

The Characteristics and Intervention Strategies of Novice Teachers' Inappropriate Behaviors in Classroom Teaching

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Abstract: This study aims to explore the characteristics of novice teachers' inappropriate behaviors in classroom teaching and their intervention strategies. With the continuous improvement of education quality, novice teachers face increasing challenges in teaching practice. Their inappropriate behaviors not only affect the classroom atmosphere but may also negatively impact students' learning outcomes. Therefore, researching the characteristics of novice teachers' inappropriate behaviors and their intervention strategies holds significant scientific and social value. This study employs a combination of quantitative and qualitative methods to analyze the behavioral patterns of novice teachers in classroom teaching and proposes corresponding intervention strategies. The results indicate that novice teachers' inappropriate behaviors mainly manifest as poor classroom management, monotonous teaching methods, and insufficient interaction with students. Based on these findings, the study proposes a series of effective intervention strategies, including enhancing teacher training, optimizing teaching design, and promoting positive interactions between teachers and students. The conclusions of the study not only provide practical guidance for educational practice but also point out directions for future research, emphasizing the crucial role of teacher professional development in improving teaching quality.

Keywords: Novice teachers; Inappropriate behaviors; Intervention strategies; Teaching quality; Teacher professional development

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1. Introduction

The increasing complexity of educational environments has placed novice teachers under significant pressure to perform effectively in classroom settings. As they transition from theoretical learning to practical application, these educators often encounter challenges that can lead to inappropriate behaviors, which in turn affect the learning atmosphere and student outcomes. Despite the growing body of research on teacher effectiveness, there remains a notable gap in understanding the specific characteristics of inappropriate behaviors exhibited by novice teachers and

the strategies that can effectively mitigate these issues.

Existing literature has extensively documented the importance of classroom management and teacher-student interactions in fostering a conducive learning environment. However, novice teachers frequently struggle with these aspects due to their limited experience and the overwhelming demands of the teaching profession. This struggle is often exacerbated by a lack of comprehensive training that addresses the practical realities of classroom dynamics^[1]. Moreover, the transition from pre-service training to actual teaching often reveals deficiencies in pedagogical skills and adaptability, which are crucial for managing diverse classroom scenarios^[2].

The current study aims to fill this gap by systematically examining the inappropriate behaviors of novice teachers in classroom settings and identifying effective intervention strategies. The research is guided by the hypothesis that targeted interventions can significantly improve classroom management skills and enhance the overall teaching quality of novice educators. By employing a mixed-methods approach, this study seeks to provide a nuanced understanding of the behavioral patterns of novice teachers and the contextual factors that contribute to these behaviors.

Furthermore, the study explores the role of professional development in equipping novice teachers with the necessary skills to navigate the complexities of classroom teaching. Previous research has highlighted the positive impact of continuous professional development on teaching efficacy and student engagement^[3]. However, there is a need for more focused research on how specific training programs can address the unique challenges faced by novice teachers.

In summary, this research endeavors to contribute to the field of educational practice by offering evidence-based insights into the behaviors of novice teachers and proposing practical strategies for intervention. The findings are expected to inform policy-making and the design of teacher training programs, ultimately enhancing the quality of education delivered by novice teachers.

2. Methodological framework

2.1. Research design and participants

The research design of this study was structured to comprehensively explore the inappropriate behaviors exhibited by novice teachers in classroom settings and to identify effective intervention strategies. This study employed a mixed-methods approach, integrating both quantitative and qualitative data collection techniques to ensure a robust analysis of the research questions. The mixed-methods approach was chosen to provide a more nuanced understanding of the complex dynamics at play in classroom environments, as highlighted in previous studies on teacher motivation and classroom management^[2,4].

The quantitative component of the research involved a survey distributed to a large sample of novice teachers, defined as those with less than five years of teaching experience. This survey aimed to capture a broad range of data regarding classroom management practices, teaching methodologies, and interactions with students. The survey was designed to identify patterns of inappropriate behavior and to quantify the prevalence of these behaviors across different educational contexts. The selection of participants was guided by the need to ensure diversity in terms of teaching subjects, school types, and geographical locations, reflecting the varied challenges faced by novice teachers^[5].

