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Exploring the Reasons of Aggressive Teacher Behavior Affecting Learners' Competencies At K-12: An Empirical Analysis

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ABSTRACT

Good behaviour is a prerequisite for both teaching and learning and is 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 reasons of aggressive behavior of educators. The objective of the study was: To explore the reasons that affects the competencies of learners due to aggressive behavior of teachers at K-12. 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. The major findings of the study were: Teachers were suffering from psychological problems. They also face domestic problems in their life. In the process of teaching teachers do not have command on their subjects. Teachers are not skilled in conveying their subject matter to students. Teachers were prone to social indiscipline. It was conclude that teachers are suffering from financial problems. Teachers are forced to adopt such behavior due to the pressure of office affairs. Due to students' low performance in their studies, teachers get aggressive

INTRODUCTION

Good behaviour is a prerequisite for effective teaching and learning and is a vital 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. We must now do more than simply suggest taking a good look at ourselves, our teaching, our institutions, our rituals, and our impact on students in order to eradicate or avoid students' behavioural disorders through various forms of intervention (Balolu, N. & David, 1997:5).

Teachers' bad behaviour is one of the most frequently brought up problems in today's public schools. In fact, teachers believe that one of their largest concerns and knowledge and experience gaps is how to manage pupils' behaviour (Weigle, 2007). One strategy to stop problem conduct in the classroom is to use flexible educational approaches that concentrate on the student and his or her interests and needs. These methods also boost motivation to study and may naturally reduce misbehaviour (Balolu, N., Lambert, & McCombs, 1998).

Research on classroom management has demonstrated the need of properly managing both the intellectual and social aspects of the classroom. Student achievement, teaching effectiveness, and teacher satisfaction all seem to be influenced by how well social situations are handled in the classroom. Influences from "inside school" appear to have a big impact on kids' behaviour at school. In general, these factors affect what and how schools provide for their students. We shouldn't undervalue the influence of teachers' behaviour, particularly their classroom management skills, on student behaviour, even though there is little doubt that elements of school policy and organisation, school ethos, and curriculum content/delivery make significant contributions to these offerings (Charlton & David, 1997:207)

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 environment 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 enthusiasm of the teacher is an essential element of effective instruction, as it enhances students' cognitive, emotional, and motivational outcomes as well as the instructors' well-being and instructional behaviour. Most studies have concentrated on its positive effects while ignoring the intricate interplay between the variables affecting teacher passion (Buri, & Moe, 2020). Effective cooperative learning requires positive interdependence, individual responsibility, supporting interaction, social skills, and group processing (Namaziandost, Homayouni, & Rahmani, 2020).

Teaching is one of the most challenging professions with a high turnover rate. Sadly, we lack a solid understanding of how to maintain instructors' motivation (Kim, Shin, Tsukayama, & Park, 2020). The study's findings show that compared to the control group with no teacher facilitation, the experimental group with teacher facilitation showed much higher behavioural and cognitive engagement. Yet, there was no observable effect of teacher facilitation on participants' emotional participation in the experimental group. It has also been demonstrated that student leaders in the making benefit similarly from teacher facilitation in terms of boosting behavioural and intellectual engagement. Further studies are needed to look at the moderating effects of teacher expertise and student leadership (Xu, Chen, & Chen, 2020).

The formation of student-teacher relationships affects how well children adjust socially and emotionally and perform academically. For a variety of theoretical reasons, it is possible to assume that the strength of the teacher-student relationship is related to teens' sense of accomplishment. Teenagers' sense of social connection and belonging in the classroom, for instance, might enhance with solid teacher-student relationships, which may in turn boost positive and prevent negative sentiments towards

learning (Clem et al., 2021). Teachers' self-efficacy has increasingly grown in importance in school psychology research as a result of its effects on instructional approaches, student academic performance, and teaching effectiveness. Teachers' self-efficacy has increasingly grown in importance in school psychology research as a result of its effects on instructional approaches, student academic performance, and teaching effectiveness. The goals and actions that teachers do in the classroom are determined by their personal ideas. Moreover, values can boost a person's experience of self-efficacy and subjective well-being. On crucial academic outcomes (such as student progress and motivation) and workplace wellbeing, teachers' self-efficacy—or confidence in their ability to successfully manage the duties, expectations, and issues associated with their professional activity—has a substantial bearing. 2019 (Barni, Danioni, & Benevene).

