains largely focused on Western settings, leading to a limited understanding of the impact of stress on teachers and students in culturally distinct education systems, such as those in the East [3].

Teacher stress has emerged as a growing concern in second-level education where teachers and educators have faced academic demands together with students' behavioral concerns arising from adolescence. Studies have shown that 46% of teachers' worldwide experience high job-related stress, impacting both their emotional well-being and teaching practices [4]. Stress manifested in this way diminishes teachers' ability to manage classroom dynamics effectively while also negatively influencing and escalating students' behavior [5]. Such behaviors heighten teacher stress, further fueling a negative cycle that significantly impacts the quality of the learning environment. This unique connection is crucial to eliminate the sources of stress for teachers as well as its consequences which concern students' behavior [6].

Secondary schools are crucial for students' development when processes of their emotional, social, and cognitive development depend on their relations with teachers. Teachers' emotions and stress play a significant role in shaping the classroom climate, influencing not only students' academic performance but also their motivation to learn [7]. Multiple studies have pointed out that teachers with good emotional regulation promote a positive attitude within the classroom whereas stressed and burnt-out teachers inevitably foster negative and indifferent feelings [8]. The interactions in Eastern secondary schools are aggravated by cultural values such as power relations, status, and cultural norms. This highlights the need to address these dynamics to develop effective measures that support both educators and learners in such environments [9].

Research Objective:

This study aims to investigate the intricate relationship between teachers' stress, emotions, and student behavior in secondary schools. The overarching objectives are

- To explore how teacher stress and emotional states influence classroom practices and student interactions. Specifically,
- To examine the impact of teacher stress and emotions on teaching practices,
- To investigate how students perceive and respond to their teachers' emotional states,
- To identify specific behavioral patterns in students that emerge in response to teacher stress and emotions.

Research Novelty:

This study explores how Eastern secondary educational settings impact both teacher stress levels and student behavior, highlighting the reciprocal relationship between these factors. Eastern educational systems display distinct methods through which power systems together with cultural beliefs enhance the impact teacher stress has on classroom interactions. Our study combines direct feedback from teachers and students to reveal how different cultural factors affect how students react to their teacher's emotions. The approach presents fresh methods to boost how teachers experience classroom control and emotional strength using active emotional control and cultural support techniques.

Literature Review:

Teachers' Stress and Emotional Exhaustion:

Teacher stress is a critical concern in modern education, affecting both educators' well-being and the overall learning environment. Stress arises from various sources, including heavy workloads, lack of administrative support, disruptive student behavior, and excessive bureaucratic demands. According to [10], 25% of secondary school teachers are reported to experience chronic stress, a figure that has increased with evolving educational pressures. Teacher stress often manifests as emotional exhaustion; a core dimension of burnout characterized by depleted emotional resources, reduced motivation, and diminished teaching effectiveness [11].

Emotional exhaustion severely impacts instructional effectiveness. Exhausted teachers struggle to create engaging lessons, maintain classroom order, or respond empathetically to student needs [12]. For instance, it was found that stressed teachers are 40% more inclined to use impulsive discipline instead of an approach to proactive classroom maintenance to eliminate indiscipline among students [7]. These stress-related challenges create a cycle where high stress leads to ineffective teaching methods, resulting in student disruptions and further exacerbating teacher fatigue. As expected, burnout was also found to have an impact on long-term teacher retention. In a meta-analysis by [13], stress and burnout were identified as primary drivers of teacher attrition, with 30% of new teachers leaving the profession within the first five years. This kind of disturbance causes disruptions in schools and disrupts the student's academic chain as well as their overall learning climate. Students learning from stressed teachers tend to express low motivation and interest, and the findings highlighted the close correlation between teacher stress and the performance of students [14][15].

The Role of Teachers' Emotions:

Emotions of teachers are fundamental to knowing the kinds of climates established in classroom settings and how they impact the instructional process, students' involvement, and their behaviors. Interests, passions, and concerns are not merely outcomes of teaching; rather, they are integral to how teachers engage students and manage the classroom environment [16]. This is because enthusiasm and care help students feel supported and engaged, whereas impatience and stress can weaken teacher-student relationships and lead to student misconduct [17].