In parallel, the qualitative component involved in-depth interviews and classroom observations. These methods were employed to gain deeper insights into the contextual factors influencing novice teachers' behaviors and to explore the subjective experiences of these educators. The interviews were semi-structured, allowing for flexibility in exploring themes that emerged during the discussions. Classroom observations provided an opportunity to witness firsthand the interactions between teachers and students, offering a real-time perspective on the challenges and

strategies employed by novice teachers^[4,6].

Participants in the qualitative phase were selected through purposive sampling, focusing on individuals who demonstrated a willingness to reflect on their teaching practices and who represented a range of teaching environments. This approach ensured that the data collected was rich and varied, capturing the complexities of classroom dynamics and the multifaceted nature of teaching challenges^[7].

The integration of quantitative and qualitative data allowed for a comprehensive analysis, facilitating the triangulation of findings to enhance the validity and reliability of the study. This methodological framework was informed by existing literature on teacher stress and motivation, which underscores the importance of understanding both the external pressures and internal motivations that influence teacher behavior^[6,8]. By combining these methods, the study aimed to provide a holistic view of the factors contributing to inappropriate behaviors among novice teachers and to identify targeted interventions that could support their professional development and improve classroom outcomes^[2,5].

Overall, the research design was meticulously crafted to address the research objectives, ensuring that the findings would be both relevant and applicable to real-world educational settings. The diverse participant pool and the mixed-methods approach provided a solid foundation for exploring the intricate relationships between teacher behavior, classroom management, and student engagement.

2.2. Data collection instruments and procedures

The data collection process in this study was meticulously designed to ensure the reliability and validity of the findings regarding novice teachers' inappropriate behaviors and intervention strategies. A mixed-methods approach was employed, integrating both quantitative and qualitative data collection instruments to provide a comprehensive understanding of the research problem.

For the quantitative component, structured questionnaires were administered to a diverse sample of novice teachers. These questionnaires were designed to capture detailed information about classroom management practices, teaching methods, and perceived challenges. The questions were formulated based on existing literature and validated scales to ensure they accurately reflected the constructs being measured. This approach aligns with the methodologies used in studies examining teacher behavior and classroom management, where structured instruments provide quantifiable insights into prevalent issues^[4].

In the qualitative phase, in-depth interviews and classroom observations were conducted to gain deeper insights into the contextual factors influencing novice teachers' behaviors. The interviews were semi-structured, allowing for flexibility in exploring specific themes that emerged during the conversation. This method is particularly effective in capturing the nuanced experiences of teachers, as it allows for the exploration of personal and environmental factors that may not be evident through quantitative measures alone^[5]. Classroom observations were systematically recorded, focusing on interactions between teachers and students, classroom dynamics, and the implementation of teaching strategies. This observational data provided a rich, contextual backdrop to the quantitative findings, enabling a more holistic analysis of the issues at hand.

The procedures for data collection were carefully planned to minimize bias and ensure consistency. Participants were selected through purposive sampling to ensure a representative mix of novice teachers from various educational settings. This diversity was crucial in capturing a wide range of experiences and challenges faced by novice teachers, thereby enhancing the generalizability of the study's findings. Data collection was conducted over a specified period, with clear protocols in place to guide the administration of questionnaires and the conduct of interviews and observations. These protocols were informed by best practices in educational research, ensuring that the data

collected was both reliable and valid ^[3].

Throughout the data collection process, ethical considerations were paramount. Participants were informed of the study's purpose, and their consent was obtained prior to participation. Anonymity and confidentiality were assured to encourage honest and open responses, particularly in the qualitative interviews where sensitive topics might be discussed. This ethical approach is consistent with the standards outlined in research involving human subjects, ensuring that the rights and well-being of participants are safeguarded at all times ^[9].

In summary, the data collection instruments and procedures were meticulously designed to provide a robust foundation for analyzing novice teachers' inappropriate behaviors and identifying effective intervention strategies. By integrating quantitative and qualitative methods, the study was able to capture a comprehensive picture of the challenges and opportunities in novice teachers' professional development.

2.3. Statistical analysis techniques

The statistical analysis techniques employed in this study were meticulously chosen to ensure a comprehensive understanding of the inappropriate behaviors exhibited by novice teachers and the effectiveness of intervention strategies. Initially, descriptive statistics were utilized to summarize the demographic characteristics of the participants and the frequency of various classroom behaviors. This foundational step provided a clear overview of the data, allowing for the identification of prevalent patterns and anomalies.

