

Investigating The Levels of Undesirable Behaviour of Children at Secondary Level

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Abstract

Student's behaviors occupy a very prominent place in the teaching learning process. The process of effective learning cannot take place in a classroom having students with undesirable behaviour. It was very necessary to control such undesirable behaviour by investigating its levels and presence. The study was aimed at investigating the levels of undesirable behaviour of children at secondary level. Objectives of the study were; (i) To explore the presence of undesirable behaviour in children at secondary level (ii) To investigate the levels of undesirable behaviour in children at secondary level. All 620 teachers of 48 schools of Workers Welfare Board School System Khyber Pakhtunkhwa were the population of the study. Two separate questionnaires were developed for collection of data from teachers. The researcher personally administered the questionnaires to the respondents. Out of 240 distributed questionnaires, 176 teachers responded. Chi-Square test was used for data analysis. Data collected through questionnaires was analyzed manually. It was overall concluded from the finding of the study that basically parents are uneducated to motivate and giving good life standard to their children. Parents didn't attend the parent's teachers meeting of their children at school neither they give feedback to their child's teacher through note books and dairies. It was also concluded that parent

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didn't have good communication and understating bond with their children. Furthermore, classroom strength had a very strong effect on the communication, peer co-operation and conflicts among students in the class. The study has significant importance for teachers, planners and researchers.

Keywords: Undesirable Behaviour, Effective Learning, Secondary Level.

Introduction

Undesirable behavior has become a very serious issue for educationalists especially at secondary level because this behaviour not only badly effect the teaching learning process but also have a very strong and negative impact on the performance of a teacher because it became very difficult for a teacher to manage a class having students with undesirable behavior (Ghazi, Shahzada, Tariq & Khan, 2013).

Ives and Nehrkorn (2019) stated that the issue of undesirable behaviour has become the talk of the town not only for teachers but also for parents, policy makers and even children themselves. Because classroom is considered to be the functional part of the whole educational setup and the same is the place where students of different backgrounds gather for their personality and grooming. Now in a classroom where the undesirable behaviour is at peak, teachers have to stop this teaching learning process and have to deal such students. In this way the precious time of the students would be destroyed due to this undesirable behaviour.

The undesirable behavior doesn't merely mean the naughty behavior of children's but it includes all those activities of children which creates an unpleasant, disturbing, unfriendly, antagonistic environment in the classroom and it threatening the study environment of educational institution (Khasinah, 2017).

Many factors responsible for undesirable behavior are beyond the scope of school. Those factors are poverty, lack of social support, parents background, lack of good communication, bond of parents with kids, low living standard etc. in such a situation it become difficult for a teacher to have a good control over a classroom because the above mentioned factors are beyond his jurisdiction and resultantly we faced poor efficiency and productivity of the class (Erdem & Kocyigit, 2019).

Related Researches

Undesirable behavior at secondary has become a very serious issue for the educationalist because this behavior not only badly affected the teaching learning process but also had a very strong and negative impact on the performance of the teacher. According to pedagogical observation the undesirable behavior was that persistent /recurring behavior which could be seen and which disturbed the whole classroom environment. This undesirable behavior of even a single child wasted the most precious time of a child (Ghazi, Shahzada, Tariq, & Khan, 2013).

Psunder (2005) stated that students having unpleasant & undesirable behavior not only interrupted the lesson & sometimes made it impossible to continue. But in most cases teachers even left the teaching profession because they thought that teaching is not an easy job.

Undesirable behavior by a single student also encouraged other students of the class to do the same, which then compromises or making at stake a teacher's ability and authority to had

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a complete and proper control over the class. The constant interruption could interfere with focus. That's why undesirable behavior is defined as any behavior which hampered the ability of the instructor to teach or students to learn and this behavior. These students have higher levels of negative relationships with teachers and other students, including negative interactions despite receiving more attention from the teacher (Henricsson & Rydell, 2004).

Statement of the Problem

Undesirable behavior is a child-initiated behavior which ranges from sluggishness to violence. Undesirable behavior of a child in a classroom may consist of steading, bullying, cheating, lying, excessive argumentativeness and attacking other children etc and according to pedagogical observations. The study was aimed at investigating the presence and levels of undesirable behavior among students of secondary level.

