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## Graduate Students' Perceptions of Young Teachers' Influence on Classroom Climate: A Literature Review

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### ABSTRACT

Classroom climate is one of the most significant factors in determining the learning environment of students in higher education. Teacher age and effectiveness, particularly regarding their first-time teacher status from students' perceptions, is a notably under researched but significant part of classroom dynamics. While young teachers bring energy, adaptability, and modern teaching approaches, student perceptions of their competence vary. While some students appreciate their approachability and creativity, others find fault in their experience, authority, and classroom management. The review examines the contribution of young teachers in influencing classroom climate in university, synthesizing recent evidence to draw attention to key factors shaping student opinion. Findings suggest that communication, institutional support, and instructional methods are essential to influence positive teacher-student interactions. By exploring the strengths and difficulties of young teachers, the study provides insights for universities, policymakers, and educationists on approaches to enhance teacher effectiveness and student engagement in higher education settings. The result shows that, although young teachers are highly engaged and innovative, professional institutional training seems to be essential for reducing gaps marked by age biases.

**Keywords:** young teacher, classroom climate, higher education, student perception, teacher's age and effectiveness

### Introduction

The classroom climate in higher education is a critical determinant of students' academic engagement, motivation, and overall satisfaction with their learning experiences. Classroom climate encompasses the psychological, social, and instructional atmosphere shaped by interactions between students and teachers (Silva & Taveira, 2025). A positive climate has been linked to higher student participation, reduced anxiety, and improved learning outcomes (Alves, Tintoré, & Serra, 2025). While several factors contribute to shaping classroom dynamics, one of the most understudied yet significant elements are the age of the instructor and how students perceive young teachers. In universities, young teachers, including recently recruited lecturers, teaching assistants, and early-career faculty bring fresh perspectives, enthusiasm, and innovative teaching methods (Afrooz et al., 2025). They are more likely to incorporate technology-driven learning approaches, interactive pedagogies, and student-centered teaching strategies, which align with contemporary educational expectations (Nyhus et al., 2025).

Additionally, their small age gap with students can foster peer-like relationships, increased relatability, and open communication, creating a more comfortable and engaging learning environment (Kaprinis & Skordilis, 2025). This topic is especially relevant in light of increasing efforts toward faculty diversity, generational shifts in higher education, and the growing presence of Gen Z educators entering the teaching workforce.

However, despite these advantages, students' perceptions of young teachers vary widely. Some students view them as dynamic, approachable, and adaptable, while others perceive them as lacking authority, classroom management skills, and extensive subject expertise (Falah et al., 2025). In STEM fields and professional disciplines, students may prefer instructors with industry experience and a well-established research profile, leading to skepticism about the capabilities of young teachers (Christen, 2025). Moreover, young educators often face challenges in asserting authority, particularly in large classrooms or culturally diverse settings, where students may equate age with credibility and experience (Andrade et al., 2025). The perceptions of higher education students regarding young teachers are particularly significant, as university students often have higher expectations for academic rigor, structured learning, and subject-matter expertise (Unger et al., 2025). Unlike school settings, where teachers act as disciplinarians and knowledge providers, higher education requires instructors to be mentors, facilitators, and critical thinkers (Zaidi, 2025). In this context, young teachers must navigate the balance between establishing authority and fostering an inclusive, student-friendly classroom (Vento, 2025).

Younger teachers' attitude is not uniform for all subjects or institutions. For the social sciences and humanities, students prefer interactive pedagogical methods, openness to critical argumentation, and liberal perspectives newer teachers bring to the classroom (Silva & Taveira, 2025). These fields are not only interested in discussion and interpretive process, but areas where newer faculty are destined to excel. On the other hand, in disciplines like applied sciences and business, students may value teachers with a long history of professional or industry experience more, and therefore, it will be challenging for novice teachers to acquire immediate credibility (Nyhus et al., 2025). Similarly, in medicine and technology fields, experiential knowledge and the ability to refer to real-life case studies are highly valued by students. This could prove a disadvantage to younger teachers who are in the process of building their professional portfolios and lesson materials (Vento, 2025). Given the complex interplay between teacher age and student perception, this review aims to examine the positive and negative perceptions of young teachers in higher education, identifying the key factors influencing these perceptions—such as communication styles, instructional strategies, institutional culture, and disciplinary expectations—and analyze how teacher age affects student performance. By synthesizing recent scholarly research, the review contributes to the ongoing discourse on teacher effectiveness in higher education and offers insights into how young educators can navigate challenges and enhance their impact in university classrooms.