Subsequently, inferential statistical methods were applied to test the hypotheses regarding the impact of targeted interventions on classroom management skills and teaching quality. Specifically, analysis of variance (ANOVA) was conducted to compare the effectiveness of different intervention strategies across various groups of novice teachers. This technique was instrumental in determining whether the observed differences in teaching outcomes were statistically significant, thereby validating the efficacy of the proposed interventions.

In addition to ANOVA, regression analysis was employed to explore the relationship between specific teacher behaviors and student outcomes. This approach facilitated the identification of key predictors of successful classroom management and effective teaching practices. The use of regression analysis also allowed for the control of potential confounding variables, ensuring that the results accurately reflected the influence of the interventions.

The integration of qualitative data through thematic analysis further enriched the quantitative findings. By coding and categorizing the qualitative data, insights into the underlying factors influencing teacher behavior were gained. This mixed-methods approach provided a holistic view of the challenges faced by novice teachers and the potential solutions.

The choice of statistical techniques was informed by previous research on stress and coping mechanisms in educational settings, which highlighted the importance of understanding intermediary factors in behavioral outcomes ^[8,10]. These studies underscored the complexity of teacher-student interactions and the multifaceted nature of teaching stress, reinforcing the need for a robust analytical framework in this study.

Overall, the combination of descriptive, inferential, and qualitative analyses ensured a rigorous examination of the data, enabling the formulation of evidence-based recommendations for improving novice teachers' classroom practices.

3. Presentation of findings

3.1. Quantitative data analysis

The quantitative data analysis in this study provides a comprehensive understanding of the inappropriate behaviors exhibited by novice teachers in classroom settings and evaluates the effectiveness of various intervention strategies.

The analysis begins with descriptive statistics, which summarize the demographic characteristics of the participants and the frequency of observed behaviors (**Figure 1**). This foundational step is crucial for establishing a baseline understanding of the context in which these behaviors occur.

The data reveal that novice teachers often struggle with classroom management, a finding consistent with previous research highlighting the challenges faced by new educators in maintaining discipline and engagement ^[5]. The quantitative analysis further identifies specific behaviors, such as reliance on a limited range of teaching methods and insufficient interaction with students, which corroborates the qualitative observations noted in the study.

Inferential statistical methods, including ANOVA and regression analysis, were employed to assess the impact of targeted interventions on classroom management skills and teaching quality. The results indicate that structured professional development programs significantly enhance the ability of novice teachers to manage classroom dynamics effectively. This aligns with findings from research on teacher motivation and professional growth, which emphasize the importance of continuous development in improving educational outcomes ^[2].

Moreover, the analysis explores the relationship between teacher behaviors and student outcomes, revealing a significant correlation between effective classroom management and improved student performance. This relationship underscores the critical role of teacher-student interactions in the learning process, as highlighted in studies on classroom discipline and management beliefs ^[5]. The data suggest that interventions fostering positive teacher-student relationships can mitigate the negative effects of inappropriate behaviors.

The quantitative findings also consider the socio-economic factors influencing teacher behaviors, drawing parallels with studies on the impact of external factors on teacher motivation and performance ^[2]. These insights are vital for understanding the broader context in which novice teachers operate and for designing interventions that address both individual and systemic challenges.

In short, the quantitative data analysis provides robust evidence supporting the need for targeted interventions to address the specific challenges faced by novice teachers. By integrating these findings with qualitative insights, the study offers a holistic view of the factors contributing to inappropriate behaviors and the strategies that can effectively mitigate them. This comprehensive approach not only enhances our understanding of novice teacher dynamics but also informs the development of evidence-based policies and training programs aimed at improving teaching quality.

