

PERCEPTIONS OF HEAD TEACHERS REGARDING STUDENTS' DISORDERLY BEHAVIOR IN CLASSROOM AT SECONDARY LEVELSMuhammad Ihsan¹, Dr. Malik Amer Atta²**Original Article**

1. Ph.D. Scholar, Institute of Education & Research, Gomal University, D.I.Khan, KP
2. Assistant Professor, Institute of Education & Research, Gomal University, D.I.Khan, KP
Corresponding Email: malikamiratta@gmail.com

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Abstract

Disorderly behavior is accelerating day by day and is increasing with passage of time. Its causes are nourishing in the shape of unwanted results like inadequate skills power and inadequate behavior formation. Public and Private schools are affected with this problem. The study was descriptive in nature. The Population of the study was based on the Public and Private Secondary School female and male teachers, heads and students of District D.I.Khan, Lakki Marwat, & Karak (Zone-IV of KP). Out of (N=304) respondents, (n=230) respondents, 230 head teachers (132 males and 98 females) were taken as sample of the study by applying multistage sampling techniques through Kerjcie and Morgan (1970) formula. Data was accumulated via quantity method through self-developed questionnaire of 5-Points Likert scale. The key purpose of the study was to know the perceptions of head teachers regarding students' disorderly behavior in classroom at secondary levels in district D.I.Khan, Lakki Marwat, and Karak. The study was delimited merely head teachers of both genders (males and females) at Secondary level in Southern districts of KP (D.I.Khan, Lakki Marwat, and Karak). Results and conclusions were drawn in the study and recommendations were given at the end for further improvement in the study.

Keywords: Disorderly Behavior, Students, Head Teachers, Secondary Schools, Perception.

Introduction

Students of the day show misconduct and it has become an issue for teachers, students, parents, community and even society due to which environment and educational activities influence badly. Students showing disorderly behavior are highly emotional, quarrelsome, and problematic (Mohammadi, 2019). According to various studies merely colleges are frequently stood responsible and

are condemned for indicating misconduct at optional level which is absolutely undesirable for all gatherings (Ben-Peretz, Eilam & Landler-Pardo, 2011). Misconduct right off the bat characterizes the request as following up on the standards and guidelines and finishing the assignment offered by said conditions for a feed of the meaning of the word (Zubaida, 2009). The request is respected to the older folks upgrading the individual obligations and

individual renounce or disarranging to different also. After this she expresses that an activity which is particular to the meaning of the request is supposed to be misconduct (Karimy, 2018).

When students show disorderly behavior, they easily get nervous and annoyed; they often appear before others with anger by putting blames on others for minor matters (Magai, 2018). Students showing disorderly behavior never follow rules and regulations. They always question others with harsh and negative comments as well as ill-temper. They are highly frustrated and are very difficult to handle in society (Frick & Matlasz, 2018). Students of disorderly behavior are mostly the patients of other disorders like rash, fever, and headache. Their professional and personal lives are badly affected and dismayed (Telman, 2017). Students with disorderly behavior are the men of trouble, doubt, suspension. They always fight others for nothing. They are not interested in studies and usually avoid school and teaching-learning environment (Abrahamse, 2012).

Students showing disorderly behavior always threat others and try to use weapon against others. They are quite emotional and think of suicide in extreme cases. They are very aggressive and fighter (Mohammadi, 2019). Network in any case is no-one responsible for event of misconduct and it places essential function in improving the misconduct in students at all levels in training (Batrinos, 2012). The first biological system in training too in the network is exceptionally unmistakable from the model econ and this vacuum is significant central issue to upgrade the inconsiderateness and hyper contemplation in the students. They carry on the lack of equity, genuineness and gathering truth be told, they believes that no other way exists on which they can go easily (Kiprop, 2012).

Problem statement

The problem under study was, “the Perceptions of Head Teachers Regarding Students’ Disorderly Behavior in Classroom at Secondary Levels”.