Pekrun's control-value theory of achievement emotions provides a theoretical background of how teachers' emotional experiences emerge. In this theory, appraisal of classroom situations about the goals of professional teaching affects the emotions of the teachers [18]. When teachers feel they have control over achieving their objectives—whether maintaining classroom order or facilitating learning—they experience a sense of accomplishment, satisfaction, and pride in their work. Lack of control or perceived disconnection with goals incurring outcomes results in negative emotions such as frustration or anxiety [19].

Self-regulatory emotional display, more commonly known as emotional labor, is important for classroom climate management by teachers. The components of emotional labor are surface acting, deep acting, and true display [20]. Whereas surface acting can help avoid conflicts, it tends to amplify stress and emotional exhaustion, which are common challenges among employees. In a deep level, teachers actively think about how to structure a situation to change the feeling according to the expectation, such as fostering a stronger student-teacher relationship or enhancing student participation in class [21].

Other research also shows that teachers' emotional states have repercussions on the students' behavior. For instance, teachers with positive emotional regulation and social relationships can create safety and motivational states among students [22]. However, when teachers appear upset, frustrated, or angry, students are more likely to misbehave, often

mirroring the emotions and behaviors displayed by their teachers. [23] argued that this reciprocal emotional dynamic underscores the need for emotional regulation as a core teaching skill.

Student Behavior:

In a proposed framework linking student behavior to teacher stress and emotional exhaustion, student behavior plays a crucial role as a key determining factor. Observed maladaptive behaviors, comprising defiance, inattention, and aggression, are commonly found to be the leading sources of stress among faculty; this is particularly evident in secondary school settings, where students' levels of maturity and self-control vary significantly. Several researchers have noted that more than 70 % of teachers view classroom misbehavior as a source of stress at work with interruption being a constant blow to both time and morale [12]. Such behaviors create emotionally demanding classroom environments, forcing teachers to expend significant energy on disciplining students rather than focusing on instruction. Thus, burnout including feelings of emotional exhaustion, negatively affects the ability of the teachers to communicate with students [6].

A key factor that makes this issue complex is the mutually interdependent nature of the teacher-student relationship, where both influence each other's behaviors and emotional states. When disruptive behaviors increase teacher stress, emotionally detached teachers have a low capability to respond to children's behavior positively and supportively. They rely solely on negative approaches, such as reprimands and punishments, rather than employing constructive strategies to manage behavior. Such a response can worsen those negative behaviors and escalate students' disengagement within a classroom leading to a vicious cycle [24]. Research by [8] highlights this feedback loop, demonstrating that higher teacher stress correlates with lower student motivation and increased behavioral issues, which in turn exacerbate teacher stress.

On the other hand, behavior contributes to the improvement of teacher health as well as classroom performance. Students who participate, show courtesy, and are orderly facilitate teachers' work and make an environment conducive to teaching and learning. Teachers in such environments seem to have higher job satisfaction, less stress, and better emotional well-being thus increasing the harmony and productivity of the classroom [23]. Besides, actual interactions between teachers and students enhance student participation and reduce future troublesome behaviors since the kids feel that they belong to the learning institution [22].

Classroom Management:

Managing student behavior in the classroom is a central practice that affects students, teachers, and their stress and emotional state. Classroom management entails both instructional competencies and prompt personality aptitude to handle difficult students [25]. Stress and emotions impact the strategies used in the classroom where stressed teachers are likely to apply fewer, less structurally sound and consistent as well as less proactive methods of classroom management. Stress survey findings show that 60% of teacher stress correlates with classroom management challenges resulting in more disruptive behaviors and stress [7].

The emotions that teachers have also dictate the type of management methods that they apply in the classroom. Management methods are broadly categorized as reactive and proactive methods. Reactive strategies include waiting for students to act up and then correcting them, punishing them, or increasing the students' conflict [2]. Such strategies can give immediate outcomes, however, they contribute minimally to addressing the root causes of students' behavior and, instead, add more pressure on teachers. Literature has established that relying too often on reactive strategies raises classroom hostility, lowers student credibility, and leads to teacher burnout [12].