Objectives

Objectives of the study were:

- To explore the presence of undesirable behavior in children at secondary level.
- To investigate the levels of undesirable behavior in children at secondary level.

Research Question

The null hypotheses were as:

1. Does class room environment play role in decreasing level of undesirable behaviour?
2. Is it true that student background have an effect on his personality?
3. Does teacher personality play role in molding student personality?
4. Is parental qualification necessary for groomed personality?
5. Does strength of the class have any effect on students' behaviour?

Method and procedure

Population

All 620 teachers of 48 schools of Workers Welfare Board School System Khyber Pakhtunkhwa were the population of the study.

Sample

240 teachers from 10 schools of Workers Welfare Board School System Khyber Pakhtunkhwa i.e. Working Folks Grammar Higher Secondary Schools Mardan (male/ female), Amangarh (male/ female), Akora khattak (male/ female), Serai Naurang (male / female) and Ziarat Kaka Sahib (male/ female) constitute the sample of the study by using convenient sampling techniques.

For determining Sample size, first we find S, which is sample size for infinite population

$$S = \frac{z^2 \times p(1 - p)}{E^2}$$

After that we adjust our sample size to the required population by using the following formula:

$$n = \frac{S}{1 + [(S - 1)/N]}$$

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S= Sample size for infinite population.

N= Population size

P= population variability

E= Sampling Error@ 5%

Z= z-value at confidence level

Table 1.1 Z-value used in confidence interval calculation.

Confidence Level	Z-value
50%	0.6745
75%	1.1503
90%	1.6449
95%	1.9600
97%	2.1701
99%	2.5758

Research Instrument

Two separate questionnaires were developed for teachers. One questionnaire comprises of 22 items and other comprises of 17 items. Three-point rating scale (High, moderate, low) was used for one questionnaire and for another dichotomous questionnaire was used. A supplementary questionnaire was also prepared to collect data from the class teachers of secondary level about the effects of classroom size on student's undesirable behaviour. There were four items in the Supplementary questionnaire. Three points rating scale i.e. Excellent, Good, Poor was used for the first two items and to show answer in percentage was used for the last two items.

Data Collection

Data was collected through two separate questionnaires. The researcher personally visited the schools for distribution of questionnaire. Out of 240 distributed questionnaires 176 teachers responded.

Data Analysis and Findings

Collected data was analysed by using chi-square formula which is as under.

$$\chi^2 = \sum \left[\frac{(fo - fe)^2}{fe} \right]$$

Where

χ^2 = Chi Square obtained

$\sum$ = the sum of

fo = observed frequency

fe = expected frequency.

Table 4.1 Proper furniture and its arrangement

N	High	%age	Moderate	%age	Low	%age	χ^2
176	77	43.75	81	46.02	18	10.23	42.418

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Degree of freedom=2, Significance level = 0.05, Table Value=5.991

Table 4.1 indicates that the calculated value of Chi-Square (χ^2) of respondents was 42.418 which is greater than the table value, hence the result was found significant and therefore the statement was accepted.

Table 4.2 Air and lighting

N	High	%age	Moderate	%age	Low	%age	χ^2
176	59	33.52	95	53.98	22	12.50	45.418

Degree of freedom=2, Significance level = 0.05, Table Value=5.991

Table 4.2 indicates that the calculated value of Chi-Square (χ^2) of respondents was 45.418 which is greater than the table value, hence the result was found significant and therefore the statement was accepted.

Table 4.3 Strength of the class

N	High	%age	Moderate	%age	Low	%age	χ^2
176	24	13.64	54	30.68	98	55.68	47.225

Degree of freedom=2, Significance level = 0.05, Table Value = 5.991

Table 4.3 indicates that the calculated value of Chi-Square (χ^2) of respondents was 47.225 which is greater than the table value, hence the result was found significant and therefore the statement was accepted but the inclination of 55% respondents was against the statement.

