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THE EFFECT OF TEACHERS' ATTIRE ON TEACHING PERFORMANCE OF UNIVERSITY TEACHERS: A STUDY IN DISTRIC BHAKKAR

Abid Hussain¹, Umar Akbar² & Suman Fatima³

¹Assistant Professor, Department of Commerce, Thal University, Bhakkar, Pakistan

²Lecturer, Department of Commerce, Thal University, Bhakkar, Pakistan

³Mphil Scholar, Institute of Education & Research, Gomal University, Pakistan

KEYWORDS	ABSTRACT
<p>Teacher Attire & Teachers' Performance, Higher Education Institutions</p>	<p>The study looks into the matter that what extent teachers' personality affects the university students' perception and thinking about their teachers while doing their jobs relating to teaching and learning. To find this out, the online questionnaires were given to 150 students from different departments at Thal University Bhakkar. Students filled out their own questionnaires. Our analysis showed that what teachers wear has effect on how well they do their jobs. We have come to conclusion that what teachers wear affects how well they teach. The results show that there is link between what a teacher wears and how well they do their job, according to the views of students. Results show that there is significant mean difference between how respondents dress and how well they teach, depending upon their age, gender, background, and level of education. Lastly, it is also suggested that more research be done to find out what other things affect how well teachers do their jobs in classroom and how they relate to fashion and clothing to influence students, attitudes towards desired outcomes.</p> <div style="text-align: center;">  </div> <p style="text-align: right;">2022 Journal of Social Sciences Development</p>
Corresponding Author	Abid Hussain
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INTRODUCTION

Several cultures equate clothing and accessories with the concept of attire, which encompasses a person's entire social existence. Creativity, foundation of clothing, is like a phoenix that rises from the ashes time and again, defies the rules of fashion, and refuses to be limited to any given season (Emine & Fatma, 2008). The definition of fashion offered by Journal of Clothing; Body and Culture is as follows: "the cultural production of the embodied identity (Saunois, Stavert, Poulter, Canadell, Jackson, Dlugokencky & Patra, 2020)." That's why it includes both low-brow trends like those seen on the streets and the so-called high fashion developed by designers and couturiers (Shoulders & Smith, 2018). Making something in specific shape is what we mean when we talk about "fashioning"

it. Definitions that emphasize change point to this characteristic when describing fashion, which is typically defined as the currently accepted norm in terms of clothing or behavior. It has been said that "the fashion wears out more clothes than man," and Shakespeare was right. People have started wearing anything they want to work, including clothes suitable for going to sporting event (Saunio, et al., 2020). Clothing fashion receives attention than fashions in furniture, automobiles, and other objects since of close overtone that clothes have with one's outward appearance and, by extension, one's sense of self.

Merriam-Webster defines fashion as "social standing or prominence signaled by attire or conduct." "Fashion" is commonly used as a synonym for the current style in clothes; however, sociologists and other researchers who write about fashion are more likely to adopt a definition that states fashion consists of two aspects. It is (a) accepted by a large number of individuals and (b) acceptable for a brief length of time (Leventhal et al., 2020). According to Cambridge Dictionary, fashion is defined as "style that is popular a certain moment, especially in clothing, hair, and makeup" (n.d.). Students' attire has no bearing on their ability to learn (Emine & Fatma, 2008). On the other hand, pupils form their initial impressions about a teacher based on their first impressions of them (Shoulders & Smith, 2018). When a professor gives the lecture to her students, whether they are freshmen or the veterans, the fact is undeniable (Mosca & Buzza, 2013). Students' minds are conditioned to believe that, with the right mental attitude, they, too, can give impressive presentations. Even if it doesn't matter, dressing well can make a good impression on coworkers, subordinates, and visitors. The way one dresses might be indicative of one's character (Johnson, Onwuegbuzie & Turner et al., 2007). To maintain current definitions of "teacher" and "teaching," ideal educator would be one who does not shake things up.