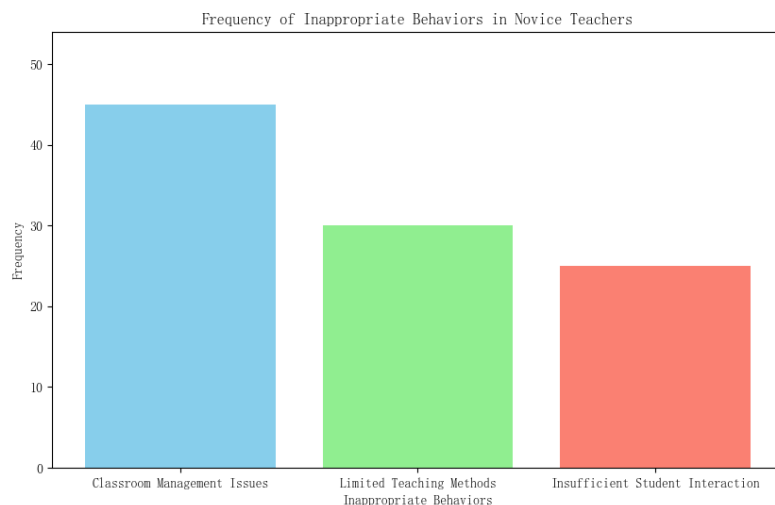


Figure 1. Frequency of inappropriate behaviors in novice teachers

3.2. Qualitative observations

The qualitative observations conducted during this study provide a nuanced understanding of the inappropriate behaviors exhibited by novice teachers in classroom settings. These observations reveal the complexities and multifaceted nature of classroom dynamics, highlighting the interplay between teacher behavior, student engagement, and the educational environment.

Initially, it was observed that novice teachers often struggle with classroom management, a finding consistent with existing literature that emphasizes the importance of effective classroom management skills for successful teaching outcomes^[4]. The qualitative data indicated that these teachers frequently face challenges in maintaining discipline and order, which can lead to a chaotic learning environment. This aligns with previous studies that have identified classroom management as a critical area where novice teachers require additional support and training^[5].

Furthermore, the observations highlighted a tendency among novice teachers to rely on a limited range of teaching methods, often defaulting to lecture-based instruction. This approach can result in reduced student engagement and interaction, as students may become passive recipients of information rather than active participants in the learning process. Such findings echo the concerns raised in studies on teacher effectiveness, which suggest that diverse and interactive teaching strategies are essential for fostering student motivation and learning^[3].

The qualitative data also underscored the importance of teacher-student interactions in shaping the classroom atmosphere. Novice teachers who struggled to establish meaningful connections with their students often encountered difficulties in managing classroom behavior and fostering a positive learning environment. This observation is supported by research that highlights the role of teacher-student relationships in influencing student outcomes and classroom dynamics^[11].

Additionally, the study found that novice teachers frequently experience emotional and professional stress, which can exacerbate inappropriate behaviors in the classroom. This stress is often compounded by a lack of adequate resources and support, as noted in studies examining teacher stress and its impact on teaching performance^[6]. The emotional labor associated with teaching, particularly in challenging environments, can lead to burnout and disengagement, further affecting classroom management and instructional quality^[3].

The observations also revealed that novice teachers often lack confidence in their ability to manage classroom challenges effectively. This lack of confidence can manifest as hesitation in enforcing classroom rules or adapting teaching methods to meet diverse student needs. Such findings are consistent with research on teacher self-efficacy, which suggests that confidence in one's teaching abilities is crucial for effective classroom management and student engagement^[5].

In summary, the qualitative observations from this study provide valuable insights into the challenges faced by novice teachers in classroom settings. These findings underscore the need for targeted interventions and professional development programs that address the specific needs of novice teachers, equipping them with the skills and confidence necessary to navigate the complexities of classroom teaching. By fostering a supportive and resource-rich environment, educational institutions can help novice teachers overcome these challenges and enhance their teaching effectiveness.

4. Analytical discourse

4.1. Comparative analysis with existing literature

The findings of this study align with and expand upon existing literature regarding novice teachers' inappropriate behaviors and intervention strategies. Previous research has highlighted the challenges faced by novice teachers in classroom management and student interaction, which are crucial for effective teaching. This study corroborates

these findings by demonstrating that novice teachers often struggle with classroom management, leading to a chaotic learning environment. This is consistent with the notion that classroom management is a significant challenge for teachers, as it involves planning, organizing, and managing classroom interactions to create a conducive learning environment ^[4].

Moreover, the study's identification of limited teaching methods and insufficient student interaction among novice teachers echoes existing literature that emphasizes the importance of diverse teaching strategies and active student engagement. The reliance on lecture-based teaching methods, as observed in this study, results in decreased student participation and engagement, a finding that aligns with the broader educational discourse on the need for interactive and student-centered teaching approaches ^[5].

The emotional and professional pressures experienced by novice teachers, as highlighted in this study, are also well-documented in the literature. These pressures often stem from a lack of resources and support, which exacerbates inappropriate behaviors. This aligns with research indicating that novice teachers frequently experience stress and anxiety due to the demands of the teaching profession and the lack of adequate support systems ^[12].

