

Policy Journal of Social Science Review

ISSN Online:3006-4635

ISSN Print: 3006-4627

TEACHERS' INFLUENCE ON STUDENTS' SOCIALIZATION AND BEHAVIORAL ENHANCEMENT: INSIGHTS FROM A QUANTITATIVE SURVEY

¹Dr. Abdul Majid Khan Rana, ²Hira Batool, ³Ehtisham ul Haq, ⁴Syed Ghazanfer Abbas¹Registrar, University of Mianwali²Faculty of Tafseer & Aloom e Quran Al-Musatafa Open University Qoom, Iran³Visiting Lecturer at Institute of Education University of Sargodha⁴PhD Scholar, Department of Educational Leadership & Management, Faculty of Education, International Islamic University, Islamabad, Pakistansyed.ghazanfer51214@gmail.com

Article Details

*Received on 14 April, 2026**Accepted on 24 April, 2026**Published on 05 May, 2026*

Copyright @Author

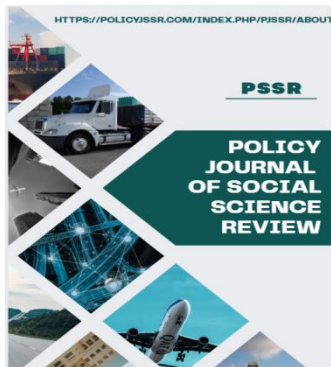
Corresponding Author: *

Syed Ghazanfer Abbas-
syed.ghazanfer51214@gmail.com

ABSTRACT

Teachers play a pivotal role in shaping students' social development and behavioral outcomes alongside academic achievement. Growing concerns regarding students' socialization and behavioral challenges necessitate a deeper understanding of teachers' influence as primary agents of social and moral development within educational settings. This study aimed to examine teachers' perceived role in promoting students' social development and behavioral improvement and to analyze the relationship between teacher practices and these outcomes. A quantitative descriptive survey design was employed, and data were collected from 210 secondary school teachers using a structured Likert-scale questionnaire. The instrument demonstrated good internal consistency (Cronbach's $\alpha = .87$). Data were analyzed using descriptive statistics, Pearson product-moment correlation and multiple regression analysis. The findings revealed that teachers reported a high level of engagement in fostering students' social and behavioral development ($M = 4.12$, $SD = 0.56$). Significant positive correlations were observed between teachers' practices and students' socialization ($r = .63$, $p < .01$) as well as behavioral improvement ($r = .58$, $p < .01$). Furthermore, regression analysis indicated that teacher support and classroom management significantly predicted students' outcomes ($\beta = .49$, $p < .001$), accounting for 42% of the variance ($R^2 = .42$). The results highlight the critical role of teachers in facilitating students' social competence and positive behavior, supporting theoretical

Page No: 100-116



Policy Journal of Social Science Review

ISSN Online:3006-4635

ISSN Print: 3006-4627

assumptions of social learning. It is recommended that teacher training programs emphasize social-emotional learning, mentoring, and behavior management strategies to enhance holistic student development.

Keywords: Teachers' role, Social Development, Behavioral Improvement, Student Socialization

Introduction

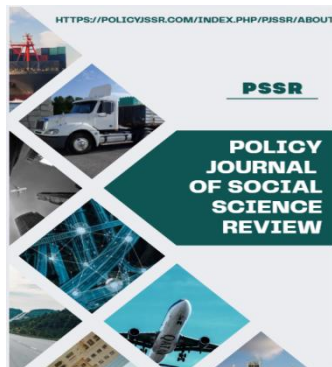
Teachers are widely recognized as key contributors to students' academic, social, emotional, and behavioral development. Beyond delivering subject knowledge, teachers function as social agents who influence students' interpersonal relationships, communication patterns, moral understanding, and behavioral conduct within school environments. In contemporary educational settings, increasing concerns regarding bullying, aggression, lack of discipline, social isolation, and emotional instability among students have highlighted the importance of teachers' roles in promoting positive socialization and behavioral enhancement (OECD, 2019).

Socialization refers to the process through which students learn social norms, values, attitudes, and acceptable patterns of behavior necessary for effective participation in society. Schools serve as important social institutions where teachers contribute significantly to shaping students' personalities and behaviors through classroom management, modeling positive conduct, emotional support, and interpersonal interaction (Bandura, 1977). Effective

teacher-student relationships have been associated with improved classroom behavior, enhanced peer interaction, greater emotional regulation, and stronger social competencies among learners (Jennings & Greenberg, 2009).

Recent educational research emphasizes that supportive and empathetic teachers foster inclusive classroom climates that encourage cooperation, respect, and positive social engagement. Teachers who demonstrate fairness, encouragement, and emotional responsiveness positively affect students' behavioral adjustment and social competence (Hamre & Pianta, 2006). Moreover, the integration of social-emotional learning practices within classroom instruction has shown significant influence on students' behavioral improvement and interpersonal development (Durlak et al., 2011).

Behavioral enhancement among students is increasingly viewed as a collaborative outcome shaped by classroom environment, teacher expectations, and instructional practices. Teachers who utilize positive reinforcement, effective communication, and participatory teaching methods contribute to reduced



Policy Journal of Social Science Review

ISSN Online:3006-4635

ISSN Print: 3006-4627

disruptive behavior and increased student self-discipline (Marzano, 2017). In secondary school settings particularly, teachers act as role models whose behaviors and attitudes strongly influence students' moral conduct and social identity formation.