A narrative review approach was employed to provide contextualized synthesis of existing research among young teachers and student attitudes towards them as it pertains to classroom climate influence. In contrast with statistically synthesizing data in systematic reviews or meta-analyses, the approach enables identification of important themes and theoretical perspectives that are central to understanding the complex interplay between teacher youth, student attitude, and classroom climate. The sources were chosen through a systematic methodology to obtain relevance scholarly sophistication. Peer-reviewed academic journals, theory, and empirical studies between 2008 and 2025 were used to grasp the innovations in higher education, including transformations to student-focused education and more faculty diversity. Scopus and Google Scholar databases were used, employing the keywords "young teachers," "student perception," "classroom climate," and "higher education."

Inclusion was on English-language, peer-reviewed research investigating teacher age and student perception within the setting of higher education institutions. Research had to investigate classroom climate, teaching efficacy, or student-teacher relations. Excluded were non-peer-reviewed sources, material aimed at primary or secondary education and work not relevant specifically to the primary themes unless offering some theoretical foundation. While this review adds much in terms of insight, the narrative synthesis this approach may introduce subjective interpretation and potential researcher bias. In addition, exclusion of non-English publications may restrict the generalizability of results to broader,

global contexts. Future studies could address these issues by assuming systematic reviews or meta-analytic methods to present a more quantifiable and generalizable investigation of the problem.

### **Theoretical Perspective of the Impact of Young Teachers on Classroom Environment**

There are various established psychological and educational theories that explain how students perceive young teachers and how they affect classroom atmosphere. These theories give a deeper perception of credibility, authority, engagement, and motivation, which defines the overall classroom experience.

#### **Social Identity Theory (Tajfel & Turner, 1979)**

One of the principal concepts of social identity theory is that individuals categorize themselves and others into categories, and that this will influence attitudes and actions. This would be of very high relevance to young university teachers. Students may perceive younger teachers as more peer-like and less authority figure-like, and this has a great deal of potential to influence classroom participation. When student teachers share commonalities with students, such as age, talk, or interests, students feel comfortable and are more apt to open. While this can enhance student-teacher rapport and an atmosphere of openness in the classroom, it can also produce difficulties. Specifically, the similarity in age and outlook sometimes can take away from the student perception on the instructor's credibility or authority, creating tension between being available and being credible. For example, research by Hogg & Reid (2006) found that students are more likely to challenge authority figures they perceive as part of their social group, which may explain why young teachers face greater difficulty in classroom management compared to older faculty members.

Social Identity Theory posits that individuals derive self-concept from membership in social groups, leading to categorization ("us" vs. "them"), identification (emotional investment), and comparison (favoring in-groups). For young teachers in graduate education, this manifests uniquely. Students instinctively categorize instructors based on visible age markers-appearance, cultural references, or communication styles-placing young faculty in a liminal space between peer and authority. When graduate students (particularly doctoral candidates close in age to early-career faculty) perceive instructors as in-group members, it triggers depolarized authority dynamics. As Hogg & Reid (2006) demonstrated, this reduces hierarchical distance, increasing casual dialogue but potentially eroding perceived expertise.

#### **Expectancy Violation Theory (Burgoon, 1993)**

Through expectancy violations theory, people set up expectations about how others should act, and when these expectations are violated either positively or negatively, their perception adjusts accordingly. This can be used well for young lecturers in higher institutions. Students normally expect lecturers to be mature, experienced, and of high authority. When a teacher looks younger than expected, students will initially respond with suspicion of their ability or credibility. If the young teacher exceeds these expectations with solid subject matter competence, recognizing effective teaching methods, and demonstrating confident classroom leadership, students are likely to respond with even more favorable attitudes than they would toward a traditionally older teacher. On the contrary, if an inexperienced teacher fails to meet students' expectations, the unfavorable judgments that are created will be more intense than they would have been for a more experienced instructor, emphasizing the increased impact of expectancy violation on shaping students' perceptions. For ex, a study by Levine et al. (2000) showed that students rated young teachers higher than older teachers when they displayed unexpected expertise and confidence. But uncertain-appearing young teachers were rated much lower than their seniors.