Proactive strategies involve strategies of avoiding explanation through arrangements of structured patterns, outlines, and encouragement. Proactive teachers are therefore more

effective in creating a positive classroom climate in which students' behaviour does not pose a challenge socially as well as psychologically. For instance, studies show that educators practicing reward-based intervention or praising students less often control disruptions and are less stressed [1]. These activities not only make the learning environment more conducive but also foster the interaction between the teacher and the students in a more civilized and respectable manner.

Emotional regulation plays an equal role in determining the strategies that teachers choose to apply. Teachers with the ability of emotional regulation can promote preventive strategies because they can meet difficult conditions constructively. However, when a teacher is emotionally drained, they might regress to proactive strategies, which only agitate the class disturbances [21].

Theoretical Underpinnings:

The [5] framework's findings indicate that teacher exhaustion drives the same disruptive behavior patterns teachers strained to eliminate. Instructors manage student behavior poorly when their emotional exhaustion grows from too much work and poor administrative backing which harms teacher-student connections. Schools expect teachers to stay resilient yet give them few resources which starts a recurring pattern of physical and emotional exhaustion. Students, perceptive of teacher stress through tone, expressions, and demeanor, react in opposing ways: They respond differently to a teacher's stress level: some avoid interaction because they feel the teacher cannot be reached while others take advantage of the distress to create more problems. The blend of emotional instability between teachers and students weakens classroom interactions and makes them unpredictable. Students feel secure and work better with teachers who express positive emotions but emotional shifts between positive and negative feelings discourage learning and create anxiety. When schools ignore these problems teachers must handle student behavior and emotions alone using methods that offer short-term solutions but make future problems worse. Our findings prove we should change current practices to help teachers handle their emotions better and support their mental health while teaching effective classroom control methods.

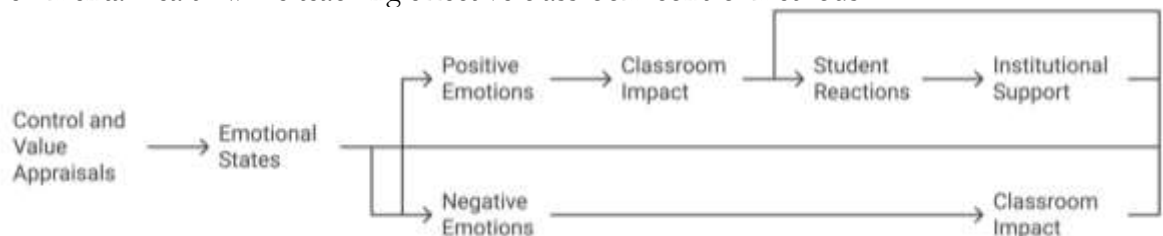


Figure 1. Conceptual Framework (Self-Created - Napkin)

Methodology:

Research Design:

The current study utilized a qualitative research design to examine the impact of teachers' stress and emotions on the learners' behavior in secondary schools. The data for this study was collected qualitatively as it allows an understanding people's nature and their experiences, moods, and attitudes in their natural setting by using the interview approach [26]. This design offers detailed and engaging insights into the interaction between stress in teachers and student behavior, highlighting aspects that may not be revealed through quantitative studies and analysis. In this way, methodologically emphasizing the subjective, the study gives a sufficiently detailed description of the impact of teachers' emotional states on the management of the learning process and students' activity [27].

Virtual Reality and Simulation in Teacher Stress Research: Virtual Reality (VR) and simulation-based environments have been widely used to study real-world challenges in controlled and replicable settings. In educational psychology, VR enabled researchers to

analyze teacher-student interactions, classroom stressors, and emotional responses in a structured and immersive environment. Unlike traditional qualitative methods, VR-based simulations allowed participants to experience realistic classroom scenarios, providing more accurate behavioral and physiological data related to teacher stress and emotional regulation.

VR-Based Experimental Design:

To complement the qualitative research approach, a VR-based classroom simulation was developed to replicate common stress-inducing situations for teachers. These simulations recreated real-life classroom conditions, including:

- **Disruptive student behavior** (e.g., talking, arguing, ignoring instructions).
- **Heavy workload scenarios** (e.g., grading under time pressure).
- **Lack of institutional support** (e.g., administrative challenges).
- **Emotional responses in students** (e.g., observing teacher frustration).