Objectives of the Study

The following were the objectives of the study:

1. To examine students’ disorderly behavior in classroom at Public and Private Secondary School level in District D.I.Khan, Lakki Marwat, and Karak.
2. To know the perceptions of head teachers regarding students’ disorderly behavior happening at Public and Private Secondary School level in district D.I.Khan, Lakki Marwat and Karak.
3. To compare the perceptions of head teachers regarding students’ disorderly behavior happening at Public and Private Secondary School level in district D.I.Khan, Lakki Marwat and Karak.

Research Questions

The following were research questions by keeping in view objectives of the study:

1. What is the case of students’ disorderly behavior happening at Public and Private Secondary School level in district D.I.Khan, Lakki Marwat and Karak? (inline objective #01)
2. What are the perceptions of head teachers regarding students’ disorderly behavior happening at Public and Private Secondary School level in district D.I.Khan, Lakki Marwat and Karak? (inline objective#02)
3. How students show disorder behavior in classroom at Public and Private Head teachers’ perceptions comparison Secondary School level in District D.I.Khan, Lakki Marwat, and Karak? (inline objective# 03)

Literature Review

Serious issue the educator or delegator frequently confronted isn't some other yet the

misconduct among understudies at auxiliary and other instructive level pre to higher straightforwardly presents in the schools and schools and colleges (Ndakwa, 2013). The deviation from media is making infringement and demonstrating consistent and number of plans of misconduct. Present time there created a vibe of quick advancement in happening of misconduct. In the whole globe people are demonstrating the high number of misconduct and frustration on it event in the understudies in quantities of nations in the globe (Karimy, 2016). The style wherein the misconduct is upgrading in the organizations of trainings is exceptionally hazardous for every single partner (Bru, Murberg & Stephens, 2001). The reasons for misconduct are related with unmistakable people, for example, teachers, administrative staff, understudy self-life, the family root and the network is likewise had its part in upgrading the misconduct (Karimy, 2018).

Any individual may not know to the specific importance of the misconduct however they interfaces it with each wrong doing which is absolutely appropriate yet independently the implications might be not the same as everybody as per their own expertise (Asiyai, 2012). It is significant to grasp, base, plan and breed the grounds and reasons for misconduct at optional degree of instruction to ex root it facilitative (Morse, Benson & Flory, 2015). Misconduct is unlawful practice which absolutely gratings the pointed order found in the network by wellspring of religion or as constrained by Authoritative people (Karurai, 2012). Misconduct is nothing however cutting the regular principles inside a curious field. The most evident region is training and its establishments (Telman, 2017). Disruptive isn't just a wicked conduct of understudy however, it goes past the ordinary the normal unsettling influence in the classroom (Smith & Smith, 2006). Now and again a solitary youngster upsets the entire classroom so much that neither the kid who makes

interruption nor different kids sitting close to him/her can learn (Abrahamse, 2012).

Troublesome conduct legitimately puts educators, kids and guardians in humiliating circumstances (Mohammadi, 2016). Subsequently, it has gotten a matter of extraordinary worry for the instructors (Anselmi, 2010). They put their heads down and think a successful treatment that how an educator may adapt to such conduct and how the kid and different kids can be secured (Abrahamse, 2016). There is a critical need to recognize problematic conduct of an understudy in classroom (which legitimately applies negative effects on the endeavors of the teacher to educate or the capacity of different understudies to gain proficiency with the subject in the study hall) and the conduct that is simply improper. The last may become troublesome when it perseveres for a long time (Ingersoll & Smith, 2003). Understudy's problematic conduct is disadvantageous to the instructive society since it meddles with the learning cycle for different understudies, impedes the capacity of educators to show most successfully, redirects the energy and assets of instructors and school away from their destinations and instructive mission, and may assign a noteworthy tallness of individual issues or pain with respect to the disrupter (Franco, 2016).