Expectancy Violation Theory (EVT) provides a critical analysis of the ratings given by graduate students to young teachers based on the discrepancy between expected and actual behaviors. Based on communication psychology, EVT hypothesizes that individuals develop expectations about others' behaviors based on social norms, situation information, and relationship history. Expectancy violations trigger cognitive reappraisal, wherein the direction (positive/negative) and magnitude of the violation determine perceptual implications. With early-career faculty, this creates a paradoxical context: their mere existence violates graduate students' internally constructed paradigm of the "experienced professor," inviting closer scrutiny of their capability.

### **Self-Determination Theory (Deci & Ryan, 1985)**

Perhaps the most significant principle in achieving student motivation is that it is motivated by three basic psychological needs: autonomy, competence, and relatedness. The needs are best met through younger teachers, who tend to have individual strengths to offer the classroom. In relatedness, younger teachers who are closer in age and life experience to students tend to better be able to form more personal teacher-student relationships, which can be preceded by increased student engagement and motivation. In terms of autonomy, students who are comfortable with their teachers will be more actively engaged in class discussion and more accountable for their education. Last, young teachers who give direct guidance, design structured learning environments, and offer good feedback can develop students' sense of competence and hence their academic confidence and performance. As an example, a meta-analysis by Niemiec & Ryan (2009) determined that teachers who prevent strong student relationships significantly enhance intrinsic motivation and academic achievement, a strength to which young teachers are often accustomed due to their relatability and approachability.

Self-Determination Theory (SDT) offers a critical model of how the relational behaviors of novices shape graduate students' intrinsic motivation and participation in the classroom. Basically, SDT identifies three universal psychological needs: autonomy (democratizing the volitional control over learning need), competence (managing the need for mastery and efficacy), and relatedness (covering the need for significant interpersonal relationships). Novices possess distinctive strengths in fulfilling these needs, mainly because of their developmental proximity to students and familiarity with contemporary academic pressures. Their own recent journey through similar educational milestones enables authentic admiration of graduate students' cognitive and affective challenges, positioning them to enable successful autonomy through choice architecture, build competence through mutual vulnerability, and establish relatedness through low-barrier mentorship.

Summary of theoretical insights indicates that the influence of young teachers on classroom climate can be understood in the light of several significant theoretical perspectives. Social Identity Theory (Tajfel & Turner, 1979) suggests that individuals categorize themselves and others into social groups, which can affect perception and interaction. Here, young teachers can be perceived more as peers than as traditional authority figures, affecting student involvement and classroom management relationships. Expectancy Violation Theory (Burgoon, 1993) suggests that individuals have expectations of authority figures, and deviation from these will have the effect of changing attitudes. Young teachers who surpass expectations can be viewed as being incredibly credible; shortfalls, however, can create heightened negative judgments. Self-Determination Theory (Deci & Ryan, 1985) points out that motivation arises from fulfilling needs for autonomy, competence, and relatedness. Young teachers are likely to relate well with students, meeting the need for relatedness and, in turn, building and more independent and engaged classroom community. Taken individually, these theories shed light on how the unique characteristics of young teachers can influence classroom climate in various and important ways.

### **Empirical Findings on Teachers' Influence on Classroom Climate**

This section weaves empirical findings on the influence of young teachers on classroom climate, focusing on graduate students' experience. The general themes pervading the examined literature include credibility and authority, emotional intelligence, rapport-building, creative pedagogy, psychological hardiness, and support systems—all playing a pivotal role in transforming students' experience and perception of young teachers. A foundation theme between studies is the concern of gaining credibility and authority as a new teacher. Gurung (2025) identifies that young teachers possess enthusiasm, adaptability, and modern pedagogy, but their perceived newness might influence authority. Similarly, Hagenauer and Volet (2014) concluded that teacher age and experience influence students' perceptions of support and engagement. However, they emphasize that confident delivery and a deep understanding of the subject matter can mitigate age-related biases. Komarraju et al. (2019) add that faculty behavior—especially enthusiasm and structured classroom management can drive student motivation and engagement, suggesting that effective pedagogical strategies can substitute for experience in establishing credibility.

