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Perceived Solutions for Pacifying Instructors' Aggressive Behavior in K-12 Education

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ABSTRACT

Effective teaching and learning depend on good conduct, which is also a crucial educational consequence that society should demand. If we do not deliver the good order and good results that society expects from teachers, they will become more impatient and uninformed. The main purpose of this study was to explore the aggressive behavior of educators. The objective of the study was to find out the solutions that can replace the teachers' negative attitude with a positive attitude. 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. It is possible to improve the performance of students by changing the attitude of teachers and there is a need for training to improve teachers' professional skills. Teachers should be a part of workshops on modern teaching methods. They should provide recreational opportunities with students and should be trained to sense students' thoughts, feelings and emotions. Teachers should attend conferences to provide awareness of students' individual differences

INTRODUCTION

Effective teaching and learning depend on a good conduct, which is also a crucial educational consequence that society should demand. If we do not deliver the good order and good results that society expects from teachers, they will become more impatient and uninformed. In order to eliminate or prevent students' behavioral issues through various forms of intervention, we must now do more than merely advise taking a close look at ourselves, our teaching, our institutions, our rituals, and our impact on students (Baloğlu, N & David, 1997:5).

One of the most commonly mentioned issues in today's public schools is teachers' misbehavior. In fact, teachers see managing students' conduct as one of their biggest concerns as well as one of the biggest gaps in their education and experience (Weigle, 2007). 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 as one technique to prevent problem behavior in the classroom (Baloğlu, N, Lambert & McCombs, 1998).

The significance of adequately managing not only academic but also social components of the classroom has been shown by research on classroom management. How well social circumstances are handled in the classroom appears to have an impact on a number of factors, including student achievement, teaching effectiveness, and teacher satisfaction. 'Within school' influences appear to have a significant impact on children's behavior at school. These variables broadly speak have to do with what and how schools provide for their students. We shouldn't undervalue the influence of teachers' behavior, particularly their classroom management skills, on student behavior, even though there is little doubt that elements of school policy and organization, school ethos, and curriculum content/delivery make significant contributions to these offerings (Charlton & David, 1997:207)

The main duty of teachers is to support student learning in the classroom. In chaotic settings, learning is challenging to do. Therefore, we have a

daily challenge to establish and preserve a healthy, productive classroom environment that promotes learning. Behavior issues are regarded to be the outcome of false assumptions, warped thinking, and poorly managed emotional reactions to stress. An evaluation of their social attitudes, beliefs, and feelings is required to resolve these issues (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's 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).

One of the most difficult jobs, with a high turnover rate, is teaching. Unfortunately, we don't really understand how to keep instructors motivated (Kim, Shin, Tsukayama, & Park, 2020). The findings of the study demonstrate that the experimental group with teacher facilitation had much higher behavioral and cognitive engagement than the control group with no teacher facilitation. However, there was no discernible impact of teacher facilitation on the experimental group's members' emotional involvement. Additionally, it is shown that student leaders in the making have comparable favorable impacts of teacher facilitation on raising behavioral and intellectual engagement. Future research is required to examine the moderating impacts of student leadership and teaching expertise (Xu, Chen, & Chen, 2020).

Relationships between teachers and students have developmental implications for kids' socio-emotional adjustment and academic success. The quality of the teacher-student connection can be believed to be connected to teenagers' feelings of

accomplishment for a number of theoretical reasons. For instance, strong teacher-student bonds can increase teenagers' sense of social connection and belonging in the classroom, which may in turn encourage positive and prevent negative feelings toward learning (Clem et al., 2021). Due to its consequences for teaching effectiveness, instructional methods, and student academic performance, teachers' self-efficacy has gradually taken on a more significant role in school psychology research. Due to its consequences for teaching effectiveness, instructional methods, and student academic performance, teachers' self-efficacy has gradually taken on a more significant role in school psychology research. Teachers' aims and actions in the classroom are guided by their own ideals. Additionally, values can promote a person's feeling of self-efficacy and subjective well-being. Teachers' self-efficacy, or their confidence in their capacity to successfully manage the responsibilities, demands, and problems associated with their professional activity, has a significant impact on essential academic outcomes (including student progress and motivation) and workplace wellbeing. (Barni, Danioni, & Benevene, 2019).