I In order to prepare for postsecondary education, careers, and citizenship, teachers and students in classrooms of the twenty-first century must overcome insurmountable challenges. Students-centered learning has been championed by educators as a solution to these problems, and numerous projects have emerged to define and create such environments. Therefore, techniques for supporting teachers as they adopt unconventional teaching methods must be developed (Keiler, 2018). There is no one-size-fits-all method for keeping the finest teachers in a classroom, thus each school division and individual institution must work consciously to design programmes to do so (Holmes, Parker, & Gibson, 2019). Workshops or professional development seminars are common forms of training for teachers in public schools. These formats might not be the best for teaching certain skills intended for use in the classroom because there are few opportunities for practice. The teaching method known as behavioural skills training (BST) has been successful with a variety of groups and skill levels (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. There are a number of possible causes for a teacher to act aggressively in the classroom. A few of these are: Teachers are frequently under a lot of stress, which can result in burnout and a bad attitude towards their kids. Aggression and frustration may emerge as a result. (Chang, M, 2013) Lack of Support: Teachers who don't feel like their colleagues or the administration are behind them may act violently. This can be the result of someone feeling overworked or under supported in their position. Other teachers can just have a more forceful personality. Their upbringing, genetics, or life experiences are only a few potential contributing factors. Classroom management: Teachers who struggle to maintain control over their pupils may become combative in an effort to regain it. This may be especially true for newly hired teachers who may be inexperienced in classroom management. Sometimes, instructors' aggressive behaviour is the result of underlying mental health issues. This category may include mood disorders as anxiety, depression, and others (Chang, M, 2013)

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 and 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

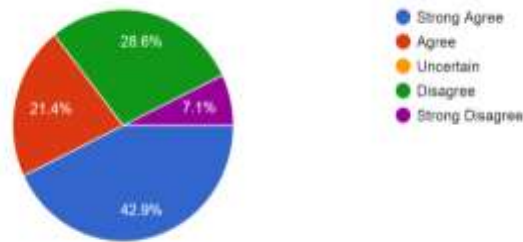


Figure 1. Teachers Suffer from Psychological Problems

Interpretation of Figure 1: The above graph shows that 42.9% respondents were strong agree that teachers were suffering from psychological

problems and 28.6% respondents were strong disagree and the ratio of agree respondents were 21.4% but only 7.1% respondents were disagree about the above statement.

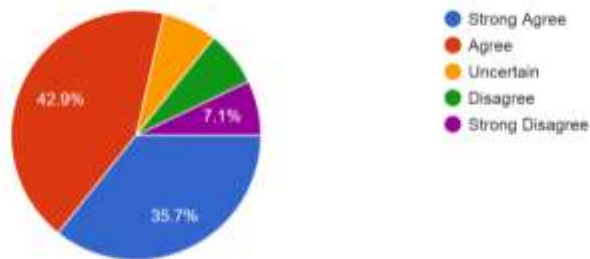


Figure 2. Teachers are Affected by Domestic Problems

Interpretation of Figure 2 The above graph show that 42.9% respondents were agreed that the teachers were facing domestic problems in their life and 35.7% respondents were also strong agreed about the above mention statement but on the other

hand 7.1% respondents were strong disagree about the mentioned statement while 1.7% respondents were disagreed and had no idea about the domestic problem of the teachers.

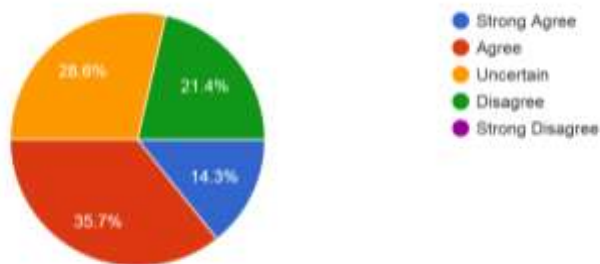


Figure 3. Teachers Do Not Have Command on Their Subject

Interpretation of Figure 3: The above graph show that 35.7% respondents were agreed that teachers do not have command on their subjects while 28.6%

respondents had no idea and 21.4% respondents were disagree with statement and while 14.3% respondents were strong agree.

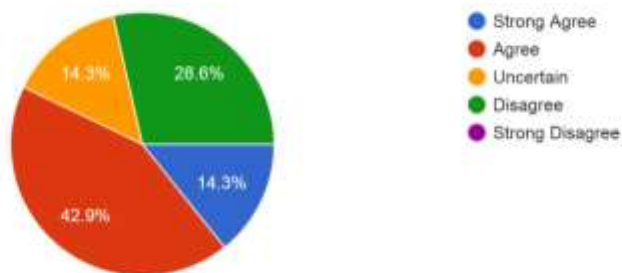


Figure 4. Teachers are Not Skilled in Conveying Their Subject Matter to Students

Interpretation of Figure 4: The above graph show that 42.9% respondents were agree that teachers are not skilled in conveying their subject matter to students while 28.6% respondents were disagree

about the above statement and 14.3% respondents were strong agree while 14.3% respondents had no idea.