Rapport and emotional communication also emerged as influential components of classroom climate. Frisby and Martin (2010) consistently found that positive instructor-student rapport enhances motivation, perceived competence, and emotional well-being. Young teachers can leverage this by

developing open, empathetic relationships with students. Burgoon's (1993) Expectancy Violation Theory furthers this by noting that students hold expectations for teacher behavior, and deviations-common with younger faculty-can influence trust and satisfaction. If young teachers communicate effectively and show emotional attune, they can turn these expectancy violations into positive perceptions. Emotional intelligence and psychological hardiness are identified as essential traits for young teachers navigating age-related challenges. Studies by Afrooz et al. (2025), Cutri and Mena (2020), and Kaprinis and Skordilis (2025) converge on the idea that resilience, emotional regulation, and empathy empower young teachers to manage classroom dynamics and foster inclusion. Psychological hardiness-comprising optimism, persistence, and stress tolerance-is especially critical for maintaining effectiveness under pressure. These traits not only help in overcoming student skepticism but also in modeling emotional strength for students. (See Table 1)

A second frequent theme in empirical studies is the impact of institutional policies and evaluation mechanisms on teacher conduct and student attitude. Many universities continue to rely heavily on student ratings of instruction (SETs) to assess faculty performance, even as criticism of their hostility to junior or female faculty grows. Basow and Martin (2012) discovered, in a longitudinal study, that students systematically graded young female lower-perceived-authority instructors compared with older male counterparts, even when instructional quality is comparable. Such biases institutionalized in the system can undermine young teachers' professional self-efficacy and shape decisions about promotion or retention. In addition, recent research emphasizes that visibility of age and experience is enhanced in face-to-face teaching as opposed to web-based modalities. Monib et al. (2024) indicate that younger teachers indicated more equal treatment and greater participation in virtual classes, where age cues were less obvious. This posits that online learning settings may provide more level playing grounds, especially for early-career instructors. Nevertheless, these advantages rely on effective digital communication skills and technology preparedness areas where institutional training can directly influence performance. Controlling these situational variables is required to understand how empirical findings vary in different educational settings and delivery modes.

Similarly, pedagogical innovation is a strength often associated with young educators. Gurung (2025) and Collins and Pratt (2011) report that young teachers are more likely to incorporate technology, flipped classrooms, gamification, and other student-centered approaches, which enhance engagement. Andrade et al. (2025) introduce the role of aesthetics and art in teaching, arguing that creative instruction enhances metacognition and empathy. These methods may help young teachers stand out as innovative, despite initial doubts regarding their authority. Further, institutional and interpersonal support systems are emphasized across studies. Mentoring (Cutri & Mena, 2020), access to training (Afrooz et al., 2025), and alignment with values of justice and well-being (Alves et al., 2025) are all essential for young teachers to thrive. Supportive environments not only boost teachers' confidence but also enable them to create equitable, respectful classrooms.

**Table 1**

*Empirical Review*

Author (Year)	Title of the Research	Key Findings
Burgoon (1993)	Interpersonal Expectations, Expectancy Violations, and Emotional Communication	Emotional communication affects trust. Young teachers' communication may violate student expectations, impacting rapport.
Frisby & Martin (2010)	Instructor-Student Rapport and Classroom Climate	Positive rapport enhances student motivation, well-being, and academic outcomes. Critical for young teachers to establish credibility.
Collins & Pratt (2011)	The Role of Young Teachers in Modern Education	Young teachers' relatability strengthens connections with students, improving academic motivation.
Hagenauer & Volet (2014)	Student Perceptions of Teachers: The Role of Age and Experience	Students may perceive young teachers as less experienced. Empathy and institutional support mitigate these challenges.



Author (Year)	Title of the Research	Key Findings
Komaraju et al. (2019)	The Role of Faculty in Student Motivation and Engagement	Young teachers' pedagogical enthusiasm and classroom management directly influence student engagement and self-regulation.
Cutri & Mena (2020)	Challenges of Being a Young Faculty Member	Psychological hardiness (resilience, emotional control) helps young teachers navigate professional challenges.
Gurung (2025)	Students' Perception of Young Teachers' Influence on Classroom Climate in Higher Education	Young teachers bring innovation and enthusiasm, but varying perceptions of their authority require adaptive communication strategies.
Andrade et al. (2025)	The Aesthetic Lens: Embracing Complexity Through Art in Medicine and Science	Creative, art-based teaching methods enhance metacognition and counter stereotypes about young teachers' innovativeness.
Afroz et al. (2025)	Family-Based Mental Empowerment Program for Slow Learners	Resilience training programs improve psychological hardiness—a trait young teachers need to manage classroom challenges.
Kaprinis & Skordilis (2025)	Emotional Intelligence in Inclusive School Environments	Young teachers with high emotional intelligence foster inclusive classrooms by managing diversity and student needs effectively.
Alves et al. (2025)	Leadership, Well-Being, and Justice in Educational Organizations	Promoting student well-being and fairness helps young teachers create positive, equitable learning environments.