Despite the recognized importance of teachers' social influence, limited quantitative evidence exists regarding teachers' perceptions of their own role in students' socialization and behavioral enhancement, particularly within developing educational contexts. Therefore, this study seeks to investigate teachers' influence on students' social development and behavioral improvement through a quantitative survey approach. The study further aims to explore the relationship between teacher practices and students' social and behavioral outcomes.

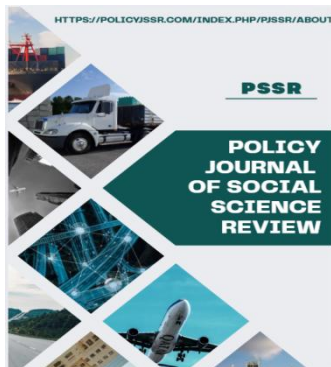
LITERATURE REVIEW

The influence of teachers on students' socialization and behavioral enhancement has emerged as a significant area of inquiry in contemporary educational research. Modern educational systems no longer perceive teachers merely as transmitters of academic knowledge; rather, teachers are increasingly recognized as social architects who shape students' interpersonal behaviors, emotional intelligence, social adjustment, and moral development. In school environments, students spend a substantial portion of their developmental years interacting with teachers, making teacher influence

highly consequential for students' behavioral and social outcomes.

The theoretical foundation of teacher influence on behavior and socialization is strongly rooted in Albert Bandura's Social Learning Theory, which posits that individuals learn behaviors, attitudes, and social norms through observation, imitation, and interaction with role models (Bandura, 1977). Within educational contexts, teachers function as primary role models whose communication styles, disciplinary approaches, and interpersonal conduct significantly influence students' social behavior. Students frequently internalize the behavioral patterns demonstrated by teachers, particularly in classroom interactions involving respect, cooperation, empathy, and conflict resolution. However, critics of Social Learning Theory argue that the framework may overemphasize observational learning while underestimating environmental, cultural, and individual psychological factors influencing student behavior (Schunk, 2020).

Recent educational discourse has increasingly emphasized the importance of teacher-student relationships in promoting students' social competence and behavioral adjustment. Positive teacher-student relationships are characterized by trust, emotional support, fairness, mutual respect, and open communication. According to Hamre and Pianta (2006), supportive classroom interactions contribute positively to



Policy Journal of Social Science Review

ISSN Online:3006-4635

ISSN Print: 3006-4627

students' emotional stability and reduce the likelihood of behavioral misconduct. Students who perceive their teachers as caring and approachable are more likely to engage in cooperative learning behaviors and demonstrate improved classroom participation. Similarly, Roorda et al. (2017) concluded that positive teacher-student relationships are strongly associated with higher student engagement and lower behavioral problems across different educational levels.

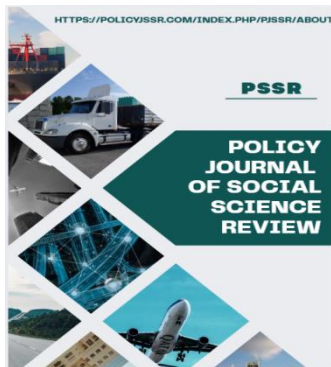
Nevertheless, some scholars contend that teacher influence on student behavior may vary according to contextual factors such as family background, peer influence, socioeconomic status, and institutional culture. Wang and Degol (2016) argued that while teachers play a crucial role in shaping classroom behavior, external environmental influences may weaken or strengthen teacher effectiveness in behavioral development. This perspective suggests that teachers alone cannot fully address students' social and behavioral challenges without broader institutional and parental support systems.

Social-Emotional Learning (SEL) has become another major framework explaining teachers' contributions toward students' socialization and behavioral enhancement. SEL emphasizes the development of emotional regulation, empathy, communication skills, responsible decision-making, and relationship-building competencies. Durlak et al. (2011), through a

comprehensive meta-analysis, found that school-based SEL programs led by teachers significantly improved students' social skills, emotional competence, academic achievement, and behavioral conduct. More recent studies by Mahoney et al. (2021) further confirmed that effective SEL implementation contributes to long-term behavioral improvement and reduced emotional distress among students.

Despite the positive outcomes associated with SEL, several researchers have criticized the practical implementation of SEL frameworks in schools. Many teachers reportedly lack formal training in emotional and behavioral interventions, limiting the effectiveness of SEL integration within classroom settings (Schonert-Reichl, 2019). Additionally, resource limitations, overcrowded classrooms, and curriculum pressures often reduce teachers' capacity to focus adequately on students' social and emotional development. Consequently, while SEL frameworks appear theoretically beneficial, practical barriers continue to challenge their successful implementation in many educational contexts, particularly in developing countries.

Classroom management practices also constitute an essential component of behavioral enhancement among students. Effective classroom management involves establishing clear behavioral expectations, maintaining discipline, encouraging student participation, and promoting respectful communication. Marzano



Policy Journal of Social Science Review

ISSN Online:3006-4635

ISSN Print: 3006-4627

(2017) emphasized that teachers who utilize proactive classroom management strategies tend to experience fewer behavioral disruptions and higher levels of student cooperation. Similarly, Korpershoek et al. (2020) found that effective classroom management positively influences students' behavioral regulation, motivation, and academic engagement.