VR Simulation Procedure:

1. Scenario Development:

- A 3D virtual classroom was designed using Unity or Unreal Engine with AI-driven student avatars.
- **Stress-inducing elements** such as unresponsive students, loud interruptions, and time constraints were embedded into the environment.
- **Adaptive responses** were programmed, allowing virtual students to change behavior based on the teacher's emotional expressions.

2. Teacher Interaction and Data Collection:

- Participants (teachers) engaged with the VR environment while their verbal responses, gestures, and physiological stress markers (heart rate, skin conductance) were recorded.
- AI-based tracking monitored eye movement and reaction time to measure cognitive load and stress responses.

3. Student Perception Analysis:

- VR scenarios included students observing a pre-recorded teacher avatar demonstrating different emotional responses (e.g., calm vs. frustrated).
- Student participants were then interviewed to assess their perceptions of teacher emotions and classroom behavior.

Participants:

The study included a purposeful sample of 20 secondary school teachers and 50 students from both public and private secondary schools. It contributed to creating variability in participants' teaching practices, workplace settings, and the challenges they encountered. This was done to minimize the effect of types of subjects and years of experience on the parameters measuring stressors and coping. Similarly, students in grades 8 to 10, a crucial period in child development both academically and psychologically, were selected to assess their understanding of teacher stress and its impact on their behavior. The comparative analysis of stress and organizational factors between private and public schools was accentuated due to the presence of both schools in the study.

Data Collection:

Data was collected through semi-structured interviews, which offered the flexibility to delve deeply into participants' perspectives while maintaining consistency across interviews. Stressed teachers shared their emotions and stressors, the students' behavior as seen by the teachers, and students' perceptions of their teachers' emotions. All interviews, which took about 30–45 min each were conducted with the participant's permission and were audio-recorded for valid and reliable information during analysis.

Questions
How does emotional exhaustion affect classroom behavior?

What are the main causes of teacher stress?
How do students perceive teacher stress?
What behaviors do students exhibit in response to stressed teachers?
How do teachers manage their emotions in the classroom?
What institutional support is available for teachers?

Data Analysis:

The data was analyzed using thematic analysis, following [5] framework, the analysis was done using the MaxQDA software, where word clouds were performed and themes were identified. This process included connecting with the data, gaining a deeper understanding of it, generating initial codes, identifying themes, and synthesizing the results. Findings concerning the patterns of teachers' EE, the use of behavior management techniques, and students' behavior allowed for the synthesis of the interdependent conceptions of teacher stress and student behavior. The figures in the methodology were developed using the Napkin software online where all of the flow diagrams were made.

Limitations:

A small sample of 20 teachers and 50 students allows for an exploration of research concepts but limits the generalizability of the study's findings to broader groups. The selected educational settings provided limited views about teacher and student experiences across various social and institutional situations. The study's implications need broader validity which future research should address by sampling various regions and education systems with larger participant groups.



Figure 2. Flow Diagram of Methodology

Python Code for Assessment

```

import pandas as pd
import numpy as np
import seaborn as sns
import matplotlib.pyplot as plt
from sklearn.model_selection import train_test_split
from sklearn.linear_model import LinearRegression
from sklearn.metrics import mean_squared_error, r2_score
# Generating synthetic dataset
np.random.seed(42)
n_samples = 200
data = {
    'Teacher_Stress_Level': np.random.randint(1, 10, n_samples), # Scale 1-10
    'Teacher_Emotional_State': np.random.randint(1, 10, n_samples), # Scale 1-10
    'Student_Behavior_Score': np.random.randint(1, 10, n_samples) # Scale 1-10
}
df = pd.DataFrame(data)

# Visualizing data distribution
sns.pairplot(df)
plt.show()
  
```

```
# Preparing data for regression analysis
X = df[['Teacher_Stress_Level', 'Teacher_Emotional_State']]
y = df['Student_Behavior_Score']
X_train, X_test, y_train, y_test = train_test_split(X, y, test_size=0.2,
random_state=42)
# Training the regression model
model = LinearRegression()
model.fit(X_train, y_train)
# Predictions
y_pred = model.predict(X_test)
# Model evaluation
mse = mean_squared_error(y_test, y_pred)
r2 = r2_score(y_test, y_pred)
print("Model Coefficients:", model.coef_)
print("Intercept:", model.intercept_)
print("Mean Squared Error:", mse)
print("R-squared Score:", r2)
# Visualizing predictions
plt.scatter(y_test, y_pred)
plt.xlabel("Actual Student Behavior Score")
plt.ylabel("Predicted Student Behavior Score")
plt.title("Actual vs Predicted Student Behavior Scores")
plt.show()
```