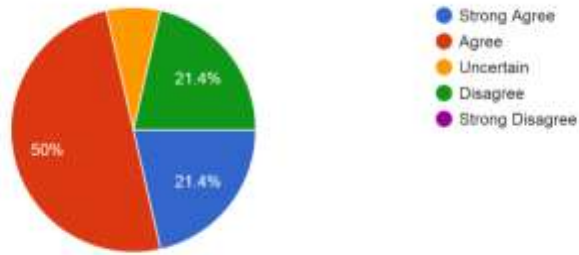


Figure 5. Teachers are Prone to Social Indiscipline

Interpretation of Figure 5: The above graph show that 50% and 21.4% respondents were agree and strong agree respectively that teacher were prone

to social indiscipline while 21.4% respondents were disagree with the above statement while 1.7% respondents had not idea.

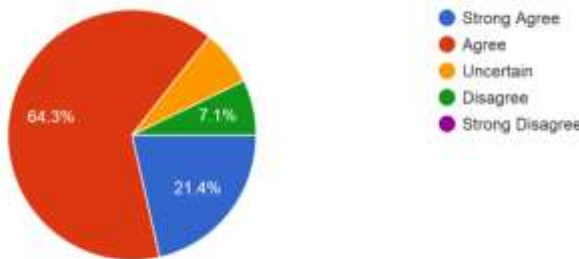


Figure 6. Teachers Suffer from Financial Problems

Interpretation of Figure 6: The above graph show that 64.3% and 21.4% respondents were agree and strong agree respectively that teachers are

suffering from financial problems while 7.1% respondents were disagree with statement and 1.7% respondents had no idea.

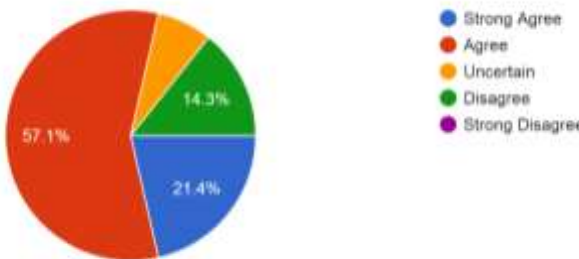


Figure 7. Teachers are Forced to Adopt Such Behavior Due to the Pressure of Office Affairs

Interpretation of Figure 7: The above graph show that 57.1% and 21.4% respondents were agree and strong agree respectively that teachers are forced to

adopt such behavior due to the pressure of office affairs while 14.3% respondents were disagree with statement and 1.7% respondents had no idea.

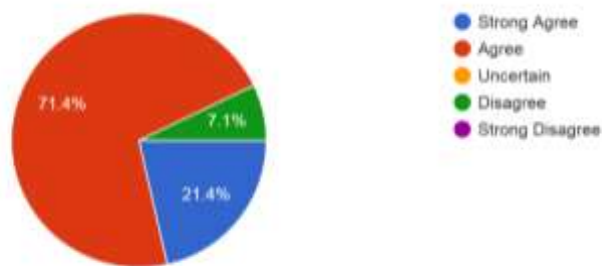


Figure 8. Due to Students' Low Performance in Their Studies, Teachers Get Aggressive

Interpretation of Figure8: The above graph show that 71.4% and 21.4% respondents were agree and strong agree respectively that due to students' low performance in their studies, teachers get aggressive while 7.1% respondents were disagree with statement.

DISCUSSION

According to the students, Teachers are suffering from psychological, financial and domestic problems in their life. But on the other hand they are not full 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. Many students said that teacher was prone to social indiscipline and Due to the pressure of office affairs teachers are forced to adopt such behavior but on the other hand the low performance of students' in their studies, teachers get aggressive. Classroom management is not only to focus on student behavior or behavior management in classroom setting 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 (Sanford & Emer, 1988; Cohn, 1987).

CONCLUSION

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

1. There are many reasons behind the aggressive behavior of the teachers in the classroom. Some of the important are psychological problems, domestic problem, financial issues, students' low performance and lack of interest and burden of job requirements.
2. Sometimes teachers realized about their aggressive behavior but sometime they don't, that's why student suffered.
3. Teachers and students both are playing important contribution in the process of teaching and learning process. If one of them will not fulfill their responsibilities the process of teaching will affected.
4. It is fact that excess of everything is bad. So, teachers adopted the aggressive behavior due to burden of requirement of job.

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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