Students mostly lose their attention and interest during practicing misbehavior with others in the school. They always think of revenge and disruption towards others (Magai, 2018). Misbehaved students do not care about their academics, learning and even respect or ethics. They openly violate the rules and regulations (Ezpeleta, 2014). Misbehaved students are non-attentive; they are thinking idles. They are rude and disobedient. They are highly aggressive and they don't care of etiquettes (Lannie & McCurdy, 2007). Students of disorderly behavior are indisciplined students; they are always late, absent and irregular. They never respect their teachers and elders. They either use drugs or alcohol.

They are agitated minded and careless (Frick & Matlasz, 2018). Students showing misbehavior show no interest in their daily lives. They are talking emotionally and show disruptive attitude towards others in society. They can't maintain positive relationship for a long time. They are suffering from other psychological disorders like depression, anxiety, and stress etc. (Urbina, Simón & Echeita, 2011).

Research Methodology

The study was descriptive in nature. The Population of the study consisted of all male and female teachers, heads and students at Public and Private Secondary School in district D.I.Khan, Lakki Marwat and Karak which is (N= 304) in which (n = 230) respondents were selected as samples of the study; 304 respondents were head teachers of Public

and Private Schools (132 male head teachers and female 98). The size of sample was taken according to *Kerjcie and Morgan (1970)* sample size rule of thumb. Data was collected through self-developed questionnaire of 5-Points Likert scale with options Strongly Agree, Agree, Undecided, Disagree, and Strongly Disagree carrying values 1, 2, 3, 4, and 5 respectively. The key purpose of the study was to examine the perceptions of head teachers regarding students' disorderly behavior in classroom at secondary levels. The study was delimited to Secondary school students, teachers and heads of district D.I.Khan, Lakki Marwat and Karak. Results and conclusions were drawn in the study and recommendations were drawn for the betterment and further improvement in the study. The population and samples of the study are shown in the separate tables below:

Table 1: Population of the Study

Districts	Secondary Schools	Respondents		N
		Head Teachers		
		Male	Female	
D.I. Khan	Public	45	46	304
	Private	25	20	
Lakki Marwat	Public	44	15	
	Private	18	10	
Karak	Public	30	21	
	Private	17	13	
Total		179	125	

Source: ASC 2017-18 KP

Table 2: Sample of the Study

Districts	Secondary Schools	Respondents		n
		Head Teachers		
		Male	Female	
D.I. Khan	Public	37	28	230
	Private	24	20	
Lakki Marwat	Public	28	14	
	Private	03	05	
Karak	Public	24	13	
	Private	16	18	
Total		132	98	

Results

Table 1: Student's Disorderly Behavior Viewed by Head Teachers at Secondary School level in District D.I.Khan, Lakki Marwat and Karak (n = 230). (Inline objective#1&2)

Items/Statements	Public and Private Head Teachers					Score of respondents	M (Mean)	Result
	SA	A	UD	DA	SDA			
	5	4	3	2	1			
Causes of Students Disorder Behavior in Classroom								
Make noise in the classroom.	380	172	153	110	05	820	3.56	Agreed
Fail to do their homework.	335	128	45	220	06	734	3.19	Agreed
Mostly absent from their school as well as classroom.	480	172	189	34	11	886	3.85	Agreed
Cheat in examination.	470	152	219	30	13	884	3.84	Agreed
Always use mobile phone and other electronic device in the classroom and examination hall.	385	180	108	78	33	784	3.40	Agreed
Show no interest in their study.	500	248	126	44	04	922	4.00	Agreed
They are very franks with their teachers.	100	32	144	112	90	478	2.07	Disagreed
Continuously laughing and inappropriate language in the classroom.	90	40	108	132	100	470	2.04	Disagreed
Maintain no relationship with other students in the classroom.	415	108	105	36	67	731	3.17	Agreed
Idle and lazy.	220	352	87	56	41	756	3.28	Agreed
Do not participate in the classroom.	400	80	132	82	45	739	3.21	Agreed
Always gossip during learning in classroom.	500	176	117	54	20	867	3.76	Agreed