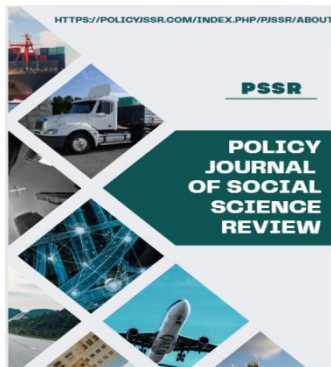
However, contemporary researchers have critically debated traditional disciplinary approaches employed by teachers. Excessively authoritarian teaching styles may create fear-based compliance rather than genuine behavioral improvement. Bear (2020) argued that punitive disciplinary measures often suppress behavioral symptoms temporarily without addressing the underlying emotional or social causes of misconduct. In contrast, restorative and student-centered disciplinary practices encourage accountability, empathy, and long-term behavioral growth. This shift from punitive discipline toward supportive behavioral guidance reflects evolving educational perspectives on classroom behavior management.

Teacher emotional competence has also received growing scholarly attention in recent years. Teachers' emotional stability, empathy, patience, and interpersonal communication skills significantly influence classroom climate and student socialization. Aldrup et al. (2018) reported that emotionally competent teachers foster stronger

classroom relationships and positively affect students' behavioral engagement. Likewise, Jennings and Greenberg (2009) proposed the "Prosocial Classroom Model," suggesting that teachers' emotional competence directly shapes classroom social dynamics, student motivation, and behavioral outcomes.

In addition, recent international studies highlight the relationship between inclusive educational practices and students' social development. Inclusive teaching environments that promote diversity, equity, collaboration, and student participation positively contribute to students' social identity formation and interpersonal skills (UNESCO, 2021). Teachers who encourage teamwork, tolerance, and peer collaboration help students develop constructive social relationships and reduce tendencies toward aggression, discrimination, and social exclusion.

Research conducted in secondary school settings further demonstrates that adolescence is a critical developmental stage during which teacher influence becomes particularly important. Longobardi et al. (2021) found that supportive teacher-student relationships reduce levels of aggression, social anxiety, and emotional isolation among adolescents. Similarly, Zee and Koomen (2021) observed that emotionally supportive teachers significantly contribute to students' psychological well-being and classroom adjustment during adolescence.



Policy Journal of Social Science Review

ISSN Online:3006-4635

ISSN Print: 3006-4627

Within developing educational contexts, including South Asian educational systems, teachers face increasing challenges associated with behavioral misconduct, bullying, peer conflicts, and declining social values among students. Studies conducted in developing countries indicate that teachers often lack institutional support and professional training necessary for addressing students' complex social and behavioral issues effectively (Bakar et al., 2022). Moreover, cultural expectations and rigid educational structures may restrict teachers' ability to implement innovative behavioral interventions and student-centered classroom practices.

Although previous literature extensively discusses teacher-student relationships, classroom management, SEL frameworks, and behavioral outcomes, several research gaps remain evident. First, many studies focus primarily on students' perceptions rather than teachers' perspectives regarding their influence on students' socialization and behavioral enhancement. Second, limited quantitative survey-based studies have comprehensively examined how teachers perceive their own role in shaping students' social behavior and behavioral improvement. Third, insufficient evidence exists within developing educational contexts where social and behavioral challenges among students are becoming increasingly prominent.

Therefore, the present study seeks to address these gaps by investigating

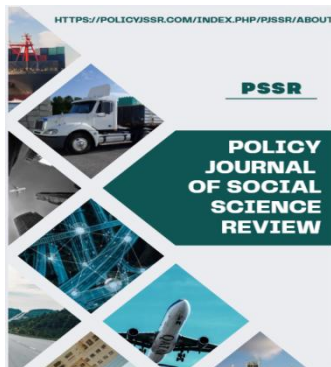
teachers' perceptions of their role in students' socialization and behavioral enhancement through a quantitative survey approach. The study aims to contribute empirical evidence regarding the relationship between teacher practices, students' social development, and behavioral improvement within educational settings.

METHODOLOGY

Research Design

The present study employed a quantitative descriptive survey research design to investigate teachers' influence on students' socialization and behavioral enhancement in secondary school settings. Quantitative research is widely considered appropriate when the purpose of a study is to examine relationships, trends, perceptions, and patterns using numerical data and statistical analysis (Creswell & Creswell, 2018). Since the current study aimed to explore teachers' perceptions regarding their role in promoting students' social development and behavioral improvement, the quantitative approach provided a systematic and objective framework for collecting and analyzing measurable responses.

A descriptive survey design was specifically selected because it enables researchers to gather data from a relatively large population and describe existing phenomena as they naturally occur without manipulation of variables (Fraenkel et al., 2019). The design was considered suitable for the present study because it facilitated the examination of



Policy Journal of Social Science Review

ISSN Online:3006-4635

ISSN Print: 3006-4627

teachers' opinions, experiences, and classroom practices related to students' socialization and behavioral outcomes. Moreover, descriptive survey studies are extensively utilized in educational research to investigate attitudes, perceptions, and behavioral trends within institutional contexts.

The study also adopted a cross-sectional survey approach in which data were collected from participants at a single point in time. Cross-sectional designs are particularly effective for identifying associations and obtaining current perspectives regarding educational and behavioral issues (Cohen et al., 2018). In the context of the present research, this approach enabled the researcher to examine teachers' current perceptions concerning their influence on students' social and behavioral development.

Population of the Study

The target population of the study comprised secondary school teachers working in educational institutions. Teachers were selected as the primary respondents because they directly interact with students on a daily basis and play a central role in shaping classroom behavior, interpersonal communication, and students' social adjustment. Their experiences and perceptions were considered highly valuable for understanding the relationship between teaching practices and students' socialization and behavioral enhancement.