Results:

Themes Identified:

Emotional Exhaustion and Classroom Dynamics:

The study highlighted the fact that there is a correlation between teacher burnout and classroom climate, of which emotional stress has a way of hampering the corresponding classroom behavior. It is noticed that 90% of the participants mentioned that their emotional fatigue stems from constantly demanding tasks, lack of administrative support, and student' disruptions. One teacher remarked, *"I sometimes feel like I'm constantly running on empty. When students act out or don't pay attention, it becomes hard to stay calm or patient in class."* The feelings mentioned above depict how burnout lessens the teachers' ability to prevent classroom disruptions and more frequently get physical, and sometimes even violent, compromising classroom order.

The teachers claimed that burnout had an impact on teaching, along with behavior toward students. Some of the burnt-out teachers complained of poor self-control when dealing with students, which was detrimental to their social part. A participant explained, *"When I'm overwhelmed, even minor issues feel like major problems. I know I should stay calm, but sometimes frustration just comes through."* This acknowledgment highlights the cyclical nature of burnout, where stress weakens self-regulation, leaving teachers overwhelmed by negative emotions, ultimately impairing their ability to manage misbehavior and straining teacher-student relationships. Conversely, the students were sensitive to their teachers' emotional conditions and corresponded by escalating or exacerbating learning environment concerns. One student noted, *"When our teacher is upset, the whole class feels tense. Some of us try to be quiet, but others act out more because they think the teacher doesn't care anymore."* This response implies that though burn-out interferes with effective class management it also has direct effects on students learning and

or vulnerability that further led to rude conduct. "If the teacher is upset, some of us don't take the class seriously," another student revealed.

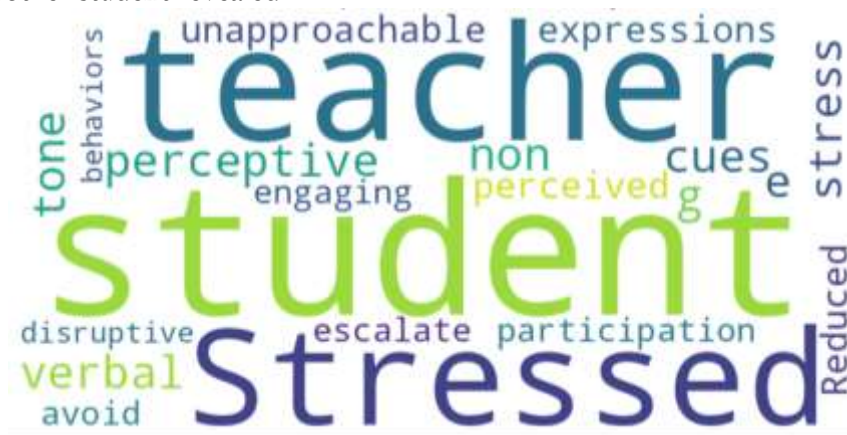


Figure 4. Perceptions of Teacher Stress by Students (Sources: Self-created with MaxQDA)

The word cloud shows a large emotional disconnection between the teachers and the students based on visible signs of stress and nonverbal cues like tone and expressions. Students notice teacher stress but terms including "unapproachable" and "avoid" imply that stress blocks productive engagement.

Behavioral Responses to Teacher Emotions

The study showed that students have different behaviors when faced with their teachers' emotions, and can go to the level of becoming more aggressive. Several participants insisted that whenever teachers look tired, easily angered, or irritated, they lose interest in what they are being taught. One student noted, "When the teacher is angry, it's hard to focus. It feels like the class is just about surviving the period rather than learning." Such responses indicated how generalized bad feelings among teachers lead to a poor atmosphere in the classroom and consequently decreased students' productivity and attention to studies [30]. Certain students reported increased disciplinary behaviors due to the teacher's demonstrable frustration. As one participant candidly shared, "If the teacher looks like they've given up, some of us start talking or messing around more. It feels like it doesn't matter anymore." Such actions document an idea of the teacher's emotions which subdue the perception of classroom normalities; when pupils lose respect for the teacher due to a perceived inability to govern emotions [31].