The process of becoming an educator has the capacity to liberate, transform, and empower both the learner's body and mind. There is a symbiotic relationship between the body and mind. This article is planned around three core principles derived from empirical research: (1) Dressage as agreement, (2) Dressage as performance, and (3) Dressage as discipline (Rutherford et al., 2015). According to (Mosca & Buzza, 2013). The teacher's attire, students' demeanor, and kids' academic progress have all been taken into account. Some universities have no rules about how employees should dress. In, some universities have broad rules, while others have specific rules about things like facial hair and shoes (Shoulders & Smith, 2018). People have started wearing anything they want to work, with clothes suitable for going to a sporting event. Making something in a specific shape is what we mean when we talk about "fashioning" it (Emine & Fatma, 2008). But a key part of improving the school climate is for instructors to dress professionally. Multiple case study practice was used to examine effect of teacher dress on students' judgements of attitude homophily, background homophily, and teacher integrity. Students' perception about teachers might be affected by way they dress and seem (Sampson et al., 2016).

Problem Statement

Cojocarui et al. (2004), said that teachers' clothes have changed a lot in the past 50 years. They used to wear business clothes to school, but now they dress casually. Saiki found in 2006 that students thought that teachers who dressed professionally were smarter and more qualified. One of teacher's

main jobs is to teach students what they know. Whether or not they are successful depends upon, among other things, how reliable students think their teachers are as information sources (Mutwalli et al., 2023). Some universities have no rules about how employees should dress. In, universities have broad rules, while others have specific rules about things like facial hair and shoes. Due to lack of dress codes at Thal University, Bhakkar, today is age of fashion and modesty. Teachers wear what they like or what they think is in style. So, we can't say for sure if plan works to get teachers to dress in a professional way or how much it affects their performance in classroom. Goal of study is to find out how fashion affects how well teachers do jobs. It will help find out how clothes teachers wear affect their students.

Objective of study

1. To find out how students feeling and responses about the teachers' dress in the classrooms.
2. To find out how what teacher wear affects how well they teach through response attitude.
3. To find out how students' fashion sense is affected by what teachers wear in the institution.
4. To know what the word "attire" means and what "teaching performance" commonly means.

LITERATURE REVIEW

The initial studies suggest that clothing is an important kind of non-verbal communication that can influence the impressions of others. Many recent research on subject have investigated the effect that instructors' dress has on effectiveness in classroom (Shuvho, Chowdhury, Ahmed & Kashem, 2019), investigates how students' attire might either help or hinder their academic performance. Eight private institutions in Bangladesh provided 405 respondents with the information needed for analysis of their opinions. Information was gathered through use of a standardized questionnaire. The teacher's attire, the students' demeanor, and kids' academic progress have all been taken into account. The findings suggest that students' attitudes and the clothes they wear have a significant impact on their academic performance (Stephenson, Demissie, Stone, Wilkins & Brown, 2020), did a qualitative single case study to find out how middle school teachers think what they wear affects the behavior and academic performance of students. In this connection, semi-structured interview took place in a middle school in Texas. Middle school teachers were the main focus of the interview. The study gives suggestions for what kind of the clothes are "appropriate" for professional setting (Stephenson, Demissie, Stone, Wilkins & Brown, 2020). In short, this qualitative case study showed that most teachers think what they wear can affect both how well their students do in school and how they act.

Harbin, studied "Impact of teacher dress on middle school pupils' academic progress and behavior" quantitative, quasi-experimental methodology was utilized to study how teacher professionalism in apparel affects middle school student behavior and academic achievement. Northeast Georgia suburban middle school students were studied. Randomly picked 80 pupils and 8 teachers. This study examined how teacher professionalism, through professional dress and attire, affected middle school kids' appraisal and conduct compared to typical condition (Yard, Radhakrishnan, Sheppard, Gates, Stein, Hartnett & Adjemian., 2021). The study was quasi-experimental. Instructor outfit was manipulated. Teacher clothing significantly affects student scores. According to a study conducted by (Shoulders & Smith, 2018), on agricultural education, agricultural education teachers are met

with conflicting role responsibilities and expectations, making it difficult for them to choose what to wear each day. Hence, a multiple case study methodology was utilized to examine the effect of teacher dress on students' judgements of attitude homophily, background homophily, and teacher credibility (Shoulders & Smith, 2018). Across cases, perceptions of business professionals, business casual attire, and informally dressed agriculture professors varied. According to results, students' wardrobe necessities varied depending on subject matter, with agricultural mechanics requiring more informal attire.