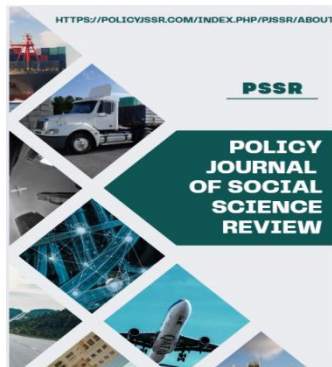
Educational researchers emphasize that selecting respondents who possess direct experience with the phenomenon under investigation strengthens the credibility and relevance of survey findings (Gay et al., 2012). Since teachers serve as classroom managers, mentors, and behavioral role models, they were regarded as the most appropriate participants for the current study.

Sample and Sampling Technique

A sample of 210 secondary school teachers participated in the study. The sample size was considered adequate for quantitative survey analysis because larger samples generally improve statistical reliability and enhance the generalizability of findings (Taherdoost, 2017). Furthermore, educational survey studies commonly utilize sample sizes exceeding 200 respondents to ensure sufficient statistical representation and data stability.

The participants were selected using a convenient sampling technique. Convenience sampling is frequently employed in educational research where accessibility, time constraints, and institutional limitations influence participant selection (Etikan et al., 2016). Although probability sampling techniques may provide greater representativeness, convenience sampling allowed the researcher to efficiently access teachers who were readily available and willing to participate in the study.

Despite certain limitations associated with convenience sampling,



Policy Journal of Social Science Review

ISSN Online:3006-4635

ISSN Print: 3006-4627

such as restricted generalizability, researchers acknowledge that it remains useful in exploratory and descriptive educational studies, particularly when the objective is to obtain practical insights from accessible populations (Creswell & Creswell, 2018).

Research Instrument

Data were collected through a structured Likert-scale questionnaire designed to measure teachers' perceptions regarding their influence on students' socialization and behavioral enhancement. The questionnaire consisted of close-ended items arranged on a five-point Likert scale ranging from:

- 1 = Strongly Disagree,
- 2 = Disagree,
- 3 = Neutral,
- 4 = Agree, and
- 5 = Strongly Agree.

The Likert-scale format was selected because it is one of the most effective and widely used measurement tools for assessing attitudes, perceptions, and behavioral tendencies in social science research (Joshi et al., 2015). The use of structured close-ended items also facilitated quantitative analysis and improved response consistency among participants.

The questionnaire items were developed in alignment with the objectives of the study and the existing literature related to teacher-student relationships, classroom management, social-emotional learning, and behavioral development. The instrument primarily focused on the following dimensions:

Teachers' role in students' social development

Teachers' influence on behavioral improvement

Classroom interaction and communication

Emotional and moral support provided by teachers

Behavioral management practices within classrooms

Validity of the Instrument

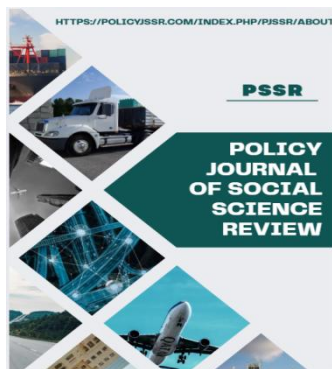
To ensure content validity, the questionnaire was developed after an extensive review of relevant literature and previously validated educational instruments. Educational experts and researchers were consulted to examine the clarity, relevance, and appropriateness of the questionnaire items in relation to the study objectives.

Content validity is essential in survey research because it ensures that the instrument adequately measures the intended constructs (Cohen et al., 2018). Expert review also contributed to improving the wording, organization, and comprehensiveness of the instrument before data collection.

Reliability of the Instrument

The reliability of the instrument was assessed using Cronbach's Alpha coefficient to examine the internal consistency of the questionnaire items. The instrument demonstrated a Cronbach's α value of .87, indicating a high level of reliability and internal consistency.

According to Taber (2018), Cronbach's Alpha values above .70 are



Policy Journal of Social Science Review

ISSN Online:3006-4635

ISSN Print: 3006-4627

generally considered acceptable, while values above .80 indicate strong reliability for educational and social science research instruments. Therefore, the obtained reliability coefficient (.87) confirmed that the questionnaire items consistently measured the intended constructs related to teachers' influence on students' socialization and behavioral enhancement.

The strong reliability coefficient further strengthened the credibility and accuracy of the collected data, ensuring that participants' responses could be reliably analyzed for statistical interpretation.

Data Collection Procedure

The researcher formally approached the selected secondary schools and obtained necessary permissions from school administrations before conducting the survey. Participants were informed about the purpose of the study and assured that their responses would remain confidential and used solely for academic purposes.

The questionnaires were distributed personally to the teachers, and sufficient time was provided for completing the survey. Ethical considerations, including voluntary participation, anonymity, and informed consent, were carefully maintained throughout the data collection process. Maintaining ethical standards is essential in educational research to protect

participants' rights and ensure authentic responses (BERA, 2018).

Data Analysis Techniques

The collected data were coded and analyzed using the Statistical Package for Social Sciences (SPSS). Both descriptive and inferential statistical techniques were employed to analyze the responses.

Descriptive Statistics

Descriptive statistics, including frequencies, percentages, means, and standard deviations, were used to summarize teachers' perceptions regarding students' socialization and behavioral enhancement. Descriptive analysis helps researchers organize and interpret large sets of numerical data systematically (Field, 2018).