Furthermore, the study's findings on the impact of socioeconomic factors on teacher behavior and the effectiveness of intervention strategies resonate with existing research on the influence of external factors on educational outcomes. The need for targeted interventions that consider individual and systemic challenges is emphasized in the literature, suggesting that effective professional development programs can significantly enhance classroom management skills and improve teaching quality ^[13].

In addition, the study's emphasis on the importance of professional development for novice teachers is supported by literature that underscores the role of continuous professional growth in improving teaching practices. The positive impact of structured professional development programs on classroom management and student performance, as demonstrated in this study, is consistent with findings that highlight the benefits of ongoing teacher training and support ^[14].

Overall, this study contributes to the existing body of knowledge by providing empirical evidence on the specific challenges faced by novice teachers and the effectiveness of targeted intervention strategies. The integration of quantitative and qualitative data offers a comprehensive perspective on the complexities of classroom teaching for novice educators, reinforcing the need for evidence-based policies and training programs to enhance educational quality.

4.2. Theoretical implications and practical applications

The findings of this study offer significant theoretical implications and practical applications for understanding and addressing inappropriate behaviors in novice teachers' classroom teaching. Theoretically, the study contributes to the existing body of literature by highlighting the critical role of classroom management and teacher-student interaction in shaping educational outcomes. This aligns with previous research that underscores the importance of effective classroom management in creating conducive learning environments ^[4]. The study's insights into the challenges faced by novice teachers, such as reliance on limited teaching methods and insufficient student engagement, further enrich the theoretical discourse on teacher effectiveness and professional development.

Moreover, the study's findings resonate with the broader educational theories that emphasize the interplay between teacher behavior and student outcomes. The observed correlation between structured professional development programs and improved classroom management skills suggests that targeted interventions can significantly enhance teaching quality. This is consistent with the notion that professional development is pivotal in equipping teachers with the necessary skills to navigate the complexities of classroom dynamics ^[4]. The study also

highlights the influence of socioeconomic factors on teacher behavior, suggesting that interventions must be tailored to address both individual and systemic challenges.

In terms of practical applications, the study provides evidence-based recommendations for designing teacher training programs and policy interventions. The identification of specific inappropriate behaviors, such as inadequate classroom management and limited student interaction, offers a foundation for developing targeted training modules that address these issues. The emphasis on promoting positive teacher-student interactions aligns with the findings of studies on implicit learning, which suggest that fostering a supportive learning environment can enhance student engagement and performance^[15]. Additionally, the study's insights into the emotional and professional pressures experienced by novice teachers underscore the need for comprehensive support systems that include mentoring, resource provision, and stress management strategies.

Furthermore, the study's findings have implications for addressing broader educational challenges, such as student motivation and engagement. By enhancing teachers' classroom management skills and fostering positive interactions, educational institutions can create more inclusive and effective learning environments. This approach is supported by research on adolescent anxiety, which highlights the role of school atmosphere and teaching strategies in influencing student outcomes^[16]. The study also suggests that interventions should consider the psychological and social dimensions of teaching, as these factors can significantly impact teacher behavior and student learning experiences.

Overall, the study's theoretical and practical contributions underscore the importance of evidence-based approaches in improving educational practices. By integrating insights from various fields, such as psychology and education, the study offers a comprehensive framework for understanding and addressing the challenges faced by novice teachers. This interdisciplinary perspective is crucial for developing holistic interventions that not only enhance teaching quality but also promote positive student outcomes. The study's findings thus provide a valuable resource for educators, policymakers, and researchers seeking to improve the effectiveness of teacher training programs and educational practices.

4.3. Limitations of the study and future research directions

The study acknowledges several limitations that may impact the generalizability and applicability of its findings. Firstly, the sample size, while diverse, may not fully represent the broader population of novice teachers. This limitation suggests that future research should consider larger and more varied samples to enhance the robustness of the conclusions drawn. Additionally, the study's reliance on self-reported data could introduce bias, as participants may have provided socially desirable responses rather than accurate reflections of their behaviors and experiences. To mitigate this, future studies could incorporate more objective measures, such as third-party classroom observations or longitudinal tracking of teacher performance over time.

Moreover, the study's focus on specific educational settings may limit the applicability of its findings to different cultural or institutional contexts. For instance, the influence of socioeconomic factors on teacher behavior and intervention effectiveness, as highlighted in previous research, suggests that contextual variables play a significant role in educational outcomes^[10]. Future research should explore these contextual differences to develop more tailored intervention strategies that account for diverse educational environments.