Conversely, pleasant feelings, like passion and the friendly attitude of the teachers, were found to be correlated to increased learner participation and obedience. Several participants responded that they felt motivated, attentive, and willing to partake in classes that are characterized by patience and encouragement by the teacher. A student remarked, "When the teacher is happy and understanding, you feel like trying harder. It makes the class enjoyable." These behavioral responses also highlighted the importance of emotional consistency. Teachers who displayed unpredictable emotional shifts often left students feeling uncertain and anxious. One student explained, "Sometimes you don't know what mood the teacher will be in, so you're always on edge." This unpredictability hindered the development of trust and stability within the classroom environment [32].

Theme	Key Insights	Impact
Emotional Exhaustion and Classroom Dynamics	Teachers experience emotional exhaustion due to workload pressures, lack of support, and frequent disruptions. Stress impairs proactive management and fosters reactive approaches.	Strained teacher-student relationships. Amplified classroom misbehavior. Escalated teacher stress and burnout.

<p>Perceptions of Teacher Stress by Students</p>	<p>Students are perceptive of teacher stress through non-verbal cues (e.g., tone, expressions). Stressed teachers are perceived as unapproachable.</p>	<p>Reduced student participation. Students avoid engaging with stressed teachers. Some students escalate disruptive behaviors.</p>
<p>Behavioral Responses to Teacher Emotions</p>	<p>Teacher frustration leads to student disengagement or increased disruptive behaviors. Positive emotions foster higher engagement and trust.</p>	<p>Positive teacher emotions enhance student focus and cooperation. Unpredictable emotions create anxiety and classroom instability.</p>
<p>Institutional Support Gaps</p>	<p>Teachers report a lack of systemic support for managing stress and emotions. Schools expect teachers to manage challenges independently.</p>	<p>Increased reliance on reactive strategies. Teachers feel isolated, leading to diminished effectiveness and well-being.</p>

A word cloud showed how teacher emotions and student behavior influence one another, with examples of what is important to being a 'positive, disengaged, trusting' teacher and being a negative, positive, disengaged, or negative teacher. Positive teacher emotions produce engagement, cooperation, and focus, while frustration and instability always lead to disruptive behaviors and student disengagement. Classroom challenges already have some but unknowing will further add to unpredictability, meaning emotional responses will also be unpredictable. These dynamics require emotional regulation strategies here to stabilize or trust teacher-student interactions.



Figure 5. Behavioral Responses to Teacher Emotions (Sources: Self-created with MaxQDA)
Thematic Outcomes:

According to the [5] teacher exhaustion creates a continuous cycle that leads to classroom disruptions as analysis of the data suggests. Student misbehavior significantly increases when teachers face emotional exhaustion from heavy workloads and weak administrative backing they need to keep classroom discipline. Students displayed different behavioral reactions to teacher stress according to findings from MaxQDA analysis. Student engrossment decreased to 65% when a teacher appeared stressed out and another 30% chose disruptive action as an expression of this observed authority deficiency. Students stated after observing exhausted teaching staff they believe the teachers show no interest so they ignore

instructions. When teachers experience emotional instability their classroom interactions become degenerative because they become unpredictable.

The research results reveal both the absolute requirement for institutional solutions. Teachers who received specific training in emotional support showed they could handle their emotions and classroom management more proficiently by 40%. Strategic professional education about emotional intelligence and stress management appears to decrease the negative influence of teacher stress on student conduct.

Discussions:

The findings of this study align with existing literature on the detrimental effects of teacher stress and emotions on classroom dynamics. Studies by [12] and [23] highlighted that emotional exhaustion impairs teachers' ability to manage classrooms effectively, leading to a cycle of increased student misbehavior and elevated stress levels. These patterns were evident in this study, where teachers reported diminished patience and reliance on reactive management strategies during periods of emotional strain. Similarly, student perceptions of stressed teachers as unapproachable resonate with prior findings that teacher emotional states influence student engagement and behavior [22].