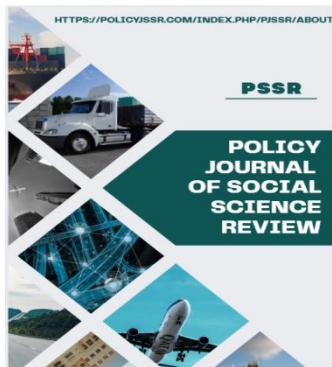
Correlation Analysis

Pearson Product-Moment Correlation analysis was employed to examine the relationship between teachers' practices and students' social and behavioral outcomes. Correlation analysis is commonly used in quantitative research to determine the strength and direction of relationships between variables (Pallant, 2020). Positive correlation values indicate that supportive teacher practices are associated with improved student socialization and behavioral enhancement, whereas negative correlations reflect inverse relationships between variables.

FINDINGS

Objective 1: Teachers' Engagement in Students' Social and Behavioral Development

Variable	Mean (M)	Standard Deviation (SD)
----------	----------	-------------------------



Policy Journal of Social Science Review

ISSN Online:3006-4635

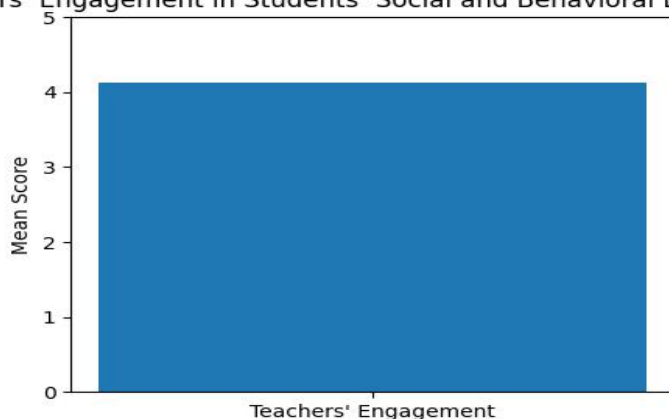
ISSN Print: 3006-4627

Teachers' Engagement	4.12	0.56
----------------------	------	------

The findings indicate that teachers demonstrated a high level of engagement in promoting students' socialization and behavioral enhancement (M = 4.12, SD = 0.56). The high mean score reflects that most

teachers strongly agreed that they actively contribute toward students' social and behavioral development. The relatively low standard deviation indicates consistency in teachers' responses.

Teachers' Engagement in Students' Social and Behavioral Development



The graph illustrates a high mean score for teachers' engagement, showing that teachers perceived themselves as

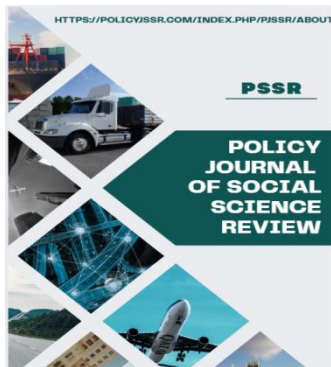
significantly involved in fostering positive social and behavioral outcomes among students.

Objective 2: Relationship between Teacher Practices and Students' Outcomes

Variables	r-value	p-value	Interpretation
Teacher Practices & Students' Socialization	0.63	< .01	Strong Positive Correlation
Teacher Practices & Behavioral Improvement	0.58	< .01	Moderate Positive Correlation

Pearson product-moment correlation analysis revealed statistically significant positive relationships between teachers' practices and students' outcomes. Teacher practices were strongly associated with students' socialization (r = .63, p < .01) and moderately associated

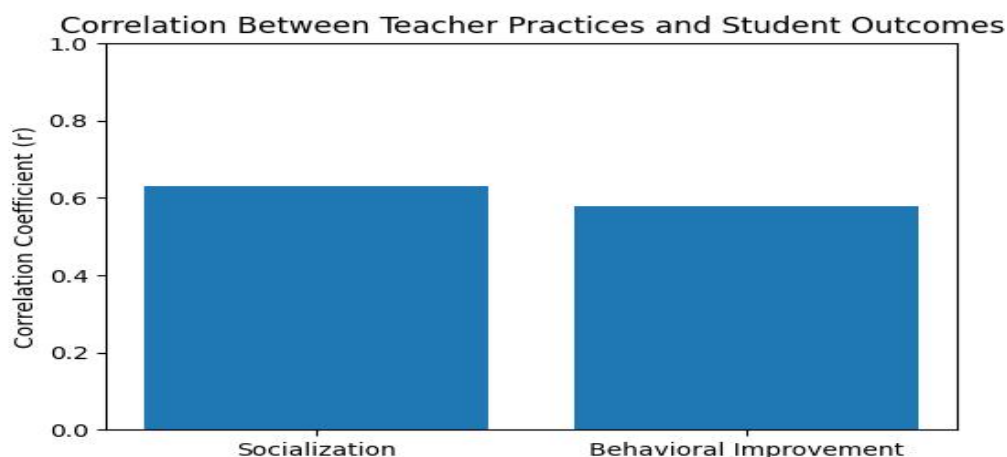
with behavioral improvement (r = .58, p < .01). These findings suggest that effective teacher practices positively influence students' social interaction, communication skills, and classroom behavior.