Table 4.4 Co-operation of the class

N	High	%age	Moderate	%age	Low	%age	χ^2
176	25	14.20	75	42.61	76	43.18	28.987

Degree of freedom=2, Significance level = 0.05, Table Value = 5.991

Table 4.4 indicates that the calculated value of Chi-Square (χ^2) of respondents was 28.987 which is greater than the table value, hence the result was found significant and therefore the statement was accepted. but the inclination of 43.18% respondents was against the statement.

Table 4.5 Understanding of teacher with students

N	High	%age	Moderate	%age	Low	%age	χ^2
176	107	60.80	67	38.07	2	1.14	95.733

Degree of freedom=2, Significance level = 0.05, Table Value = 5.991

Table 4.5 indicates that the calculated value of Chi-Square (χ^2) of respondents was 95.733 which is greater than the table value, hence the result was found significant and therefore the statement was accepted.

Table 4.6 Financial status

N	High	%age	Moderate	%age	Low	%age	χ^2
176	18	10.23	95	53.98	63	35.80	51.008

Degree of freedom=2, Significance level = 0.05, Table Value = 5.991

Table 4.6 indicates that the calculated value of Chi-Square (χ^2) of respondents was 51.008 which is greater than the table value, hence the statement was accepted. But the inclination of 36% respondents was against the statement.

Table 4.7 Living standard

N	High	%age	Moderate	%age	Low	%age	χ^2
176	20	11.36	64	36.36	92	52.27	44.907

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Degree of freedom=2, Significance level = 0.05, Table Value = 5.991

Table 4.7 indicates that the calculated value of Chi-Square (χ^2) of respondents was 44.907 which is greater than the table value, hence the statement was accepted. But the inclination of 52% respondents was against the statement.

Table 4.8 Involvements of parents through PTM's.

N	High	%age	Moderate	%age	Low	%age	χ^2
176	42	23.86	63	35.80	71	40.34	7.647

Degree of freedom=2, Significance level = 0.05, Table Value = 5.991

Table 4.8 indicates that the calculated value of Chi-Square (χ^2) of respondents was 7.647 which is greater than the table value, hence the statement was accepted. But the inclination of 40% respondents was against the statement.

Table 4.9 Parental qualification

N	High	%age	Moderate	%age	Low	%age	χ^2
176	36	20.45	64	36.36	76	43.18	14.363

Degree of freedom=2, Significance level = 0.05, Table Value = 5.991

Table 4.9 indicates that the calculated value of Chi-Square (χ^2) of respondents was 14.363 which is greater than the table value, hence the statement was accepted. But the inclination of 43% respondents was against the statement.

Table 4.10 Number of siblings

N	High	%age	Moderate	%age	Low	%age	χ^2
176	57	32.39	87	49.43	32	18.18	25.851

Degree of freedom=2, Significance level = 0.05, Table Value = 5.991

Table 4.10 indicates that the calculated value of Chi-Square (χ^2) of respondents was 25.851 which is greater than the table value, hence the result was found significant and therefore the statement was accepted.

Table 4.11 Dressing

N	High	%age	Moderate	%age	Low	%age	χ^2
176	86	48.86	82	46.59	8	4.55	65.769

Degree of freedom=2, Significance level = 0.05, Table Value = 5.991

Table 4.11 indicates that the calculated value of Chi-Square (χ^2) of respondents was 65.769 which is greater than the table value, hence the result was found significant and therefore the statement was accepted.

Table 4.12 Attitude

N	High	%age	Moderate	%age	Low	%age	χ^2
176	110	62.50	52	29.55	14	7.95	79.677

Degree of freedom=2, Significance level = 0.05, Table Value = 5.991

Table 4.12 indicates that the calculated value of Chi-Square (χ^2) of respondents was 79.677 which is greater than the table value, hence the result was found significant and therefore the statement was accepted.

Table 4.13 Command over subject

N	High	%age	Moderate	%age	Low	%age	χ^2
176	133	75.57	33	18.75	10	5.68	145.776

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Degree of freedom=2, Significance level = 0.05, Table Value = 5.991

Table 4.13 indicates that the calculated value of Chi-Square (χ^2) of respondents was 145.776 which is greater than the table value, hence the result was found significant and therefore the statement was accepted.

