Revealing the types of Teachers' Aggressive Behavior Affecting Students' Academic Achievement in K-12

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Abstract

Good behavior is a prerequisite for effective teaching and learning and is also a fundamental educational outcome that society should demand. They will become more impatient and uneducated if we do not provide the good order and good results that society expects from instructors. The main purpose of this study was to explore the types of aggressive behavior that affects the academic performance of K-12 students. Population of the study consisted of all students (621) during the year 2020-2021 from the Federal Government Boys School & Colleges, Rawalpindi. Random sampling technique was used in the selection of sample. Self-structured Questionnaire was used as a research tool with five-point Likert Scale. Due to students' low performance in their studies, teachers get aggressive. It was common practice that teachers abuse at school and disrespect students. They threaten to fail the students. Teachers always keep the students under pressure and make them work. The highest number of respondents were disagreed that teachers always speak to the students in a very strict tone and always speak too fast as well as they don't use mobile phones in the classroom all the time at classroom. Teachers give physical punishment to students.

Keywords: Aggressive Behavior, Behavior, Learner Competencies, K-12

1.   Introduction

Good behavior is a prerequisite for effective teaching and learning and is also a fundamental educational outcome that society should demand. They will become more impatient and uneducated if we do not provide the good order and good results that society expects from instructors. Taking a careful look at ourselves, our teaching, our institutions, our rituals, and our impact on kids is no longer enough to remove or avoid students' behavioural disorders through various forms of intervention (Charlton & David, 1997:5). Flexible methods of

education that focus on the learner and his or her interests and requirements increase motivation to learn and may naturally lessen misbehavior are one technique to prevent problem behavior in the classroom (Burden, 1995; Lambert & McCombs, 1998).

Supporting student learning in the classroom is the primary responsibility of teachers. It's difficult to learn in chaotic environments. As a result, creating and maintaining a productive, healthy classroom climate that encourages learning is a daily challenge for us. False assumptions, distorted thinking, and improperly controlled emotional responses to stress are thought to be the root causes of behavioural problems. To tackle these problems, their social attitudes, beliefs, and feelings must be examined (Nicols, 2000).

The bond between a teacher and student is incredibly significant in the learning process. The classroom is a place of learning where students and teachers spend a lot of time together (Ehsan, 2020). A crucial component of effective teaching is teacher excitement, which benefits students' cognitive, emotional, and motivational results as well as instructors' well-being and instructional behavior. The majority of the research has focused on its beneficial impacts, ignoring the complex interactions between factors influencing teacher passion (Burić, & Moe, 2020).Positive interdependence, individual responsibility, supportive contact, social skills, and group processing are all necessary for effective cooperative learning (Namaziandost, Homayouni, &Rahmani, 2020). According to Skinner (2019), behavior is a human response to its environment or to the outside world. The way a teacher interacts and communicates with pupils is reflected in their behavior. This aspect's primary goal is to investigate how secondary school students' learning is impacted by teachers' actions (Ehsan, 2020).

In classrooms of the twenty-first century, instructors and students must overcome formidable obstacles to prepare for postsecondary education, careers, and citizenship. To address these issues, educators have promoted student-centered learning, and several initiatives have emerged to define and design such settings. However, strategies for assisting instructors as they switch to non-traditional teaching styles need to be created (Keiler, 2018).There is no one-size-fits-all approach to teacher retention, and each school division and each school must work consciously to develop programmes to keep its best teachers (Holmes, Parker, & Gibson, 2019).Training for public school teachers frequently takes the form of a workshop or professional development seminar. Due to the limited possibilities for practice, these formats may be poor for teaching specific skills intended for use in the classroom. With a range of groups and ability levels, behavioral skills training (BST) has proven to be a successful teaching strategy (Kirkpatrick, Akers, & Rivera, 2019).

According to the literature, kids' and/or their parents' violence towards teachers is on the rise. Such inappropriate and/or violent conduct can harm a teacher's professional wellbeing and make it more challenging to foster a supportive environment in the classroom. In the end, it ranks among the most significant sources of workplace stress that now plague the profession. Less focus has been placed on how people and groups may handle violence at school and cultivate a more resilient attitude, or on how to explain how such experiences can be survived and countered by creating a more positive atmosphere (Cordova et al., 2019).