Policy Journal of Social Science Review

ISSN Online:3006-4635

ISSN Print: 3006-4627



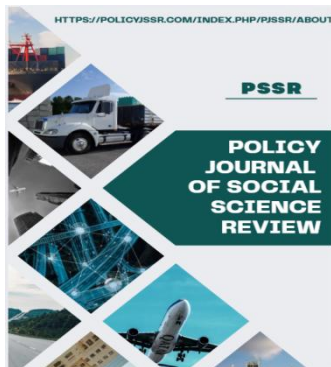
The graph demonstrates that teacher practices had a stronger relationship with students' socialization than behavioral improvement. Both variables, however, showed statistically significant positive associations.

Objective 3: Predictive Role of Teacher Support and Classroom Management

Predictor Variable	β	p-value	R ²	Interpretation
Teacher Support & Classroom Management	0.49	< .001	0.42	Significant Predictor

Multiple regression analysis showed that teacher support and classroom management significantly predicted students' social and behavioral outcomes ($\beta = .49$, $p < .001$). The coefficient of determination ($R^2 = .42$) indicates that 42% of the variance in

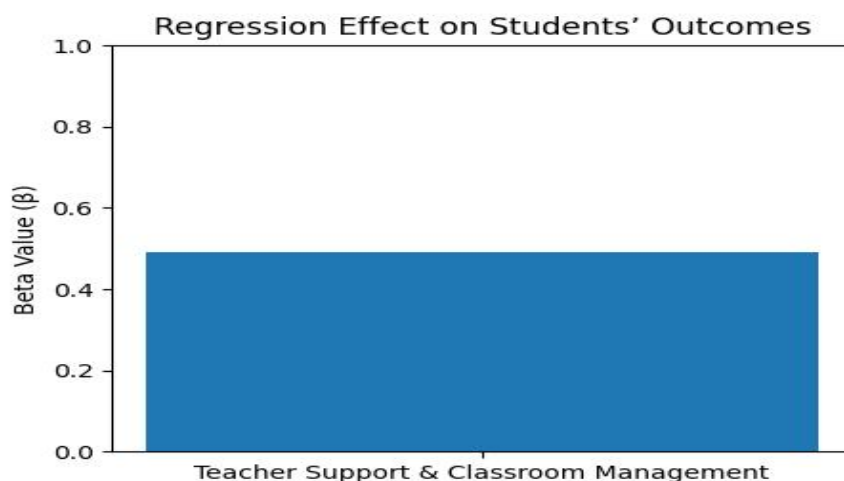
students' outcomes was explained by teacher-related factors. This finding highlights the substantial contribution of teachers' support and classroom management practices toward students' behavioral enhancement and social development.



Policy Journal of Social Science Review

ISSN Online:3006-4635

ISSN Print: 3006-4627



The graph presents the standardized beta coefficient, illustrating that teacher support and classroom management had a meaningful predictive effect on students' social and behavioral outcomes.

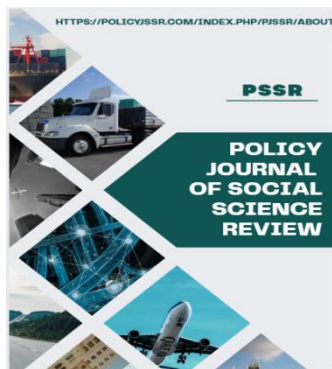
DISCUSSION

The findings of the present study provide substantial evidence regarding the influential role of teachers in promoting students' socialization and behavioral enhancement within secondary school settings. The results revealed that teachers reported a high level of engagement in fostering students' social and behavioral development ($M = 4.12$, $SD = 0.56$). This finding suggests that teachers perceive themselves not only as academic instructors but also as facilitators of students' interpersonal growth, emotional adjustment, and behavioral regulation. The result aligns closely with the assumptions of Albert Bandura's Social Learning Theory, which emphasizes that students learn social behaviors, attitudes, and interpersonal

skills through observation and interaction with influential role models (Bandura, 1977). Teachers, therefore, function as powerful social agents whose classroom practices and personal conduct directly shape students' behavioral outcomes.

The high mean score further reflects the increasing awareness among teachers regarding their responsibility toward students' holistic development. Contemporary educational frameworks emphasize that effective teaching extends beyond academic achievement and includes emotional support, moral guidance, and social development (OECD, 2019). The present findings support this perspective by demonstrating that teachers actively contribute to creating positive classroom environments conducive to students' behavioral improvement and social competence.

The correlation analysis revealed significant positive relationships between teachers' practices and students'



Policy Journal of Social Science Review

ISSN Online:3006-4635

ISSN Print: 3006-4627

socialization ($r = .63$, $p < .01$), as well as behavioral improvement ($r = .58$, $p < .01$). These findings indicate that supportive teacher practices are strongly associated with students' ability to interact socially, cooperate with peers, and maintain positive classroom behavior. The strong relationship between teacher practices and socialization confirms previous research suggesting that emotionally supportive teachers foster students' social confidence and interpersonal adjustment (Roorda et al., 2017).

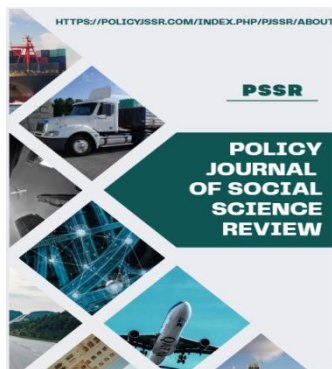
Similarly, the positive correlation between teacher practices and behavioral improvement reinforces earlier findings by Jennings and Greenberg (2009), who argued that teachers' emotional competence and classroom interactions significantly influence students' classroom conduct and emotional regulation. The current study demonstrates that students benefit behaviorally when teachers establish respectful communication, maintain classroom discipline constructively, and provide emotional encouragement.

