



## Apprehension of Teachers and Mothers about Aggressive Behavior of Secondary School Students in the Absence and Presence of Father

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**Abstract:** Behavior defined as actions of single or all activities of individual with other and with environment is identified as behavior. It can be in the response or reaction to something. It can be unseen or observable. For instance, his fame among the people becomes inversely proportional with his disturbing manner. Social skills are a significant feature of students' status and appreciation in family, peers, teachers, community and also a part of their academic achievement. The current research set out to determine if and how the absence of a father impacts aggressive behavior among secondary school students. Among the main objectives of this research was to: i) Assess faculty views on disruptive student conduct when parents are not present for their children's secondary school classes. ii) To learn how secondary school teachers view about students aggressive truancy while their fathers are present. iii) Determine the mother's perspective on the aggressive behaviors that occur when the father is not present. iv). To determine what the mother views about her children's aggressive behavior while their father is present. Using a convenient sampling method, we chose 400 students as our sample. A further division was made within this group based on whether the children's fathers were at home or not. A questionnaire was used to gather data from the mothers and instructors of a sample of students. Chi-Square was used to examine the data. In the absence of father, students acted more aggressively, according to teachers and mothers. In order to improve academic performance at the secondary level, the research will be useful for instructors and students alike in overcoming anti-social conduct. Preparing contributing citizens of society is another important goal of the research. Media and social media campaigns and initiatives aimed at moms should be established to bring attention to the challenges posed by aggressive conduct. Students' aggressive and antisocial conduct may be mitigated by school and home-based fitness programs. In order to identify and address students aggression, in-service training for instructors might be organized. By doing so, teachers will be more equipped to address disruptive student behavior and other issues.

**Key words:** Anti-Social behavior, Aggression, Father's absence, Physical, Mental.

### 1. Introduction

Education, in general acknowledged a source of modifying a meaningful and forceful process for social, academic and economic improvement. A person's ability to initiate and maintain relationships with others is a component of their social abilities. It is not about literacy, it is totally different, education is discovering out the causes behind everything. It helps the countries to rise economically and value with prosperity. To live perfect life, education is very essential for individuals (Goujon & Wils, 1996). It must be emphasized that goal of the Islamic education is to instill in individuals the knowledge, optimism, and moral principles embraced by the Sharia (Nabil & Nofel, 1993). ehavior stimulated also the types of background, parents, institute, and community, one got in life time. These

gauges are the products of the determinative experiences and gravities from the groups around him/her. Adolescence is the greatest vital period of human life. A child specially a teenager under the pressure of friends and when peer is noble the behavior of child is too good (Monette, 2005). The majority of teachers have voiced their displeasure with the disruptive student behaviors in their classrooms, saying that they are difficult to deal with, cause them unnecessary stress, and drain their energy resources. Clearly, disruptive student conduct not only hinders his or her own learning but also the learning of his or her classmates. Not only does anti-social conduct in schools increase with time, but it also has a negative impact on students' academic performance and makes delinquent behavior worse (Bryant, Schulenberg & Bachman, 2000).

### **1.1 Problem Statement**

Being a teacher, the researcher observed anti-social behaviors create disturbance in the peaceful educational environment of school. The suggested study was on impact of the father's absence on the Aggressive behavior of the secondary school students.

### **1.2 Objectives of the Study**

The major objectives of the present study were:

- i) To analyze the views of the teachers about the aggressive behavior of the secondary school students in the father's absence.
- ii) To examine views of the teachers about the aggressive behavior of the secondary school students in the father's presence.
- iii) To examine the mother's views about aggressive behavior of their children in the absence of their fathers
- iv) To analyze mother's views about aggressive behavior of their children in the absence of their fathers.

### **1.3 Hypotheses of the Study**

To achieve these objectives, the null hypothesis was framed:

- H<sub>1</sub>: There is not a significant impact on the Aggressive behavior of the secondary school students in the absence of their fathers in views teachers.
- H<sub>2</sub>: There is not a significant impact on the Aggressive behavior of the secondary school students in the presence of their fathers in views of teachers
- H<sub>3</sub>: There is not a significant impact on the Aggressive behavior of the secondary school students in the absence of their fathers in views of mothers.
- H<sub>4</sub>: There is not a significant impact on the Aggressive behavior of the secondary school students in the presence of their fathers in views of mothers

### **1.4 Significance of the Study**

The study is important to find out the anti-social behavior of the student at secondary level in Pakistan. In order to improve academic performance at the secondary level, the research will be useful for both teachers and students in combating antisocial behavior. Research like these will also help shape the next generation to be upstanding citizens.