Table 4.14 way of dealing the students, keeping forth individual difference

N	High	%age	Moderate	%age	Low	%age	χ^2
176	90	51.14	67	38.07	19	10.80	44.736

Degree of freedom=2, Significance level = 0.05, Table Value = 5.991

Table 4.14 indicates that the calculated value of Chi-Square (χ^2) of respondents was 44.736 which is greater than the table value, hence the result was found significant and therefore the statement was accepted.

Table 4.15 PTM attending

N	High	%age	Moderate	%age	Low	%age	χ^2
176	50	28.41	45	25.57	81	46.02	12.965

Degree of freedom=2, Significance level = 0.05, Table Value = 5.991

Table 4.15 indicates that the calculated value of Chi-Square (χ^2) of respondents was 12.965 which is greater than the table value, hence the statement was accepted. But the inclination of 46% respondents was against the statement.

Table 4.16 Feedback via child's notebook and diaries

N	High	%age	Moderate	%age	Low	%age	χ^2
176	44	25.00	59	33.52	73	41.47	7.171

Degree of freedom=2, Significance level = 0.05, Table Value = 5.991

Table 4.16 indicates that the calculated value of Chi-Square (χ^2) of respondents was 7.171 which is greater than the table value, hence the statement was accepted. But the inclination of 41% respondents was against the statement.

Table 4.17 Caring for hygiene and cleanliness of child

N	High	%age	Moderate	%age	Low	%age	χ^2
176	69	39.20	73	41.48	34	19.32	15.692

Degree of freedom=2, Significance level = 0.05, Table Value = 5.991

Table 4.17 indicates that the calculated value of Chi-Square (χ^2) of respondents was 15.692 which is greater than the table value, hence the result was found significant and therefore the statement was accepted.

Table 4.18 Good communication and understanding bond with the child

N	High	%age	Moderate	%age	Low	%age	χ^2
176	25	14.20	67	38.07	84	47.73	31.441

Degree of freedom=2, Significance level = 0.05, Table Value = 5.991

Table 4.18 indicates that the calculated value of Chi-Square (χ^2) of respondents was 31.441 which is greater than the table value, hence the statement was accepted. But the inclination of 41% respondents was against the statement.

Table 4.19 Use of AV aids

N	High	%age	Moderate	%age	Low	%age	χ^2
176	60	34.09	83	47.16	33	18.75	21.351

Degree of freedom=2, Significance level = 0.05, Table Value = 5.991

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Table 4.19 indicates that the calculated value of Chi-Square (χ^2) of respondents was 21.351 which is greater than the table value, hence the result was found significant and therefore the statement was accepted.

Table 4.20 Importance of group task

N	High	%age	Moderate	%age	Low	%age	χ^2
176	48	27.27	107	60.80	21	11.93	65.939

Degree of freedom=2, Significance level = 0.05, Table Value = 5.991

Table 4.20 indicates that the calculated value of Chi-Square (χ^2) of respondents was 65.939 which is greater than the table value, hence the result was found significant and therefore the statement was accepted.

Table 4.21 Punishment and rewards

N	High	%age	Moderate	%age	Low	%age	χ^2
176	34	19.32	98	55.68	44	25.00	40.407

Degree of freedom=2, Significance level = 0.05, Table Value = 5.991

Table 4.21 indicates that the calculated value of Chi-Square (χ^2) of respondents was 40.407 which is greater than the table value, hence the result was found significant and therefore the statement was accepted.

Table 4.22 Personality / methodology of teacher

N	High	%age	Moderate	%age	Low	%age	χ^2
176	110	62.50	59	33.52	7	3.98	90.415

Degree of freedom=2, Significance level = 0.05, Table Value = 5.991

Table 4.22 indicates that the calculated value of Chi-Square (χ^2) of respondents was 90.415 which is greater than the table value, hence the result was found significant and therefore the statement was accepted.