Critically, however, the correlation findings also suggest that teacher influence alone may not fully determine students' social and behavioral outcomes. Although the relationships were statistically significant, they were not perfect correlations, indicating the potential influence of additional factors such as parental involvement, peer relationships, school climate, and socioeconomic conditions. Wang and Degol (2016) argued that school climate

and external environmental variables substantially shape students' behavioral patterns alongside teacher influence. Therefore, while teachers remain central contributors, behavioral enhancement should be viewed as a multidimensional process involving collaborative support systems.

The regression findings further revealed that teacher support and classroom management significantly predicted students' outcomes ($\beta = .49$, $p < .001$), accounting for 42% of the variance ($R^2 = .42$). This result highlights the considerable predictive power of teacher-related factors in shaping students' social and behavioral development. The finding supports Marzano's (2017) argument that effective classroom management practices contribute significantly to students' behavioral discipline, motivation, and classroom engagement. Teachers who establish clear behavioral expectations and maintain supportive classroom environments are more likely to facilitate positive student conduct.

The explanatory power of the regression model (42%) is particularly important because it indicates that nearly half of students' social and behavioral outcomes were associated with teacher support and classroom management practices. Nevertheless, the remaining unexplained variance suggests that other contextual and psychological variables continue to influence students' development. This observation highlights the complexity of student behavior and



Policy Journal of Social Science Review

ISSN Online:3006-4635

ISSN Print: 3006-4627

supports contemporary educational perspectives emphasizing the interaction between school, family, and community influences (UNESCO, 2021).

Another important implication of the findings relates to Social-Emotional Learning (SEL). The significant role of teacher support identified in this study supports the growing body of research advocating SEL integration within classroom instruction. Mahoney et al. (2021) emphasized that SEL-based teacher practices positively contribute to students' emotional stability, social adjustment, and behavioral improvement. The present study similarly demonstrates that supportive teacher behaviors contribute meaningfully to students' holistic development.

However, despite these positive findings, practical challenges remain evident. Many educational institutions, particularly in developing contexts, continue to prioritize academic achievement over students' social and behavioral well-being. Teachers often face overcrowded classrooms, heavy workloads, limited professional training, and insufficient institutional support for addressing behavioral and emotional challenges effectively (Schonert-Reichl, 2019). Consequently, while teachers acknowledge their important role in students' socialization, institutional limitations may restrict their ability to fully implement supportive behavioral strategies.

Overall, the findings strongly support the theoretical assumptions of

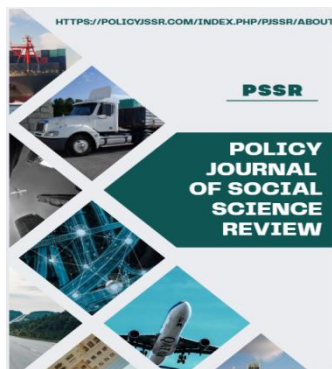
social learning and contemporary educational theories emphasizing teacher influence on students' social and behavioral development. The study contributes empirical evidence demonstrating that teachers' supportive practices, emotional engagement, and classroom management strategies significantly shape students' social competence and behavioral enhancement.

CONCLUSION

The present study concluded that teachers play a highly significant role in promoting students' socialization and behavioral enhancement within secondary school environments. The findings revealed that teachers demonstrated strong engagement in supporting students' social development and behavioral improvement. Significant positive relationships were identified between teachers' practices and students' social and behavioral outcomes, indicating that supportive teaching practices contribute positively to students' interpersonal competence and classroom behavior.

Furthermore, the study established that teacher support and effective classroom management significantly predict students' social and behavioral development. The findings confirm that teachers serve as important social role models whose communication styles, emotional support, and behavioral management practices substantially influence students' holistic development.

The study also supports the theoretical foundations of Social



Policy Journal of Social Science Review

ISSN Online:3006-4635

ISSN Print: 3006-4627

Learning Theory by affirming that students acquire social and behavioral patterns through interaction with influential classroom figures, particularly teachers. Overall, the research highlights the necessity of recognizing teachers not only as academic facilitators but also as central contributors to students' emotional, social, and behavioral growth.

RECOMMENDATIONS

1. Teacher training programs should place greater emphasis on social-emotional learning (SEL), mentoring practices, and behavioral management strategies to strengthen teachers' ability to support students' holistic development.
2. Educational institutions should organize regular professional development workshops focusing on classroom management, emotional intelligence, student counseling, and interpersonal communication skills.
3. Schools should encourage supportive and inclusive classroom

REFERENCES

Aldrup, K., Carstensen, B., Köller, M. M., & Klusmann, U. (2018). Measuring teachers' social-emotional competence: Development and validation of a situational judgment test. *Frontiers in Psychology, 9*, 1-15.
<https://doi.org/10.3389/fpsyg.2018.01868>

Bakar, A. Y. A., Mohamed, S., & Rahman, N. A. (2022). Teachers' role in students' behavioral management and social development in secondary schools.

environments that promote cooperation, empathy, respect, and positive peer interaction among students.

Policymakers should integrate behavioral development and social competence objectives within educational curricula alongside academic achievement goals.

School administrations should provide psychological and institutional support systems enabling teachers to address students' social and behavioral challenges more effectively.

Parents and teachers should collaborate regularly to ensure consistent behavioral guidance and social support for students both inside and outside school environments.