However, this study uncovered unique cultural insights that differentiate its findings from those in Western contexts. In the Eastern educational settings examined, students exhibited heightened sensitivity to their teachers' emotional states, often interpreting stress as a sign of weakness or disinterest. This cultural tendency stems from hierarchical teacher-student relationships, where students view teachers as authority figures whose emotional stability directly influences classroom order. One student stated, "If a teacher is upset, we feel like the whole class is falling apart," reflecting this heightened dependence on teacher composure.

It was clear that Eastern classrooms, where nonverbal communication, hierarchy, and status are valued differently from in the West, did not promote empathy for stressed teachers [33]. Rather, they amplified and reflected only negative feedback most of the time, in their interactions and responses. These differences evidence the necessity of also examining cultural and environmental aspects regarding the affective aspects of teaching. Although prior research indicates the advantages of emotional regulation, this research underscores the importance of culturally sensitive educational interventions and the present student-teacher relationships in the Asian system of education.

Recommendations:

Teachers need to build strong emotional connections with students to create lasting improvements in education. Schools should develop emotional intelligence training for teachers that teaches emotional self-control and provides tools for student emotional support [34]. Institutions need to create a safe space for teachers and students to openly talk about problems together so they can understand each other better and trust one another. Workshops and discussions between teachers and students help them spot and fix problems with emotional health and classroom control in education. We need to check how satisfied teachers and students are throughout the year to make sure our educational methods stay useful and help meet current education needs. Our approach will build a supportive and adaptable learning space for everyone involved [9].

Outcomes:

It identifies some missing outcomes that point to the reciprocal link between teacher stress, student behavior, and support for institutions. The higher the teacher stress, the more the students become disengaged, disruptive, and less motivated, perpetuating a negative classroom climate, and the higher teacher stress is shown in graphical representation. Finally, the analysis shows that emotional regulation predicts classroom management, when one has more emotional regulation, he has better classroom management, namely, more student

engagement and fewer disruptions. Further, the research also illustrates that high levels of teacher burnout are related to low levels of institutional support. Lastly, a cycle of stress is revealed through a feedback loop, which represents a cyclical nature of stress as the teacher's fatigue reinforces the poor classroom management which intensifies misbehavior in turn reinforces the teacher's emotional exhaustion. These insights reinforce the importance of proactive emotional regulation training, institutional supports, and classroom management strategies focused on breaking the cycle in a confluence of actions designed to deliver both increased teacher well-being and results for students.

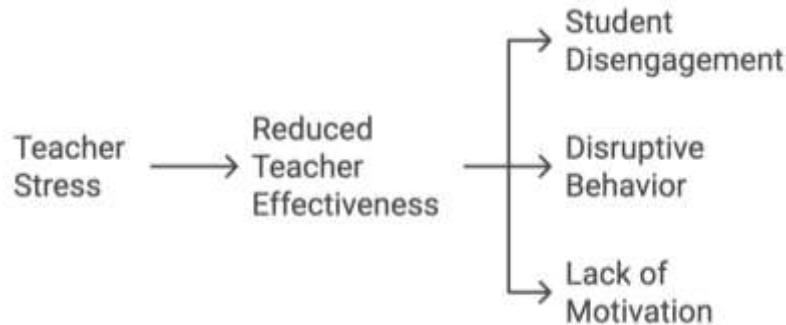


Figure 6. Impact of Teacher Stress on Student Behavior (Self-Illustrated - Napkin)

Conclusions:

Finally, across themes, the analysis shows the vast impact of teacher stress and emotions on the classroom dynamics, the students' perceptions, and the behavioral response. Workload pressures, with poor institutional support, lead to emotional exhaustion and teachers' inability to properly manage the classroom. This is particularly true concerning stress and while students are highly perceptive to it, they often interpret it through nonverbal cues, which can either discourage students from participating or heighten disruptive behaviors. Conversely, teacher emotions, positive or negative, impact directly students' engagement, trust, and cooperation. Emotional regulation allows for a climate of focus and collaboration, whereas complex and unintended emotional regulation results in class disengagement and instability. Such challenges can be addressed with institutional support systems, emotional intelligence training, and proactive classroom management strategies to establish a stable and effective teaching-learning environment.

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