Table 4.23 Does students appreciate teacher classroom management

N	Yes	%age	No	%age	χ^2
176	161	91.48%	15	8.52%	121.114

Degree of freedom=1, Significance level = 0.05, Table Value = 3.841

Table 4.23 indicates that the calculated value of Chi-Square (χ^2) of respondents was 121.114 which is greater than the table value, hence the result was found significant and therefore the statement was accepted.

Table 4.24 Does the class strength matter in good classroom environment

N	Yes	%age	No	%age	χ^2
176	158	89.77%	18	10.23%	111.364

Degree of freedom=1, Significance level = 0.05, Table Value = 3.841

Table 4.24 indicates that the calculated value of Chi-Square (χ^2) of respondents was 111.364 which is greater than the table value, hence the result was found significant and therefore the statement was accepted.

Table 4.25 Is student's contribution in group fruitful for a good classroom environment

N	Yes	%age	No	%age	χ^2
176	152	86.36%	24	13.64%	93.091

Degree of freedom=1, Significance level = 0.05, Table Value = 3.841

Table 4.25 indicates that the calculated value of Chi-Square (χ^2) of respondents was 93.091

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which is greater than the table value, hence the result was found significant and therefore the statement was accepted.

Table 4.26 Is use of A.V aids by teacher effective or not

N	Yes	%age	No	%age	χ^2
176	162	92.05%	14	7.95%	124.455

Degree of freedom=1, Significance level = 0.05, Table Value = 3.841

Table 4.26 indicates that the calculated value of Chi-Square (χ^2) of respondents was 124.455 which is greater than the table value, hence the result was found significant and therefore the statement was accepted.

Table 4.27 Does infrastructure of class affect classroom environment

N	Yes	%age	No	%age	χ^2
176	148	84.09%	28	15.91%	81.818

Degree of freedom=1, Significance level = 0.05, Table Value = 3.841

Table 4.27 indicates that the calculated value of Chi-Square (χ^2) of respondents was 81.818 which is greater than the table value, hence the result was found significant and therefore the statement was accepted.

Table 4.28 Has the teacher command over subject

N	Yes	%age	No	%age	χ^2
176	170	96.59%	6	3.41%	152.818

Degree of freedom=1, Significance level = 0.05, Table Value = 3.841

Table 4.28 indicates that the calculated value of Chi-Square (χ^2) of respondents was 152.818 which is greater than the table value, hence the result was found significant and therefore the statement was accepted.

Table 4.29 Is there mutual understanding in teacher and students

N	Yes	%age	No	%age	χ^2
176	155	88.07%	21	11.93%	102.023

Degree of freedom=1, Significance level = 0.05, Table Value = 3.841

Table 4.29 indicates that the calculated value of Chi-Square (χ^2) of respondents was 102.023 which is greater than the table value, hence the result was found significant and therefore the statement was accepted.

Table 4.30 Are students influenced by teacher

N	Yes	%age	No	%age	χ^2
176	150	85.23%	26	14.77%	87.364

Degree of freedom=1, Significance level = 0.05, Table Value = 3.841

Table 4.30 indicates that the calculated value of Chi-Square (χ^2) of respondents was 87.364 which is greater than the table value, hence the result was found significant and therefore the statement was accepted.

Table 4.31 Is student's involvement on daily basis good

N	Yes	%age	No	%age	χ^2
176	136	77.27%	40	22.73%	52.364

Degree of freedom=1, Significance level = 0.05, Table Value = 3.841

Table 4.31 indicates that the calculated value of Chi-Square (χ^2) of respondents was 52.364

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which is greater than the table value, hence the result was found significant and therefore the statement was accepted.

Table 4.32 Is it necessary to check the student's behavior

N	Yes	%age	No	%age	χ^2
176	171	97.16%	5	2.84%	156.568

Degree of freedom=1, Significance level = 0.05, Table Value = 3.841

Table 4.32 indicates that the calculated value of Chi-Square (χ^2) of respondents was 156.568 which is greater than the table value, hence the result was found significant and therefore the statement was accepted.