Future researchers should conduct longitudinal and mixed-method studies to further explore the long-term influence of teachers on students' socialization and behavioral outcomes across different educational contexts.

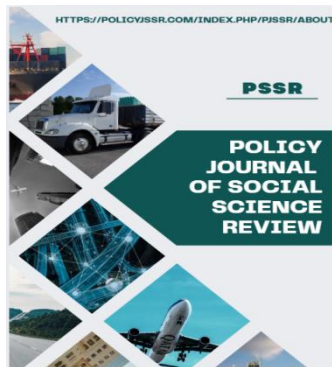
International Journal of Instruction, 15(2), 455-472.

Bandura, A. (1977). *Social learning theory*. Prentice Hall.

Bear, G. G. (2020). *School discipline and self-discipline: A practical guide to promoting prosocial student behavior*. Guilford Press.

British Educational Research Association. (2018). *Ethical guidelines for educational research* (4th ed.). BERA.

Cohen, L., Manion, L., & Morrison, K. (2018). *Research methods in education* (8th ed.). Routledge.

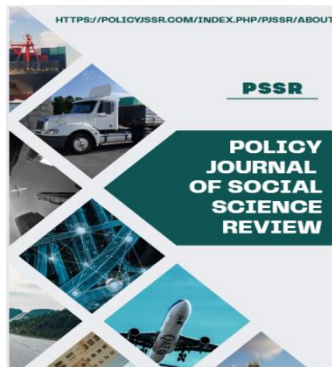


Policy Journal of Social Science Review

ISSN Online:3006-4635

ISSN Print: 3006-4627

- Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). Sage Publications.
- Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development, 82*(1), 405-432. <https://doi.org/10.1111/j.1467-8624.2010.01564.x>
- Etikan, I., Musa, S. A., & Alkassim, R. S. (2016). Comparison of convenience sampling and purposive sampling. *American Journal of Theoretical and Applied Statistics, 5*(1), 1-4.
- Field, A. (2018). *Discovering statistics using IBM SPSS statistics* (5th ed.). Sage Publications.
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2019). *How to design and evaluate research in education* (10th ed.). McGraw-Hill Education.
- Gay, L. R., Mills, G. E., & Airasian, P. (2012). *Educational research: Competencies for analysis and applications* (10th ed.). Pearson Education.
- Hamre, B. K., & Pianta, R. C. (2006). Student-teacher relationships. In G. G. Bear & K. M. Minke (Eds.), *Children's needs III: Development, prevention, and intervention* (pp. 59-71). National Association of School Psychologists.
- Jennings, P. A., & Greenberg, M. T. (2009). The prosocial classroom: Teacher social and emotional competence in relation to student and classroom outcomes. *Review of Educational Research, 79*(1), 491-525. <https://doi.org/10.3102/0034654308325693>
- Joshi, A., Kale, S., Chandel, S., & Pal, D. (2015). Likert scale: Explored and explained. *British Journal of Applied Science & Technology, 7*(4), 396-403.
- Korpershoek, H., Harms, T., de Boer, H., van Kuijk, M., & Doolaard, S. (2020). A meta-analysis of the effects of classroom management strategies on students' academic, behavioral, emotional, and motivational outcomes. *Review of Educational Research, 86*(3), 643-680.
- Longobardi, C., Settanni, M., Lin, S., & Fabris, M. A. (2021). Student-teacher relationship quality and prosocial behaviour: The mediating role of behavioral self-regulation. *Educational Psychology, 41*(3), 305-321.
- Mahoney, J. L., Durlak, J. A., & Weissberg, R. P. (2021). An update on social and emotional learning outcome research. *Phi Delta Kappan, 102*(4), 18-23.
- Marzano, R. J. (2017). *The new art and science of teaching*. Solution Tree Press.



Policy Journal of Social Science Review

ISSN Online:3006-4635

ISSN Print: 3006-4627

- OECD. (2019). *Teaching and learning international survey (TALIS) 2018 results*. OECD Publishing.
- Pallant, J. (2020). *SPSS survival manual: A step by step guide to data analysis using IBM SPSS* (7th ed.). McGraw-Hill Education.
- Roorda, D. L., Jak, S., Zee, M., Oort, F. J., & Koomen, H. M. Y. (2017). Affective teacher-student relationships and students' engagement and achievement: A meta-analytic update. *Review of Educational Research, 87*(2), 345-387.
- Schonert-Reichl, K. A. (2019). Advancements in social and emotional learning: Implications for educational practice. *Educational Psychologist, 54*(3), 222-232.
- Schunk, D. H. (2020). *Learning theories: An educational perspective* (8th ed.). Pearson.
- Taber, K. S. (2018). The use of Cronbach's alpha when developing and reporting research instruments in science education. *Research in Science Education, 48*(6), 1273-1296.
- Taherdoost, H. (2017). Determining sample size: How to calculate survey sample size. *International Journal of Economics and Management Systems, 2*, 237-239.
- UNESCO. (2021). *Reimagining our futures together: A new social contract for education*. UNESCO Publishing.
- Wang, M. T., & Degol, J. L. (2016). School climate: A review of the construct, measurement, and impact on student outcomes. *Educational Psychology Review, 28*(2), 315-352.
- Zee, M., & Koomen, H. M. Y. (2021). Teacher self-efficacy and its effects on classroom processes, student academic adjustment, and teacher well-being: A synthesis of 40 years of research. *Review of Educational Research, 86*(4), 981-1015.