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).

In present time education has become more important than the past. The ongoing era is of modern inventions and technological revolution. Similarly, all these inventions take place due to a mutual interest. This is the era of student-centered learning. 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 find out the solutions that can replace the teachers' negative attitude with a positive attitude. And what steps should be taken to change the aggressive behavior of teachers.

METHODS

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 2020-2021 academic years 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

For analysis of the data, the researcher has used SPSS software version 22. For demographic analysis and gauging overall strengths of responses, percentage, has been used through the software. Percent simply means "per hundred" and the symbol used to express percentage is %. One percent (or 1%) is one hundredth of the total or whole and is therefore calculated by dividing the

total or whole number by 100. The frequency (f) of a particular observation is the number of times the observation occurs in the data. Frequency distributions can show either the actual number of observations falling in each range or the percentage of observations.

RESULTS AND DISCUSSION

Analysis of Data

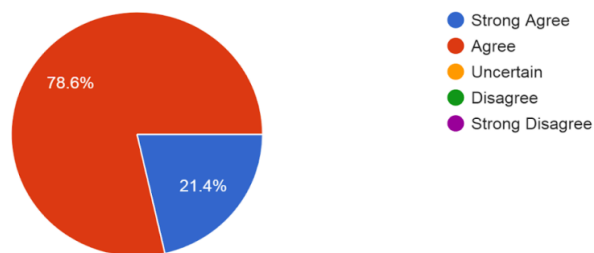


Figure 1. It is Possible to Improve the Performance of Students by Changing the Attitude of Teachers

Interpretation of Figure 1: The above graph shows that 78.6% respondents were agree and 21.4% respondents were strongly agree that it is possible to improve the performance of students by changing the attitude of teachers.

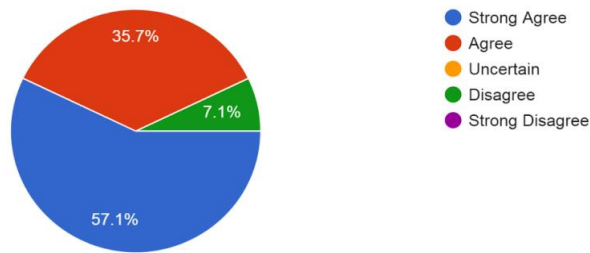


Figure 2. There is a Need for Training to Improve Teachers' Professional Skills

Interpretation of Figure 2: The above graph shows that 57.1% respondents were strongly agree and 35.7% respondents were agree there is a need for training to improve teachers' professional skills while only 7.1% respondents were disagree with the above statement.

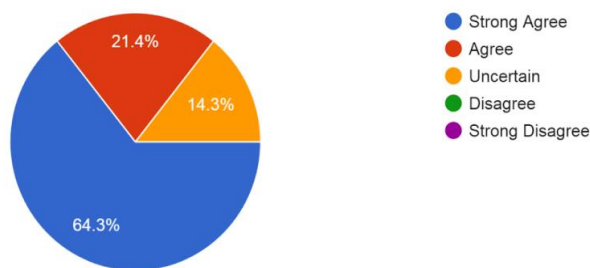


Figure 3. Teachers Should be a Part of Workshops on Modern Teaching Methods

Interpretation of Figure 3: The above graph shows that 64.3% respondents were strongly agree and 21.4% respondents were agree teachers should be a part of workshops on modern teaching methods while only 14.3% respondents had no idea statement.

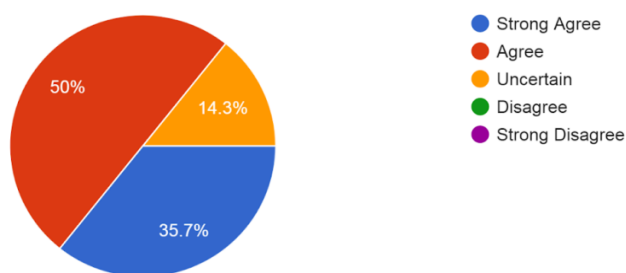


Figure 4. Teachers Should Provide Recreational Opportunities with Students

Interpretation of Figure 4: The above graph shows that 50% respondents were agree and 35.7% respondents were strongly agree that teachers should provide recreational opportunities with students while only 14.3% respondents had no idea statement.