Table 4.33 Is it must to assess child's learning on daily basis

N	Yes	%age	No	%age	χ^2
176	162	92.05%	14	7.95%	124.455

Degree of freedom=1, Significance level = 0.05, Table Value = 3.841

Table 4.33 indicates that the calculated value of Chi-Square (χ^2) of respondents was 124.455 which is greater than the table value, hence the result was found significant and therefore the statement was accepted.

Table 4.34 Should a parent be concern for cleanliness of the child

N	Yes	%age	No	%age	χ^2
176	152	86.36%	24	13.64%	93.091

Degree of freedom=1, Significance level = 0.05, Table Value = 3.841

Table 4.34 indicates that the calculated value of Chi-Square (χ^2) of respondents was 93.091 which is greater than the table value, hence the result was found significant and therefore the statement was accepted.

Table 4.35 Are the parents educated enough to motivate students

N	Yes	%age	No	%age	χ^2
176	72	40.90%	104	59.09%	5.818

Degree of freedom=1, Significance level = 0.05, Table Value = 3.841

Table 4.35 indicates that the calculated value of Chi-Square (χ^2) of respondents was 5.818 which is greater than the table value, hence the result was found significant but inclination of 59% respondents was against the statement.

Table 4.36 Are the AV aids useful

N	Yes	%age	No	%age	χ^2
176	171	97.16%	5	2.84%	156.568

Degree of freedom=1, Significance level = 0.05, Table Value = 3.841

Table 4.36 indicates that the calculated value of Chi-Square (χ^2) of respondents was 156.568 which is greater than the table value, hence the result was found significant and therefore the statement was accepted.

Table 4.37 Group task important for students

N	Yes	%age	No	%age	χ^2
176	168	95.45%	8	4.55%	145.455

Degree of freedom=1, Significance level = 0.05, Table Value = 3.841

Table 4.37 indicates that the calculated value of Chi-Square (χ^2) of respondents was 145.455

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which is greater than the table value, hence the result was found significant and therefore the statement was accepted.

Table 4.38 Does the role of punishment and rewards necessary?

N	Yes	%age	No	%age	χ^2
176	149	84.66%	27	15.34%	84.568

Degree of freedom=1, Significance level = 0.05, Table Value = 3.841

Table 4.38 indicates that the calculated value of Chi-Square (χ^2) of respondents was 84.568 which is greater than the table value, hence the result was found significant and therefore the statement was accepted.

Table 4.39 Does the personality of the teacher and her/ his methodology play role in creating interest in students?

N	Yes	%age	No	%age	χ^2
176	167	94.89%	9	5.11%	141.841

Degree of freedom=1, Significance level = 0.05, Table Value = 3.841

Table 4.39 indicates that the calculated value of Chi-Square (χ^2) of respondents was 141.841 which is greater than the table value, hence the result was found significant and therefore the statement was accepted.

Table 4.40 Strength of 9th class affected the following aspects of children's behaviour of working folks grammar school of the following stations.

School Name	Class 9	Class strength	Communication (excellent/ good/ poor)	Peer cooperation (excellent /good/ poor)	Conflicts (Teacher/ students). Mention in percentage	Conflicts (Student/students). Mention in percentage
Ziarat Kaka Sahib (Male)	Class 9	27	Good	Excellent	40	50
Ziarat Kaka Sahib (Female)	Class 9	24	Good	Excellent	15	15
Amangarh (Male)	Class 9	26	Good	Good	25	20
Amangarh (Female)	Class 9	12	Good	Good	10	10
Mardan (Male)	Class 9	32	Poor	Poor	60	60
Mardan (Female)	Class 9	35	Poor	Poor	65	60
Akora Khat tak (Male)	Class 9	23	Excellent	Good	15	15

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AkoraKhat tak (Female)	Class 9	15	Excellent	Good	05	10
SeraiNura ng (Male)	Class 9	33	Poor	Poor	60	60
SeriaNura ng (Female)	Class 9	25	Good	Excellent	20	20

Table 4.40 indicates that class strength effected classroom environment. if class strength was above the standard strength (25) then communication of the students with the teacher and peer cooperation was poor, similarly percentage of the students/teacher and students /students' conflicts were also high if class strength was above the standard strength. On the other hand, if a classroom was having ideal strength then communication of the students with the teacher and peer cooperation were good or excellent and students would not behave undesirably

Table 4.41 Strength of class 10th affected the following aspects of children's behaviour of working folks grammar school of the following stations.