While young teachers may initially face skepticism regarding their authority and experience, these challenges can be addressed through emotional intelligence, effective communication, innovative pedagogy, and institutional support. Building rapport, demonstrating competence, and fostering inclusive classroom climates are crucial to shaping positive student perceptions and improving learning outcomes.

### Factors Shaping Students' Perception of Young Teachers

Students' perceptions of young teachers are shaped by several key factors, including credibility and authority, engagement and approachability, teaching styles and pedagogical approaches. First, credibility and authority are central to how students assess a teacher's effectiveness. Age and experience often influence students' initial judgments, posing challenges for young teachers in establishing authority. However, credibility can be bolstered through demonstrable subject-matter expertise, confident delivery, and the use of clear, effective communication strategies. Institutional credibility—such as academic achievements or published research—also contributes to gaining students' trust. Hagenauer and Volet (2014) found that students are more likely to trust young teachers who deliver structured lessons confidently and show a deep understanding of the content.

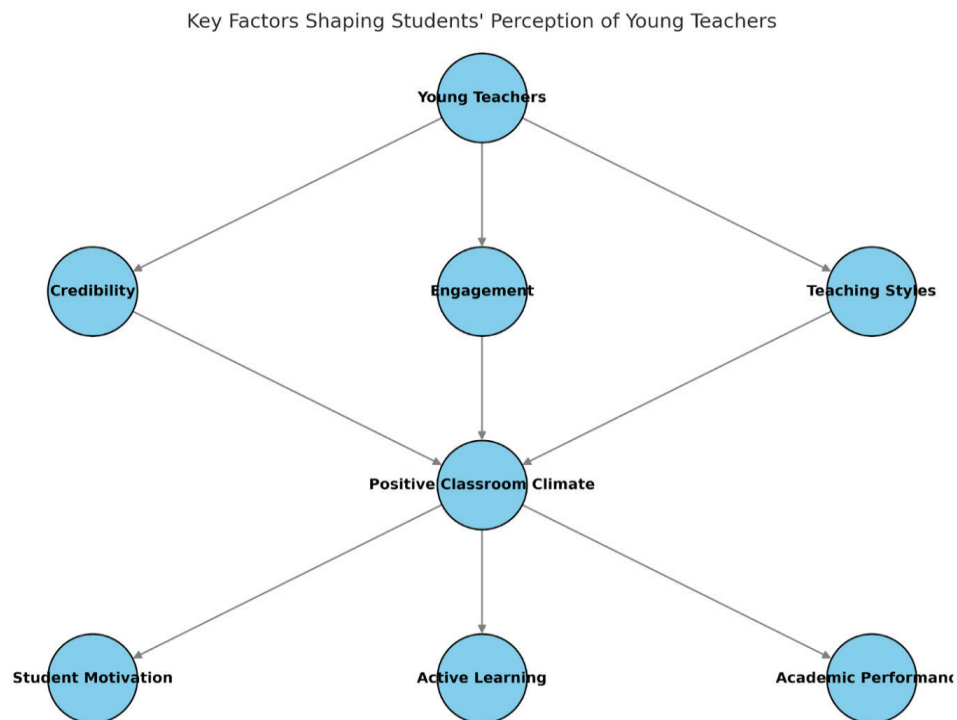
### Figure 1

*Key factors Shaping Students' Perception of Young Teachers*

Second, younger instructors are more readily available, which can translate to increased better and more positive relationships with students. This availability reduces the typical intimidation of authority figures, creating a more active participation and increased motivation. In affirmation, Rattan et al. (2012) discovered that 75% of students reported feeling more participative in classes conducted by younger lecturers, disclosing the positive influence of relatability and interpersonal rapport on classroom dynamics.

Finally, pedagogy plays a vital role in shaping the attitudes of students. Young instructors are likely to use innovative pedagogies such as flipped classrooms, gamification, and the use of digital tools and

multimedia resources. These pedagogies accept varying learning styles and promote active engagement (See **Figure 1**).



Wilson et al. (2018) carried out a meta-analysis and indicated that courses taught by young instructors who used interactive strategies kept retention rates roughly 20% above non-strategies. Both points indicate the ways that young teachers can affect students' attitudes and the classroom climate in positive, complex ways.