Students' perceptions of the professionalism of the agricultural, food, and natural resources industry are influenced by frequency with which lecturers wear business casual attire, as suggested by the results (Bajpai, Bredemeyer, Li, Zaitsev, Lokshina, Hsiao & Weinheimer, 2019). One quantitative study, titled "One That Examines Student Perceptions of Teacher Professional Attire at Secondary and Tertiary Levels of Education System," was carried out by (Hagemann, Joseph, Schmidt, Harter, Borch, Young, Varga & Elliott, 2017). This study focused on the perceptions of students regarding the professional attire of teachers at the secondary and The respondents were the following: Five hundred twenty-six (526) students were selected at random from the first through sixth forms of the secondary school system, as well as students enrolled in university education, on island of Tobago and in the northern and southern regions of Trinidad. According to a study conducted by (Shoulders & Smith, 2018), on the agricultural education, agricultural education teachers are confronted with conflicting role responsibilities and expectations, making it difficult for them to choose what to wear each day. Thus, the findings of the study demonstrated that there is a substantial association between the student perceptions of instructors' clothes and teachers' occupational qualities, as well as students' efforts and behaviors in the classrooms (Billon, Bryant, Joseph, Nambiar, Hayward & Ciccio, 2017).

Teachers' Impressions of the Impact of Their Attire on Middle- School Pupils' Conduct and Learning is qualitative case study conducted by (Sampson, 2016) of Walden University. Study's overarching objective was to investigate how local middle school educators feel their business clothing affects their pupils' conduct and performance in classroom. Ten area expert of varied experience levels and educational backgrounds were interviewed individually for this study. Teachers in study believed that dressing professionally had a beneficial impact on pupils' academic performance and conduct, and research showed that kids appeared to emulate professors who dressed formally (Stephenson, Demissie, Stone, Wilkins & Brown, 2020). The teacher's attire, the students' demeanor, and the kids' academic progress have all been taken into account. Some universities have no rules about how employees should dress. In, some universities have broad rules, while others have specific rules about things like facial hair and shoes. (Westfall, 2015), thesis "Effects of Instructor Attractiveness on Classroom Learning" studied how teacher attractiveness affects learning. During audio lecture, participants saw a photo of instructor. Participants completed a forced choice recognition problem after talk, 137 were chosen. Results show that physical attractiveness affects person perception and real-world performance.

Research Hypothesis

- H1: There is a positive correlation between attire and teachers' performances in classrooms.
- H2: There is a positive correlation between student's behavior in class and teacher dressing.

- H3: There is significant difference amid attire and teaching performance regarding gender.
- H4: There is a significant difference between attire and teaching performance regarding age.
- H5: There is a significant difference amid attire and teaching performance about education.
- H6: There is significant change amid attire & teaching performance regarding background.

RESEARCH METHODOLOGY

In social research, the way the research is done is very important. Different types of the sociological approaches and methods are used by social researchers in modern research. Sociologists do their research with the help of advanced methods and tools. The research methods give a framework for the research. "The research methodology is set of clear rules and procedures (Frankfort & Guerrero, 2002), on which social research is based and against which claims to knowledge are judged". Data for the study was gathered and analyzed using a quantitative approach. The students at Bhakkar district universities made up the research population. A sample of students from Thal University, Bhakkar, served as the unit of analysis. There were 150 participants in total (76 men and 74 women). The data was gathered by the process of convenience sampling. "Convenience sampling" refers to a sampling strategy in which "population constituents are selected for inclusion in sample depending on the ease of access" (Smietanska, 2023) One hundred fifty college freshmen make up the sample (76 male & 74 females).

Students in the sample ranged in age from 18 to 25, and both undergraduates and graduates were signified. Thal University, students majoring in social work, sociology, education, economics and business are used as a sample. Respondents to surveys filled out the questionnaires. "Questionnaire" is "a set of printed or written questions with a choice of responses, created for the purpose of a survey or statistical study" (Ginting, 2022), For this study, a questionnaire was created by the researchers themselves. Study relied on 5-point Likert scale to collect data. Both descriptive and inferential statistics were employed in this study to analyses the data. In the univariate analysis, the frequency distribution was employed to characterize the data. Pearson's correlation and an independent t-test were employed in bivariate analysis to look at the relationship and mean difference between the variables, respectively. SPSS 25 was used for every bit of the statistical analysis (statistical package for social sciences).