## **2. Research Methodology**

In present study following research methodology was adopted.

### **2.1 Population**

The population for this study was consisted of 1, 80,542 students, 7748 teachers of Punjab public High schools. (Govt. of Punjab, 2019). And mothers of all these students were included in the study.

### **2.2 Sample**

Using a convenient sampling technique, we chose 400 students as our sample. There was a further division among this group based on whether the students' fathers were living at home or abroad. Data was collected through selected student's teachers and mothers'. One hundred and eighty-six (186) teachers were selected who were teaching grade X for at least two years. Two hundred forty-four (244) mothers of sample students were selected

who were educated and volunteer to give responses. The education criteria for mothers were minimum matriculate so that they can perceive the research purpose and respond the items of the questionnaire easily.

### 2.3 Research Instruments

The five-point scale, also known as Likert Scales considered being the most suitable for obtaining data on human behavior and attitudes (Farooq & Tabassum). Questionnaire was prepared on these scales.

5	4	3	2	1
Often	Some times	No reply	Rarely	Never

### 2.4 Validity of the Instrument

Researcher developed a close ended and open-ended questionnaire (having five options sometimes, often, no reply, rarely and never) for this research in light of already available literature. High school students' aggressive actions were one of the topics included in Maria, Molero, and Martinez's (2017) study on antisocial behavior and interpersonal values. Researchers changed the aggressive behavior item in demographic situation. The developed questionnaire was validated with the expert opinion. Questionnaire was viewed by a sociologist Nimra Asif who is working with a NGO which is working for teen agers delinquency. A physiologist who is running a counseling center for children reviewed the items for anti-social behaviors students. A higher secondary school subject specialist of psychology Rizwana Malik established a counseling center for students at school to prevent the anti-social habits of students read questionnaire and agreed that questionnaire shows same aggressive habits which she faced at school.

### 2.5 Reliability of the Instrument

Then reliability checked before it was administered to the sample. Cronbach's Alpha of items was used to measure the reliability of questionnaire The formula of Cronbach alpha is:  $\hat{\alpha} = \frac{N \cdot \bar{c}}{\bar{v} + (N - 1) \cdot \bar{c}}$ . The formula of Cronbach alpha is defined as

- Where N = number of the items.
- $\bar{c}$  = average covariance between the item-pairs.
- $\bar{v}$  = average variance. (Lavrakas, 2008).

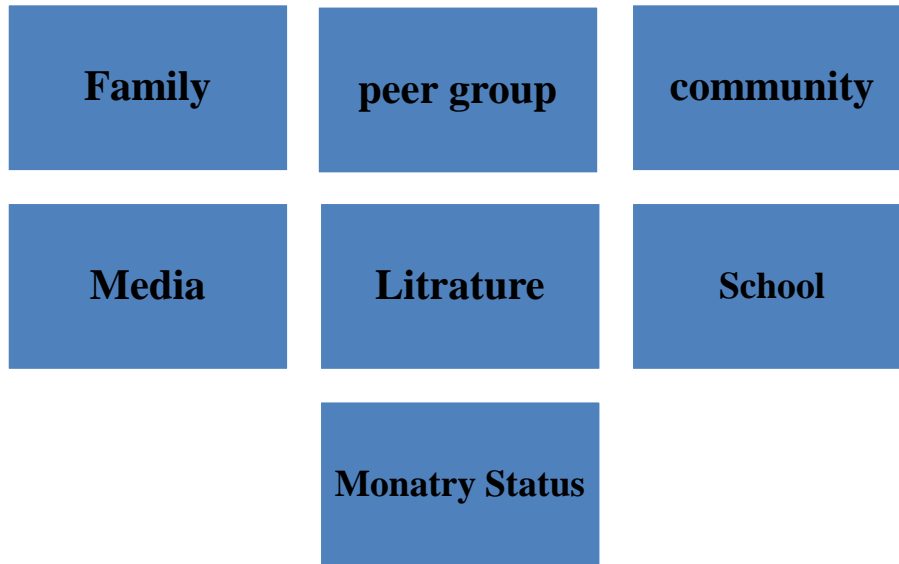
The calculated value of reliability of the teacher's questionnaire was 0.870 and for mothers questionnaire it was 0.800. It shows that both questionnaires reliability was good.