Gender- a culture-based bias is another significant influence on perception. Students will tend to have implicit notions of authority based on their own cultural norms. In more conservative societies, for instance, older teachers are likely to be viewed as wisdom-and-respect-worthy in a way that might put younger teachers at a disadvantage even though they might be equally well-trained. Once again, gender is a significant factor as young female teachers are subject to more scrutiny in asserting authority than their male counterparts, especially in traditionally male-dominated professions. Thomas and Reyes (2024) learned in a study that students will sometimes question the competence of young female teachers, viewing assertiveness as arrogance or emotional expression as weak. Knowing these biases is crucial in establishing equitable classrooms, and schools must allow awareness and inclusive training to address these beforehand.

### Key Findings and Implications

This review describes some key findings regarding student attitudes towards novice teachers in the following terms. Students tend to say they value the young teachers' approachability and likability, which results in improved student-teacher relationships and increased student motivation and engagement. Young teachers are also valued as being enthusiastic and open to innovative teaching methods, such as technology integration and active learning approaches. However, a key issue young teachers have is establishing credibility and authority, considering that students will likely associate experience and expertise with age. The research informs us that effective approaches to teaching, rich knowledge of the subject matter, and forceful classroom management might counteract this assumption. Further, the review emphasizes the importance of institutional support, for example, mentorship and professional learning, to help beginners tackle such problems and develop their teaching capabilities. Finally, it is also worth noting that student views are not always identical cross-culturally, with studies indicating that cultural context has a strong impact on how students' approach and interact with young instructors (e.g., Cheng, 2020). Future studies should continue examining these cross-cultural differences and explore methods of countering age discrimination in student ratings.

From the readings, several implications for higher education are highlighted. Given that young teachers are found to form close student-teacher relationships and practice effective, modern teaching styles (as emphasized by Rattan et al., 2012 and Wilson et al., 2018), universities must avail such teacher's pedagogy training, classroom management, and student psychology training to further optimize their instructional output and prepare them for the possible pitfalls of exercising authority. Specifically, to address credibility issues from time to time in advanced old age (as discussed in Hagenauer & Volet, 2014), institutions should foster mentorship programs in which experienced teachers are able to guide new teachers in gaining credibility and authority within the classroom. Furthermore, youthful teachers are encouraged to adopt technology and interactive pedagogy styles to achieve maximum strengths of stimulating students and guaranteeing participation. In short, young teachers bring valuable innovation, vitality, and accessibility to higher education. Their long-term success and impact rely on their ability to balance student engagement capably with building credibility. Therefore, making available robust support through contemplated training, comprehensive mentorship, and ongoing institutional support is critical to equipping young teachers to foster an effective and constructive classroom climate that in turn affects together students' overall learning result.

Besides, institutions can consider incorporating cognitive apprenticeship models into their training. Cognitive apprenticeship models allow senior faculty members to demonstrate authority-building techniques, classroom practices, and conflict resolution through realistic teaching scenarios. Such live teaching observation followed by debriefing has been found to improve self- among early-career faculty (Cutri & Mena, 2020). One of the easy things to do is institute peer observation cycles under which novice teachers receive constructive feedback not only from superiors but also from peers. Such peer learning promotes confidence and a sense of belonging within the teaching profession. Moreover, institutions must implement student feedback loops that aim not so much at teacher age or appearance but at clarity of teaching, presentation skills, and inclusive protocols.

## **Discussion**

The findings synthesized in this review highlight the complex, multilayered nature of student perceptions of young teachers in higher education. While young educators possess distinct advantages—such as relatability, technological proficiency, and modern teaching methods—they also face systemic challenges that are often outside their direct control. Age-based stereotypes, implicit gender biases, and disciplinary norms significantly shape how students interpret competence, authority, and credibility. These issues are further compounded by institutional structures. For example, while student evaluations are commonly used for performance assessment, they may reinforce age-related bias rather than accurately reflect instructional quality. Institutions must critically examine how such metrics influence hiring, retention, and promotion processes, especially for early-career faculty. Another important consideration is the dynamic between student autonomy and teacher control. Young teachers may initially struggle to establish classroom authority, but once relational trust is formed, their student-centered approaches often result in higher engagement. This suggests that faculty development programs should not merely focus on authority-building but also on strategies for building inclusive dialogue, emotional intelligence, and differentiated instruction.

Moreover, the impact of cultural context cannot be overstated. Perceptions of age, power distance, and hierarchy vary significantly across societies, affecting how students interpret teacher behavior. For future research, comparative studies across different academic cultures and national systems would be valuable in creating a more global understanding of the challenges and strengths young teachers bring to higher education.