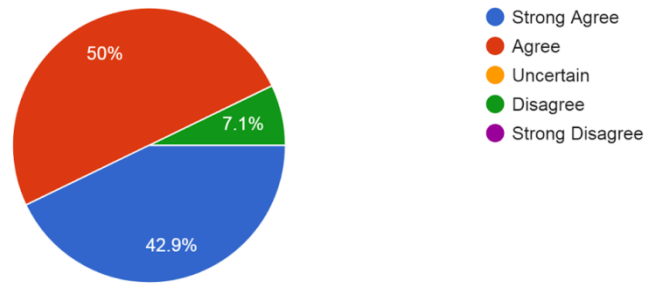


Figure 5. Teachers Should be Trained to Sense Students' Thoughts, feelings and Emotions

Interpretation of Figure 5: The above graph shows that 50% respondents were agree and 42.9% respondents were strongly agree that teachers should

be trained to sense students' thoughts, feelings and emotions while only 7.1% respondents were disagree with statement.

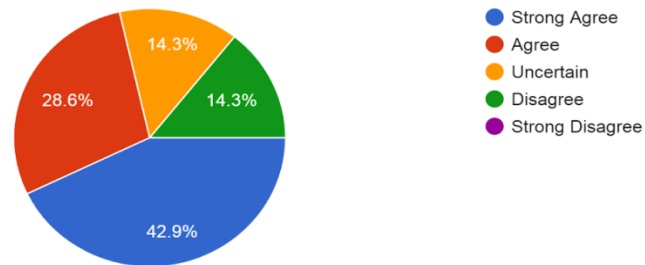


Figure 6. Teachers Should Attend Conferences to Provide Awareness of Students' Individual Differences

Interpretation of Figure 6: The above graph shows that 42.9% respondents were strongly agree and 28.6% respondents were agree that teachers should attend conferences to provide awareness of students' individual differences while only 14.3% respondents were disagree with statement and 14.3% respondents had no idea.

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). Teachers' being in a merry and happy or in a safe and optimistic mode affects their teaching process positively. Their emotional states and whether they are relaxed in the class or not affect their decisions and attitudes in the classroom (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.

DISCUSSION

According to the data, the students perceive that teachers suffer from psychological, financial and domestic problems in their life. But on the other hand, they are not fully skilled and don't have command on their subjects and only have expertise in the respective text book. Most of the teachers are not able to convey their knowledge toward students. Classroom management is not only to focus on student behavior or behavior management in classroom setting but also to control teacher's own

Furthermore, the aggressive behavior of teachers can be change through conducting the training sessions on behavioral improvement also providing the opportunities for recreational activities with students. These activities reduce the gap between teachers and students and helpful for the creating the favorable and friendly environment for teaching.

CONCLUSION AND RECOMMENDATION

Conclusion

The researcher has drawn the following conclusions in the light of above findings:

1. Sometimes teachers realized about their aggressive behavior but sometime they don't, that's why student suffered.
2. It is fact that excess of everything is bad. So, teachers adopted the aggressive behavior due to burden of requirement of job.
3. Teaching training workshops, seminars, recreational activities can change the aggressive behavior of teachers into positive and constructive.
4. The positive attitude of teachers can provide large opportunities in the changing behavior of learners according to need of teaching environment and improved the academic performance of students.

Recommendations

On the basis of findings and conclusions following recommendations were made:

1. The same study may be (re)conducted/reproduced on a larger scale with the same or different approaches to have a more clear understanding of the issue.
2. The same issue may be investigated with a qualitative approach to have a broader comprehension of the topic.
3. Due to some limitations this study has been confined to only have the perspective of students on the issue. However, it is recommended to have the perspective of teachers as well on this issue to have their own reflection on their behavior.

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