RESULTS OF STUDY

Hypothesis 1: There is a positive correlation between the teachers' attire & teaching performance.

Table 1 Correlation Coefficient Matrix

Variables	Teachers' attire	Teaching performance s
Teacher's Attire	1	.654
Teaching Performance		1

The correlation between teachers' dress and students' test scores is shown in table, and determined using a Pearson product-moment correlation coefficient. A positive relationship existed between the two factors ($r = 0.654$, $n = 150$, $p > 0$). Thus, the results provide significant information about the association among variables.

Hypothesis 2 There is a positive correlation between students' behavior in class & teachers' attire.

Table 2 Correlation Coefficient Matrix

Variables	Teachers' attire	Student behavior in class
Teachers' Attire	1	.859
Student Behavior in Class		1

In table, a Pearson product-moment correlation coefficient was used to figure out if there was a link between what teachers wore and how their students behaved in class. There was a link between the two things, $r = 0.859$, $n = 150$, $p < 0.01$. Thus, these results provide significant information about the association among variables.

Hypothesis 3: There is a significant difference between teachers' Attire and teaching performance with respect to gender.

Table 3 Means, SD & T-Value on Gender Bases (Attire & Teaching Performance)

	Gender	N	Mean	SD	t	p	MD	CD-ES
Teachers'					2.189	.043	-2.5181	0.303479(0.09)
Attire	Male	76	43.1711	7.82328				
	Female	74	45.6892	8.74592				
Teaching					3.693	.041	-2.7042	0.347744(0.12)
Performance								
	Male	76	40.5526	8.47490				
	Female	74	43.2568	7.00866				

Table shows the results of an independent-samples t-test that was done to compare how male and female teachers dressed and how well they did their jobs. For attire, the value of (sig. 2 tailed) is .043, which is below our cutoff of .05, there was a significant difference between the scores of the male ($M=43.1711$, $SD=7.82328$) and women ($M=45.6892$, $SD=8.74592$), conditions (150) = 2.189, $p=.043$ (two tailed). How much the means are different (mean difference = -2.5181). The effect size is also calculated, and it is 0.09, which means that 0.09 of the difference in how teachers dress is due to their gender. For teachers' performance, the (sig. 2 tailed) value is .041, which is lower than our cutoff of .05, there was a significant difference between the scores of men ($M=40.5526$, $SD=8.47490$) as well as women ($M=43.2568$, $SD=7.00866$), condition (150) = 3.693, $p=.041$ (two tailed). How much the means are different (mean difference = -2.7042). The effect size is also calculated, and it is 0.12, which means that 0.12 of the difference in how well a teacher does their job is due to their gender.

Hypothesis 4: There is a significant difference between Teachers' attire and teaching performance with respect to age.

Table 3 Means, SD & T-Value on Age Bases (Attire & Teaching Performance)

	Age	N	Mean	SD	t	P	MD	CD ES
Teachers'					2.233	.027	-1.82067	0.209937(0.044)
Attire	18-21	56	44.2857	8.38768				
	22-25	94	46.1064	8.94844				

Teaching					3.306	.001	-1.0103	0.122509(0.02)
Performance								
	18-21	56	40.6429	8.22066				
	22-25	94	41.6532	8.27273				

A test called an independent-samples t-test was used to compare how teachers dressed and how well they did their jobs for teachers aged 18–21 and 22–25, as shown in Table. For teachers' clothes, the (sig. 2 tailed) value is .027, which is less than our cutoff of .05, and there was a significant difference in score between age 18–21 (M=44.2857, SD=8.38738) and age 22–25 (M=46.1064 SD=8.94844), conditions (150) = 2.233, p=.027 (two tailed). How much the means are different (mean difference = -1.82067). The effect size, which is 0.04, is also calculated. The difference in what teachers wear by age 18–21 is written as 0.04. For teachers' performance, the (sig. 2 tailed) value is .001, which is less than our cutoff of .05, and there was a significant difference in scores between ages 18–21 (M=40.6429, SD=8.22066) and 22–25 (M=41.6532, SD=8.27273), condition (150) = 3.306, p=.001 (two tailed). How much the means are different from each other (mean difference = -1.0103). The size of the effect is also calculated. It is .002, 0.002, and thus, the range of teaching performance is 22–25.