### 3. Review of Related Literature

Social behavior is called a behavior between two or more creatures within the same group and encompasses individual behavior in which one element affects the next. This is owing to a relation among those members. Human social behavior is principally initiated by upbringing in the family, and then by the surroundings together with education and supplementary parameters (Terrence, 2013). These behaviors work to provide regulate and obviousness in society. . People's behaviors change accordingly to the situation, environment and culture in which they existing. These social behaviors may also be modified with time ( Staub & Ervin , 2001).

According to Graham (2017), the ability to acquire social conduct entails acquiring the skills necessary for academic success, including the capacity to argue firmly but peacefully, to empathize with peers, and to foster an environment of self-respect and reciprocal respect. Kids need to know that what they do matters, both to themselves and to the people around them. Social scientist lay great stress on the environment as an aspect that mold human behavior. According to Islamic View these are some certain environmental factors which shape the human behavior which are (Abdullah, Ismail & Najaatu, 2017). The home has instant influence on the expansion and development of child. The psychologists have described the connection of family situation on mind of the students mainly at their shaping phases of life. Students accept style, behavior from their parents (Kundu, 1989). Observing the actions, attitudes, and outcomes of other people teaches us a lot. "The majority of human behavior is picked up through watching others; we learn new behaviors by seeing how others do them, and then we use this coded

information to guide our own actions when we need to do them” (Bandura, 1978). Among the many models put out is Albert Bandura's social learning theory. When compared to other theories of learning and behavior, it stands head and shoulders above the others. All learning, he suggested, comes from seeing and imitating the behaviors of others around us. According to social learning theory (SLT), people respond in ways that are best explained by the dynamic interplay of their personalities, their actions, and their cognitive and behavioral processes (Joanna, 2018).



Most human behavior, according to Bandura, is learned by imitation; by watching others, one might get a sense of how new behaviors are carried out, and on occasion, this indicated knowledge can serve as a roadmap for one's own actions (Bandura, 1997). Anti-disciplinary behaviors among students range from infrequent to frequent, mild to severe, and include things like talking too much, constantly avoiding work, making jokes, being overly curious about class activities, bullying, being disrespectful to teachers and classmates, disobeying the teacher, acting aggressively, bullying, and truancy (Johnson & Fullwood, 2006). During adolescence, a person's development between childhood and adulthood is shaped by a lot of factors that have an impact on both the individual and their family. These young children may not always exhibit positive conduct, but there are moments when they do. Adolescents' conduct is firmly reprimanded by parents and relatives. The inverse is also true: anti-social behaviors among adolescents decrease when parents pay attention to them (Fosco, Stormshok, Dishion & Winter, 2012).

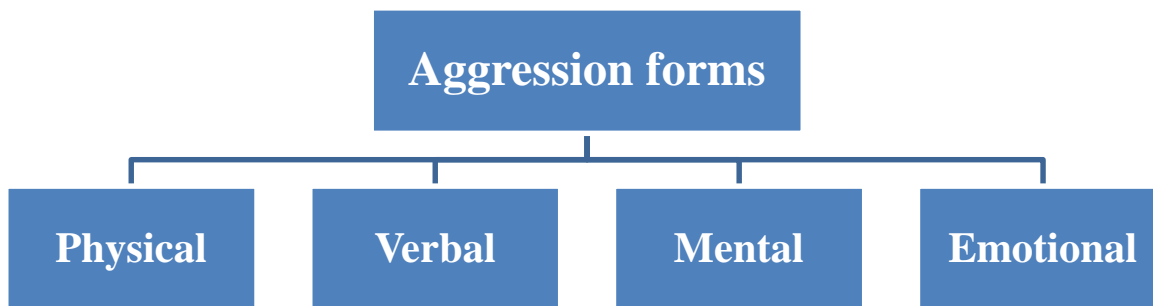
### **3.1 Aggressive Behavior**

Aggression is defined as actions with the intent to cause damage to another person. Aggression and violence, whether physical, verbal, or relational, may manifest from this underlying problem that permeates the whole system. The severity of aggression varies greatly among cultures and nations and may stem from the way we interact with the people around us. Multiple research have shown correlations between aggressive behaviors and demographic variables such as age, gender, marital status, and family income. The fear of aggression is not new to society, particularly among younger generations. According to research by Alami, Arezoo, and Fateme (2017), there is a myriad of causes and effects associated with violent behaviors in youth. Therefore, there isn't a single word that adequately describes the wide range of ways in which young people exhibit these behaviors.