Concerning data has emerged from recent research about the psychological health of early care and education (ECE) instructors and its consequences for the effectiveness of the classroom and the development of the students. It is believed that the effectiveness of

instructors' relationships and instructional procedures at least somewhat mediates the impact of teachers' depressed symptoms on student results (Kwon et al., 2019). According to study findings, interactions between teachers and students served as a protective barrier against the psychological suffering brought on by peer victimization. While peer victimization and psychosocial distress were all negatively correlated with positive teacher-student relationships, peer relationships, and students' perceptions of school order and discipline, teacher-student relationships were strongly correlated with these outcomes over the influence of the aforementioned variables. It means that teacher-student connections may lessen the impact of peer victimization by reducing its detrimental psychological impacts in a potent yet mostly unknown manner (Sulkowski, & Simmons, 2018).

The findings indicated that physical punishment is used in secondary schools; examples include poking, bending over, slapping, spanking, and more. When pupils don't try to complete their homework, disrupt class, disobey professors, or otherwise transgress school rules, they are disciplined. When students are punished, it can have some positive effects on their performance, which is good for their future, but when students are severely punished, it can have negative effects on their mental health. For example, when students are punished, they may feel inferior to other students and embarrassed in front of them, which causes them to become irritated, frustrated, and depressed (Noreen, n.d.2017).

Statement of the Problem

Today the learning environment is built up on the collaboration of both students and teachers. In student-centered learning, a teacher acts as a facilitator and the active role is in the hands of students who run the classroom activities. It is also a fact that teachers and students both are the part of educational process but it has been seen that teachers' aggressive attitude negatively impacts students' learning competencies. Hence, the need has been felt to study the reasons why aggressive attitudes of teachers reduce or eliminate students' learning competencies instead of enhancing them. The main purpose of this research is to identify the types of aggressive behavior of the teachers which affecting students' academic achievements.

Objectives of the Study

1.   To unearth the types of aggressive behavior that a teacher adopts which affects the academic performance of students at K-12

Research Questions

The following research questions will guide the study.
1. Do teachers use negative language in the school or classroom?
 2. Do teachers disrespect students while performing teaching duties?
3. Do teachers put pressure or stress on students by using words to fail the exam?
4. Are teachers always strict?
5. Do teachers give physical punishment to students in the school or classroom?

Delimitation of the study
1 Province Punjab
2 District Rawalpindi
3 Federal Government Boys Secondary Schools and Colleges

Design of the Study
The study was descriptive in nature and Cross-Sectional survey was used Cross-Sectional survey is the type of observational study that analyzes data from the population at a specific point in time (Lee, James, 1994). The data were collected in order to answer the research questions concerning current status of Aggressive behavior of educators affects the learning competencies of learners at secondary level. Population was defined for the selection of the sample. Random sampling technique was used. For this study a questionnaire was used as a tool. The data were analyzed cumulatively through simple as well as advance statistical formulas.

Population, Sample and Sampling Techniques
The population for this study consisted of 621(grade 9th, 10th,11th,12th) students from Federal Government Boys Secondary Schools& Colleges, Rawalpindi. These schools were selected at random at the beginning of 2020 academic year in Rawalpindi, Pakistan. The sample consisted of 62 students according to the statistician a good maximum sample size is usually around 10% of the population.

Table 1: Population & Sample size

Sr. No	Institutions	Category	Population	Sample size	Sample
1	School & Colleges	Students	621	10%	62

Research Instrument
Keeping in view the nature of the problem was descriptive i.e. Cross-Sectional type of study was considered appropriate and a questionnaire was used as a research tool for the collection of the data.

**Validation of Research Instrument**
After preparing the research tool, the experts checked the tool, so that the shortcomings in the questionnaire could be rectified. In the light of the instructions given by the experts, some changes were made in the questionnaire so that the following issues could be resolved. (a) Eliminate the ambiguity from items, (b) clarity of wording, (c) identify problems in administering the questionnaire, and (d) identify the aspects for the improvement of research tools. After checking the validity, several changes were made to the instrument in the light of suggestions given by the experts. In part-B, The text of question 5 was completely changed, as the first text did not convey the clear meaning of the question. Some difficult words were replaced by the clear words and the structures of some sentences were improved accordingly. Reliability is a measure of the stability or consistency of test scores. You can also