School Name	Class 10	Class stren gth	Communi cation (excellent/ good/poor)	Peer cooperatio n (excellent /good/poo r)	Conflicts (Teacher/ students). Mention in percentag e	Conflicts (Student/stu dents). Mention in percentage
Ziarat kaka sahib (Male)	Class 10	41	Poor	Poor	55	70
Ziarat kaka sahib (Female)	Class 10	20	Good	Excellent	10	20
Amangarh (Male)	Class 10	37	Poor	Poor	50	35
Amangarh (Female)	Class 10	31	Poor	Poor	40	30
Mardan (Male)	Class 10	35	Poor	Poor	60	60
Mardan (Female)	Class 10	27	Good	Good	20	20
AkoraKhatt ak (Male)	Class 10	18	Excellent	Good	10	10

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AkoraKhattak (Female)	Class 10	24	Excellent	Good	10	10
SeraiNurang (Male)	Class 10	40	Poor	Poor	50	65
SeriaNurang (Female)	Class 10	16	Excellent	Excellent	05	05

Table 4.41 indicates that class strength effected classroom environment. If class strength was above the standard strength (25) then communication of the students with the teacher and peer cooperation was poor, similarly percentage of the students/teacher and students /students' conflicts were also high if class strength was above the standard strength. On the other hand, if a classroom was having ideal strength then communication of the students with the teacher and peer cooperation were good or excellent and students would not behave undesirably.

Discussion

This study was undertaken to investigate the levels of undesirable behavior in children at secondary level. In any classroom the behavior / discipline of the students is considered as an utmost important and pivotal part of the educational process. Because behavior of the student plays very important role in the success and failure of any educational strategy. If the behavior of the student is up to the mark then educational institution will achieve its aim and will be successful in increasing the boundaries of knowledge of students. On the other hand, if there is no discipline in the classroom then such undesirable behavior will not only waste precious time of the students but will also compel the instructor to leave the class. Collected data from the respondents through was tabulated, analyzed and finally discussed item wise for each item. 22 items were developed on three points rating scale and 17 items were developed on two points scale. The weightage to the responses was given as (1) high (2) moderate (3) low and (1) yes (2) No respectively. For statistical analysis formula of Chi-Square was used thoroughly manually. The collected data was analyzed based on Chi-Square results at significance level of 0.05. The analysis of the collected data revealed the following findings.

Latif (2019) stated that proper infrastructure and standard strength is necessary for good classroom management. Similarly, the findings of this study revealed that there was prper furniture, air and lightening in the classroom. Class strength was not suitable it was crossing the standard strength there was lack of co-operation between the students to students and students to teachers in the classroom.

Bayar and Kerns (2015) stated that lack of motivation, poor financial status of parent, hopelessness in the students due to non-co-operative attitude of parents, unprepared lesson on the part of the teacher and dry nature of physics subject etc are some reasons of student's undesirable behaviour. In the same way, the findings of this study also revealed that the financial status of parents is middle class but their living standard is not good so they behave

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undesirably. Similarly undesirable behaviour occurs when parents don't have their role in their kids academics as most of them are illiterate.

Karip (2003) stated that good classroom management depended upon the strong communication skill of a teacher in which students can easily ask questions. The results of the present study also revealed that students appreciated teacher classroom management.