The above table shows specified perception of head teachers determinants causes of disorderly behavior the reasons of misconduct having Mean scores with more prominent esteem structure i.e. 3.56 which is more than the given Likert point scale cut of point "3". More prominent Mean estimations of the ceaselessly giggling and wrong language in the classroom in this announcement show more noteworthy events of that case. In the

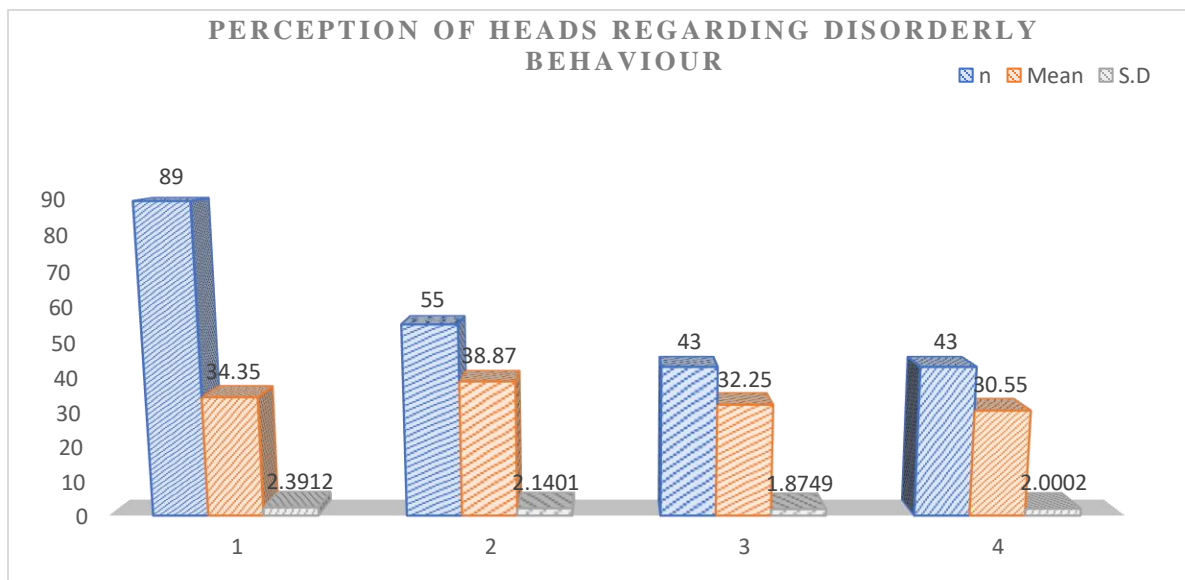
light of the perception of head educators less or low Mean value is very frank with their instructors which is 2.07 that uncovers least events. So it clears that the guidelines concur with the cases found in Public and Private auxiliary school head instructors. Use of ill-advised language and murmuring during class has Mean score of 2.04 separately demonstrating the announcement which was lower than Mean score of given cut point '3'.

So the perception of head instructors concurring the reasons for misconduct among understudies at auxiliary level; it presumes that guidance isn't concurred about presence of these cases in Private and Public optional school head educators. Causes of Students

Disorder Behavior in Classroom which include make noise in the classroom cheat in examination and which examine the causes of disorderly behavior among secondary school students in classroom perception of head teachers. (Inline objective 01 and 02)

Table#2 Determinant of disorderly behavior of the students' perception of head teachers in classroom and comparison at secondary level (Inline objective 2&3)

Respondents	Sectors	Gender	Disorderly behavior among students in classroom at secondary level			Regarding causes of disorderly behavior comparison					
			n	Mean	S.D	Male/Female			Public and private sectors		
						t-calculated	t-tabulated	P-value	t-calculated	t-tabulated	P-value
Head teachers	Public	M	89	34.35	2.3912	1.62	±1.96	0.064	1.90	±1.96	0.076
		F	55	38.87	2.1401						
	Privat	M	43	32.25	1.8749	1.73	±1.96	0.070			
		F	43	30.55	2.0002						



The above table #02 show that the t-calculated value for head teachers of male and female public and private secondary school of Dera Ismail Khan lakki marwat and Karak 1.62,1.73 The t-calculated value for head teachers (male and female) of public and private were 1.73, 1.62. Overall the t-calculated of public and private head perception of secondary level is less than the t-tabulated values that was ± 1.96 and finally we accept the null hypothesis and there is no significant difference between the perception of public and private secondary school head teachers among students disorderly behavior in classroom.