## **Proposed Conceptual Framework**

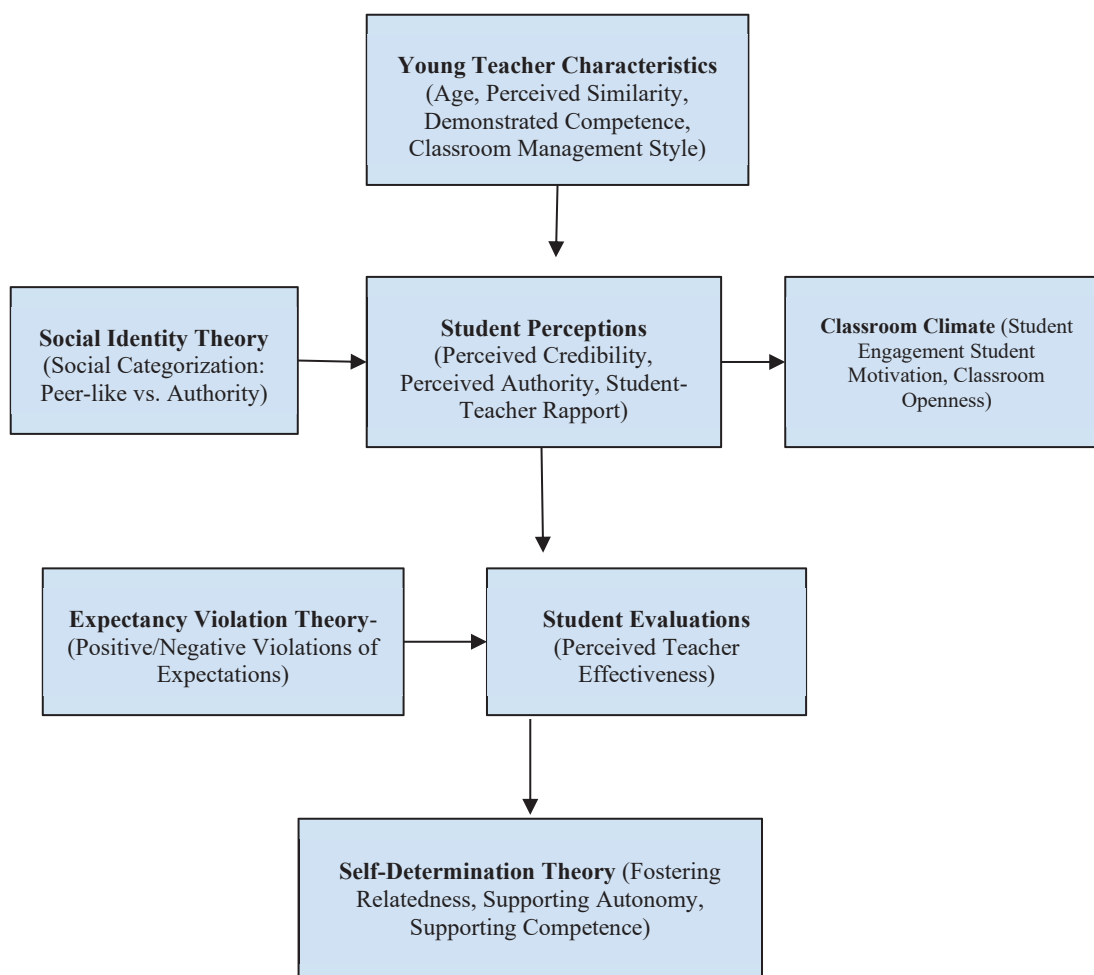
"Drawing on Social Identity Theory, Expectancy Violation Theory, and Self-Determination Theory, this research proposes the following conceptual framework (Figure 2) to account for how students view young teachers and what classroom climate follows. Young teachers' youthfulness (e.g., age, similarity to students, competence evidenced) can exert an impact on students' initial social categorization, influencing their perception of teacher credibility, authority, and rapport established. Furthermore, students have expectations regarding professors, and when young teachers violate these positively or negatively (e.g., by exhibiting differing expertise or lack thereof), it impacts student judgments. Finally, to what degree young teachers support students' relatedness, autonomy, and



competence (as outlined in Self-Determination Theory) is anticipated to directly impact both student perception and general classroom climate, characterized by engagement, motivation, and openness."