Conclusions

- It was concluded that there was proper furniture and its arrangement, proper air and lightening, strength of the classroom was not suitable and there was lack of co-operation and understanding of the teacher with the students.
- It was also concluded from the findings that though the financial status of the parents was middle class but the living standard of the students was not good and they had average number of siblings. It was also concluded that as parents were not highly qualified so they were not involved in the academics of their kids, they were not attending parents' teachers meeting of their kids at school.
- It was concluded from the findings that all the teachers were having good and proper dressing. It was also concluded that teachers were having good command over subject and their way of dealing the students by keeping forth the individual differences was good similarly teachers were having positive attitude towards their students.
- It was concluded from the findings that though parents were taking great care for the hygiene and cleanliness of their children's but they were ignoring academics of their children as it was concluded from the results that parents were not attending the parents teachers meeting of their children at school on regular basis. Similarly, they were not giving feedback to their child's teacher through notebooks and diaries. It was also concluded from the results that parents were not having good communication and understanding bond with their children.
- It was concluded from the findings that for creating interest among students' teachers were making use of AV aids, group task even at the time of need teachers were giving punishment and reward. It was also concluded from the results that teachers were well aware of the importance of methodology of teaching and teacher's personality in creating interest in the students.
- It was concluded from the findings that infrastructure of the classroom, strength of the students in the class and use of AV aids by the teacher played great role in making the classroom environment good and avoiding the undesirable behaviours to occur. It was also concluded from the results that students always appreciated teacher's classroom managements and his/her efforts to distribute students in groups for making classroom environment effective.
- It was concluded from the findings that as far as teacher's personality was concerned in moulding student's behaviour, it was good having strong command over subject, all the students were greatly influenced by the teacher. Similarly, students were involved in their studies due to good mutual understanding in teacher and students.
- It was concluded from the findings that most of the parents were uneducated due to which they were unable to motivate their children. It was concluded from the results that for developing good manners in the students it was necessary for parents to keep close and strict

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check on the behaviour of the students and at the same time it also was necessary for the parents to access their child's learning on daily basis. Cleanliness and personal hygiene give great confidence to the child so its parents responsibility to be concerned about cleanliness their child.

- It was concluded from the findings that for avoiding undesirable behaviour in the class it was necessary to create interest among students by using AV aids, assigning group task to students and use of punishment and reward where it was necessary. Similarly, role of the methodology and personality of the teacher was also very important.
- It was concluded from the findings that in the classroom where strength had crossed the standard strength i.e. 25 students/ class, there was poor communication and poor peer co-operation in the classroom. It was also concluded that in the overcrowded class there were a lot of conflicts in the class and undesirable behaviour will be on peak. The conclusion also indicated that good communication and peer co-operation was there in the classroom where strength was according to the standard strength. Similarly, in such ideal classroom there was no conflict among students and there was good understanding of students with their teacher.

Recommendations

- It was concluded that though the financial status of the parents was middle class but living standard of the students was not good and they were having average numbers of siblings. It was also concluded that parents were not educated enough and they were not attending PTMs of their children. It is recommended that living standard of the students should be improved so that they would be in a better position to concentrate on their studies. It is also recommended that parents should attend Parents' teachers meeting of their children on regular basis. Parents should be involved in the academics of their kids.
- It was concluded that though parents were showing concern about the hygiene of their kids but they were ignoring academics of their children by not giving feedback through notebooks and diaries and parents were not attending Parents' teachers meeting on regular basis. Similarly, parents were not having good communication and understanding bond with their children. Hence it is recommended that parents should show great concern for the academics of their children by attending the Parent's Teacher meeting on regular basis and parents should give proper feedback to their child's teacher through their notebooks. It is also recommended that parents should develop good understanding and communication bond with their children.
- It was concluded from the results that most of the parents could motivate their children due to lack of education. It was also concluded that for overall personality development of the children it is necessary for the parents to keep close check on the behaviour, academics and hygiene of the children. It is recommended that importance of education even for the parents should not be ignored. For motivation of the children it is very important that parents must be educated.
- It was concluded that if the class strength crossed the standard strength i.e. 25 students/ class, then there was poor communication and peer co-operation in the class. It is recommended that for developing good communication and peer co-operation in the classroom, strength of the class should not exceed the standard strength.
- It was also concluded that there were many conflicts among students in the

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overcrowded classroom. Hence it is recommended that overcrowded classes should be bifurcated to avoid conflicts among students classroom strength should not exceed the standard strength. In an ideal classroom it would be easy for teacher to communicate with the students.

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