Hypothesis 5 There is a significant difference between Teachers' attire and teaching performance with respect to education.

Table 3 Means, SD & T-Value on Program Bases (Attire & Teaching Performance)

	Program	N	Mean	SD	t	P	MD	CD ES
Teachers' Attire					2.321	.042	-1.04397	0.119986
	Bachelor	64	44.8281	8.19515				(0.014)
	Master	86	45.8721	9.17900				
Teaching Performance					3.486	.001	-4.56759	0.570761
	Bachelor	64	38.2813	8.43362				(0.33)
	Master	86	42.8488	7.54674				

A t-test with independent samples was used to compare how teachers dressed and how well they did in program shown in Table. For teachers' clothes, the (sig. 2 tailed) value is .042, which is lower than our cutoff of .05, there was a significant difference in score between bachelor (M=44.8281, SD=8.19515) and master (M=45.8721, SD=9.17900), conditions (150) = 2.321, p=.042 (two tailed). How much the means are different (mean difference = -1.04397). Effect size is calculated, and it is 0.014, which means there is 0.014 variation in how teachers dress by program. For teachers' performance, the (sig. 2 tailed) value is .001, which is less than our cutoff of .05, and there was significant difference in the scores between bachelor (M=38.2813, SD=8.43362) and master (M=42.8488, SD=7.54674), condition (150) = 3.486, p=.001 (two tailed). How much the means are different (mean difference = -4.56759). The size of the effect is calculated, and the result is 0.33, which is the variance in teaching performance by program.

Hypothesis 6: There is a significant difference between Teachers' attire and teaching performance with respect to background.

Table 3 Means, SD & T-Value on Background Bases (Attire & Teaching Performance)

	Background	N	Mean	SD	t	P	MD	CD ES
Teachers'					1.672	.04	-1.22232	0.139669
attire	Rural	79	44.8481	9.04559				(0.02)
	Urban	71	46.0704	8.44702				
Teaching					1.214	.043	-1.74095	0.211766
Performance								(0.045)
	Rural	79	40.0759	7.99643				
	Urban	71	41.8169	8.44023				

The goal of a descriptive study by [Shaari et al. \(2014\)](#) was to find out if there was a link between how lecturers dressed and how engaged students were in their studies at a university in Malaysia. The study was done with a survey. Questionnaires were sent to 266 students. The tool used in this study was a structured Likert scale questionnaire with three parts. The questionnaire was made to measure the independent variable, which is how lecturers teach, and the dependent variable, which is how engaged students are in academics. The results also show that there is a significant but moderate link between how lecturers teach and how engaged students are in school. In a study called "Personal Presentation Through Dress as it Relates to Becoming the teacher," [McLeod, and Stevens \(2012\)](#) at the Memorial University of the Newfoundland looked at how the pre-service teachers dressed during their internships as they prepared to become elementary or secondary school teachers.

That used both individual interviews and individual portrait photographs. From the stories told by the participants, three common themes emerged: the existence of teacher dress codes, changes in clothes, and the use of clothes to communicate about oneself. Participants said they were very aware of finding a balance between dressing for others and dressing as a way to say something about themselves. The research is important because it shows that role models are important for children and teens. Teachers in study believed that dressing professionally had beneficial impact on pupils' academic performance and conduct, and research showed that kids appeared to emulate professors who dressed formally. The results add to what we know about how pre-service teachers dress, paint bigger picture of how power works in schools and classrooms, and help show how images are important part of our knowledge base and thus provide significant information in reaching desired conclusion.

CONCLUSION

According to the knowledge of the researcher, this is one of only a few existing studies regarding attire and teaching performance by demonstrating a positive relationship between the attire and teaching performance. Moreover, researcher found that there was positive relationship between attire and teaching performance. The fact that the sort of association between dress and teaching performance was generally compatible with previous research demonstrates that the findings of the study are not unique. In general, link between outfit and teaching performance was typically constant. The study provides significant information in reaching conclusion. Although additional research is required in the future to define the causal relationship between the variables that were

chosen and how these variables are affected by other factors, relationship between the variables has already been established.

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