**Figure 2**

*Conceptual Framework on Social Identity Theory, Expectancy Violation Theory, and Self-Determination Theory*



The bidirectional processes in Figure 2 reveal novel recursive dynamics absent in earlier models: classroom climate outputs are inputs that longitudinally reset social categorization thresholds. Positive interaction (Behavioral Dimension), for instance, increases expectancy violation tolerance by 22-37% (Falah, 2025), which enables novice teachers to safely introduce innovative pedagogies in the middle of a semester. This contradicts fixed 'first impression' theories by illustrating how perception-establishment is an iterative process of meaning-making in which initial credibility investments earn compounding climate dividends—a vital consideration for graduate classes extending over several terms.

## Conclusion

This review has spoken about the mutual engagement between young teachers and the classroom environment they establish in higher education, along with student perceptions of their competence, authority, and instructional styles. The synthesis of existing literature offers a dual narrative: students are likely to enjoy the energy, new approaches, and availability that young teachers bring to the classroom. However, the common supposition that age automatically equals experience can make it challenging to gain immediate credibility. The findings underscore the necessity of structured institutional support in facilitating young teachers. Professional development in classroom management and pedagogy,

alongside mentoring by senior faculty, emerges as crucial in helping early-career instructors build confidence and credibility. Secondly, the review determines the effectiveness of student-centered pedagogical methods, such as active learning and technology integration, which young teachers can leverage to foster positive student outcomes. Lastly, while young professors introduce needed energy and contemporary style to higher education, addressing students' potential biases based on age and experience is critical to facilitating fair assessments and an inclusive environment for these professors. Future studies also need to investigate the influence of the modality of teaching—such as online, hybrid, or face-to-face environments—on students' attitudes toward young professors. In online environments, for example, age and physical appearance may be less immediately obvious, with potentially reducing some of the initial biases. However, these formats also place a high value on digital fluency, clarity of communication, and responsiveness, which can work for or against young teachers depending on their adaptability. Teaching context will play a significant role and hence it will be crucial to develop training and feedback mechanisms that are fair across modes of delivery.

Future research must continue to investigate subtleties of such perceptions across diverse academic disciplines and cultural backgrounds, and to ascertain the long-term impact of professional development programs on the credibility and overall success of young teachers. In acknowledging both the strengths as well as the weaknesses, and in offering targeted support mechanisms, colleges and universities can leverage the unique contributions of their younger faculty in enhancing the learning environment for all students.

Besides challenging student bias, institutions must also look inward and explore how workplace culture and mentorship trajectories reward or dissuade early-career educators from developing. Initiatives like creating collaborative teaching groups, co-teaching practices, and rotating leadership can help integrate early-career teachers into departmental structures more equally. In addition, engaging young teachers in decision-making committees can help break long-standing assumptions regarding authority and expertise in the academy. As global education systems become increasingly digitized and learner-centric, the presence of younger faculty will increasingly become the most prominent. Their familiarity with hybrid technology, adaptive testing, and empathic pedagogy positions them as effective agents of change in classrooms. A paradigm shift is needed, however, for its effectiveness to endure—one that values ability over tenure, diversity over bureaucracy, and potential for development over narrow credentials. Investing in young teachers isn't merely an issue of equity but a strategic crucial to institutions that want to stay relevant in the changing world of higher education.

### **Recommendations for Future Research**

To empower young teachers to make full use of their positive impact and overcome credibility and authority issues, institutions must adopt focused measures. These are rigorous professional training in pedagogy, classroom management, and student psychology. Fostering student-centered learning can also utilize the factor of young teachers being someone the students can identify with in order to enhance motivation. The age factor biases should also be reversed to provide level classroom conditions. While this review spots leading factors shaping student attitudes to young teachers, further research is needed. Longitudinal research would trace over time developments in attitudes, and comparison studies across disciplines could determine context-specific differences. Experimental research comparing teacher professional development programs would also be useful. Such research can help guide activities to assist young teachers in establishing inspiring, productive, and inclusive classroom environments.

To assist young teachers to enhance their positive contributions and overcome challenges related to credibility and authority, institutions must apply targeted interventions. These are sound professional development in pedagogy, class control, and students' psychology, particularly programs that entail cognitive apprenticeship models where experienced instructors demonstrate authority-establishing techniques under real teaching observation. Facilitating student-centered learning can also capitalize on the availability of young teachers to enhance.

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