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think of it as the ability for a test or research findings to be repeatable. Therefore, the reliability of the instrument was checked through SPSS-22 software.
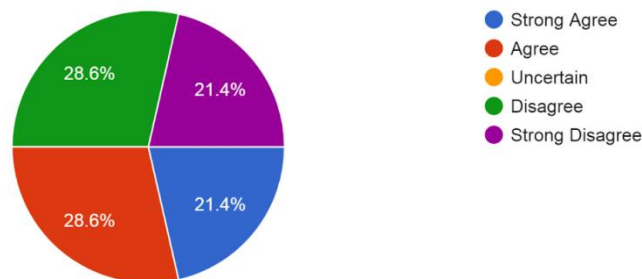
ANALYSIS OF DATA
FIGURE 1: Teachers abuse at school
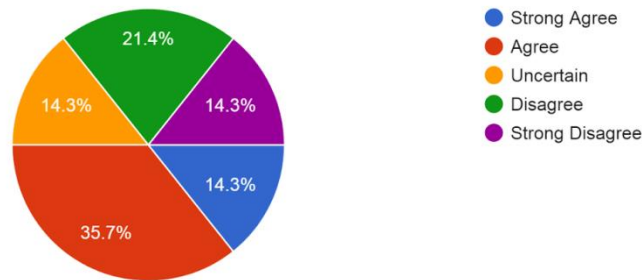
Interpretation of Figure 1: The above graph show that 35.7% and 14.3% respondents were agree and strong agree respectively that teachers abuse at school while 21.4% and 14.3% respondents were disagree and strong disagree respectively with statement and 14.3 respondents had no idea.
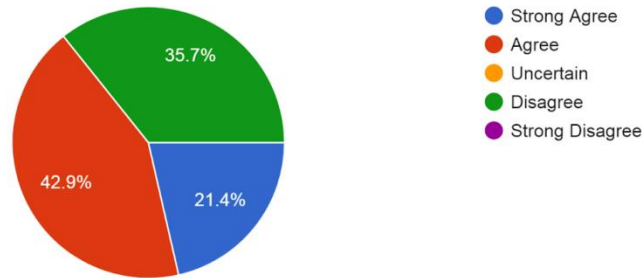
FIGURE 2: Teachers disrespect students

Interpretation of Figure 2: The above graph show that 28.6% and 21.4% respondents were agree and strong agree respectively that teachers disrespect students while 28.6% and 21.4% respondents were disagree and strong disagree respectively with statement.
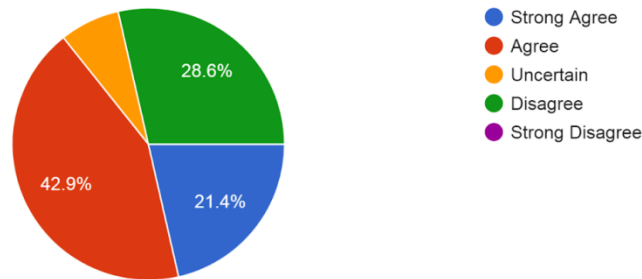
FIGURE 3: Teachers threaten to fail the students

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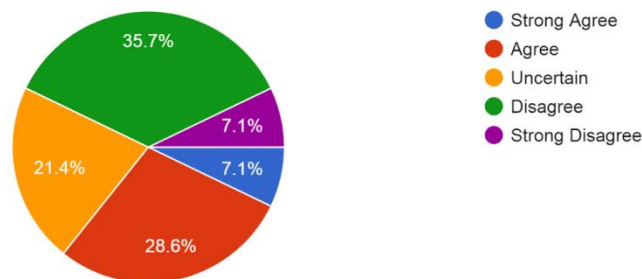

Interpretation of Figure 3: The above graph show that 42.9% and 21.4% respondents were agree and strong agree respectively that teachers threaten to fail the students while 35.7% respondents were disagree with statement.