Public and private secondary school perception of head teachers in both sector male and female the p value were 0.064, 0.070 respectively. The comparison and the respondents perception head teachers were the public and private secondary school 0.076 overall the p value of given table is greater than 0.05 value of significance hence we accept the null hypothesis.(Inline objective #03).

Discussion

The consequences of the current study show that understudies' truancy from their schools and classroom was among the key factors that cause understudies misconduct in study hall with most noteworthy Mean worth for example 3.85; moreover, cheating in test was another significant factor which was answerable for the understudies' misconduct in the classroom having Mean score of 3.84; and tattle during learning in study hall was another factor because of which understudies' show misconduct in the classroom with Mean estimation of 3.76 individually. Moreover, candor with educators, nonstop snickering and utilizing wrong language in the classroom were not seen as reasons for understudies' misconduct in the study hall.

As per the past examination by (Smith & Smith, 2006); troublesome conduct at school level in

Pakistan, especially in Khyber Pakhtunkhwa has become an incredible issue. Instructors have protests against social issues identifying with understudies in classroom the executives. The classrooms where troublesome conduct happens oftentimes gets less scholarly connected with time, and the understudies in problematic study halls remain in low classification in accomplishment tests. Besides, endeavors to control troublesome practices cost extensive educators' time to the detriment of scholarly directions in the class. School discipline issues, for example, troublesome conduct and savagery likewise increased affect instructor stress and burnout. (Mabeba & Prinsloo, 2000) uncovered that problematic conduct is basically the conduct which doesn't permit the instructors and understudies for showing learning measure; and the students have their basic option to have a sheltered and deferential climate for learning, so the troublesome conduct is a disciplinary issue and should be managed actually.

Conclusions

The results of the current study revealed the aftereffects of the investigation by keeping in view the targets of the study, the issues like non-appearance from the school and classes, cheating in assessments; and time killing sort exercises like tattle in the study hall were profoundly focused and underlined to dodge, root out and debilitate at school level so understudies' misconduct might be annihilated at all that is made in light of the fact that the said issues in schools. The said issues would either decrease or disposed of just as eliminated from schools particularly in the event of understudies with the aggregate battle of the educators, guardians, and friends and so on it was additionally reasoned that straightforwardness with instructors, snickering in the class, and unseemly language in the classroom were not answerable for causing understudies' misconduct in the study hall.

Causes of Students Disorder Behavior in Classroom which include make noise in the classroom cheat in examination and more

prominent Mean estimations of the ceaselessly giggling and wrong language in the classroom in this announcement show more noteworthy events of that case. In the light of the perception of head educators less or low Mean value is very frank with their instructors which is 2.07 that uncovers least events which examine the causes of disorderly behavior among secondary school students in classroom perception of head teachers. (Inline objective 01 and 02)

The comparison and the respondents perception head teachers were the public and private secondary school 0.076 overall the p value of given table is greater than 0.05 value of significance hence we accept the null hypothesis.(Inline objective #03)

Recommendations

Absenteeism from school and classes may be eradicated and reduced with the cooperation of the government, education department, school administrators (Principals/Headmasters) community members and parents. Cheating in examination may be seriously discouraged and avoided. Teachers may maintain strict discipline in the class and school to avoid gossip and killing of time during school hours. Disorderly behavior in the school may be highly discouraged and misbehaved students may be penalized for the purpose of their reclamation and reformation. Parents, teachers and peers may assist the school head and staff to ensure discipline and root out the concept of disorderly behavior among students.

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