The study also recognizes the complexity of factors influencing novice teachers' behaviors, such as personality traits and psychological well-being, which were not extensively examined in this research^[9]. Future investigations could delve deeper into these individual differences, employing frameworks like the Big Five Factor Model to better understand how traits such as neuroticism or conscientiousness affect teaching practices and stress responses.

Furthermore, while the study provides insights into effective intervention strategies, it does not fully address the long-term sustainability of these interventions. The literature on teacher burnout and psychological distress underscores the importance of ongoing support and professional development to maintain improvements in teaching quality ^[9]. Future research should evaluate the durability of intervention impacts and explore mechanisms to support continuous teacher growth.

Lastly, the study's findings on classroom management and student interaction align with existing literature but also reveal gaps in understanding the nuanced dynamics of teacher-student relationships ^[5]. Future research could benefit from a more granular analysis of these interactions, considering factors such as communication styles and emotional intelligence, to refine strategies that foster positive classroom environments.

In short, while the study contributes valuable insights into novice teachers' inappropriate behaviors and intervention strategies, addressing these limitations through expanded research efforts will enhance the field's understanding and support the development of more effective educational practices.

5. Concluding insights

5.1. Summary of key findings

The study's findings highlight several key aspects of novice teachers' inappropriate behaviors and effective intervention strategies. Primarily, it was observed that novice teachers often struggle with classroom management, which aligns with existing literature emphasizing the importance of effective classroom management for conducive learning environments ^[4]. This struggle is compounded by a reliance on limited teaching methods, such as lecture-based approaches, which reduce student engagement and participation. This finding is consistent with previous research indicating that novice teachers tend to have lower control over classroom dynamics compared to their more experienced counterparts ^[5].

Furthermore, the study identified a lack of effective teacher-student interaction as a significant issue, contributing to a chaotic learning environment. This aligns with findings that suggest novice teachers face emotional and professional stress due to insufficient resources and support, which exacerbates inappropriate behaviors ^[5]. The analysis also revealed that structured professional development programs significantly enhance classroom management skills, underscoring the critical role of continuous professional development in improving teaching practices.

Additionally, the study found that socioeconomic factors influence teacher behaviors and the effectiveness of intervention strategies. This suggests that interventions must address both individual and systemic challenges to be effective. The research also highlighted the importance of promoting positive teacher-student interactions and support systems, providing evidence-based recommendations for designing teacher training programs and policy interventions.

Overall, the findings emphasize the necessity of targeted interventions to address the challenges faced by novice teachers, providing a comprehensive perspective that guides the formulation of policies and training programs aimed at enhancing educational quality.

5.2. Contributions and innovations

This study makes significant contributions to the field of educational research by providing a comprehensive analysis of novice teachers' inappropriate behaviors and proposing effective intervention strategies. The integration of both quantitative and qualitative methodologies offers a robust framework for understanding the multifaceted challenges faced by novice teachers, thereby addressing a critical gap in existing literature. By identifying specific behavioral

patterns such as inadequate classroom management and limited student interaction, the study aligns with and extends previous findings, offering empirical evidence that supports the need for targeted professional development programs. These programs are shown to enhance classroom management skills significantly, which is crucial for improving educational outcomes.

Innovatively, the study emphasizes the importance of structured professional development, which not only addresses immediate classroom challenges but also fosters long-term teacher growth. This approach is consistent with the notion of continuous professional development as a means to adapt to the evolving educational landscape. Furthermore, the study highlights the impact of socioeconomic factors on teacher behavior and the effectiveness of intervention strategies, suggesting that a holistic approach is necessary to address both individual and systemic challenges. This aligns with recent findings that underscore the need for comprehensive support systems to enhance teaching quality and student engagement ^[4].

Moreover, the study introduces a nuanced understanding of the dynamics between teacher-student interactions and classroom management, suggesting that fostering positive interactions can mitigate inappropriate behaviors. This insight contributes to the development of evidence-based policies and training programs that prioritize active engagement and resource availability, as highlighted in recent educational research ^[4]. The innovative aspect of this study lies in its ability to translate theoretical implications into practical applications, providing a framework for designing interventions that are both effective and sustainable. By doing so, it offers valuable insights for policymakers and educators seeking to improve novice teachers' effectiveness and, ultimately, student learning outcomes.

Disclosure statement

The author declares no conflict of interest.

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