FIGURE 4: Teachers always keep the students under pressure and make them work

Interpretation of Figure 4: The above graph show that 42.9% and 21.4% respondents were agree and strong agree respectively that teachers always keep the students under pressure and make them work while 28.6% respondents were disagree and 1.7 % respondents had no idea about statement.
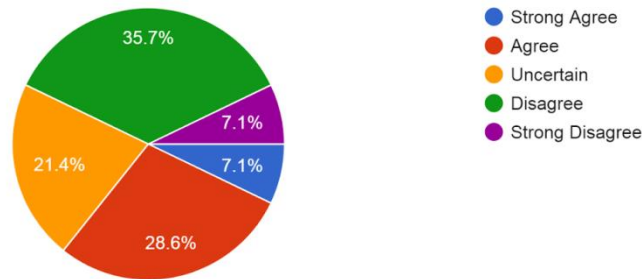
FIGURE 5: Teachers always speak to the students in a very strict tone

Interpretation of Figure 5: The above graph show that 35.7% respondents were disagree and 7.1% respondents were strong disagree that teachers always speak to the students in a very strict tone while 28.6% and 7.1% respondents were agree and strong agree respectively while 21.4 % respondents had no idea about statement.
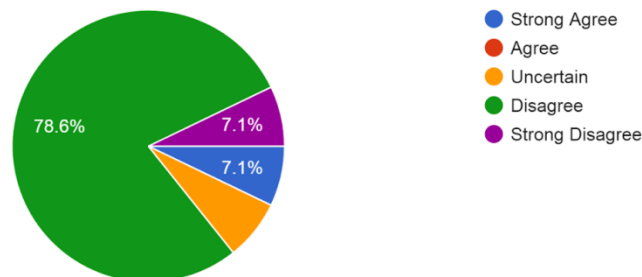
FIGURE 6: Teachers always speak too fast

Interpretation of Figure 6: The above graph show that 35.7% respondents were disagree and 7.1% respondents were strong disagree that teachers always speak too fast while 28.6% and 7.1% respondents were agree and strong agree respectively while 21.4 % respondents had no idea about statement.

FIGURE 7: Teachers use mobile phones in the classroom all the time

Interpretation of Figure 7: The above graph show that 78.6% respondents were disagree and 7.1% respondents were strong disagree that teachers use mobile phones in the classroom all the time while 7.1% respondents were strong agree respectively while 1.7 % respondents had no idea about statement.

FIGURE 8: Teachers give physical punishment to students

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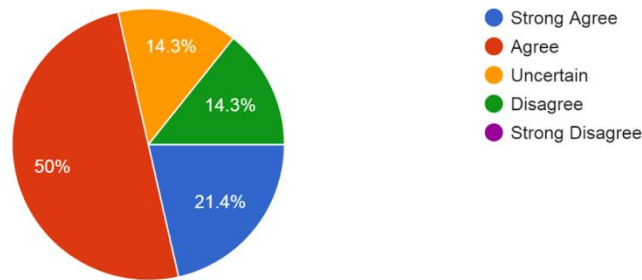
Interpretation of Figure 8: The above graph show that 50% respondents were agree and 21.4% respondents were strong agree that teachers give physical punishment to students while 14.3% respondents were disagree while 14.3 % respondents had no idea about statement.

Discussion
Students who took part in this research said that the teachers behaved towards them aggressively and in an authoritarian way. They pointed out that the male teachers spoke faster in teaching and applied physical punishment. Classroom management is not only to focus on student behavior or behavior management in classroom but also to control teacher's own behavior. The teachers must know and pay attention to how they will behave towards the students in the teaching and learning process and how teaching will be organized for them (Başar, 1999). Teacher's behavior shown in the classroom is divided into two categories as "authoritarian" and "democratic" by Wubbels & Levy (1991).According to the students, the teachers behaved more aggressively and they humiliated the students in the classroom.
Fraiman, S (1993) conducted a research on the primary school students from different classroom levels and he found that the teachers behaved differently towards the students. According to his research findings, the teachers' perceptions of students were more negative. According to the students who took part in this research, the teachers behaved in an aggressive way. They considered "to insult" and "speaking fast" as the typical negative behavior of the teachers. These teachers usually gave some students many rights to speak freely and opportunities for learning. When these students hesitated to find the answer, they encouraged them and gave clues. They also gave the second chance to them. (Jussim vd., 1998, 31-32; Harris & Rosenthal, 1990, 107).

Conclusion
At the end of this research, as a researcher, it was observed that the teaching stages will be completed in a proper manner only when the teaching skills of the teachers are improved. If the teachers behave in any negative way with the students, it will not only disrupt the teaching system but also have negative effects on the students. Using abuse, disrespecting students, threatening students to fail the exam, always using harsh tone and physical punishment cannot improve the teaching process in any way and it affects the teachers as well.

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