Social learning theories advocate that children learn to show aggressive behaviors because they watch others doing aggressively and see how these behaviors are resistant with time (Bandura, 1978). Social learning theories stress the significance of the social context and conceive that children can be taught by observing others' actions and whether these children are positively or negatively resistant when show aggressive behaviors. Bandura's research has also recommended that young children replicate adults' aggressive dealings that they observe in social settings. Hence, aggressive behavior is considered to happen because it has been either modeled or resistant over time (Stephen & Jill, 2009).

### 3.2 Aggression Forms

Aggression forms can be:



(Kendra ,2019)

The display of aggressive behavior among adolescents is a major concern in today's secondary schools. Astoundingly, violent conduct is prevalent among secondary school kids. One of the most frustrating things for parents and teachers is aggressive behavior, which Eziyi and Odoemelam (2005) found to be common among children who do not yet understand the gravity of their actions. It is noticeable that there are some secondary school students who exhibit aggressive behavior. But there are many sorts of disruptive conduct in schools, the most notable of which are aggressiveness, destruction, and insubordination. This conduct might have several origins. Parents' unfavorable reactions, financial hardship, exposure to violent media, peer pressure, gang membership, and the sadness that comes from a lack of schooling are all biological variables. Because it has such a profound impact on students' ability to learn and grow academically and in life, violent conduct in schools is an issue that demands special attention. Delinquent conduct is more common in children who exhibit aggressive behavior at a young age compared to children who do not exhibit aggressive behavior. Students that are aggressive also tend to be less communicative with their instructors and classmates, which contributes to their poor academic performance. Discordant descriptions of aggressive conduct offered by various educational psychology specialists. To intentionally cause bodily or mental damage to another person seems like the best description. Clearly, as this definition demonstrates, the intent to cause bodily or psychological harm to another person is necessary for an act to be characterized as aggressive conduct. Therefore, it may not be strictly appropriate to label acts of careless or inadvertent harm to others as aggressive (Tadele, 2019.)

Aggression among secondary school students manifests itself in many ways. There are two forms: verbal and physical. Inflicting harm on others is an example of physical aggressiveness, but intentionally hurting someone's feelings with one's words is an example of verbal aggression. Adolescents' aggressive conduct in secondary schools may sometimes manifest as an extreme overreaction, yelling, ear-piercing, or extreme agitation over very little setbacks (Eziyi & Odoemelam, 2005). Aggressive behaviors might manifest as yelling, fighting, vandalizing school property, insubordination, rebellion, etc. It demonstrates that hostile conduct on the part of pupils stems from out of the ordinary causes. Pupils' homes, schools, communities, and value systems may all be investigated. If the student's mental health is compromised as a result of these causes, they may suddenly demonstrate unusual conduct, emotional instability, and negative inclinations. Aggression theories propose that aggressive behavior is learned by a process of trial and error, instruction, and observation of role models. A person's aggressive conduct may be heightened by factors such as reinforcement, early life events, social milieu, and personality (Felson & Tedeschi, 1993).

### 3.3 Purposes of Aggression

According to Kendra (2019) aggression can provide different purposes.



Violence, in all its forms, is one of the most pervasive and heinous manifestations among today's youth, who put themselves in harm's way every time they behave aggressively at school. Students that display violent conduct at a young age are more vulnerable to the cycle of delinquency and expulsion from school that follows. Experts have also recognized a few strategies that might help reduce violent incidents (Amogne, & Asfaw, 2014).

### 3.4 Factors Influence Aggression

Different factors can manipulate the expression of aggression: these are

- Genetic Factors: Males are engaged in physical aggression more than females. Along this researchers have established that although females are less connected in physical aggression, but female involved in non-physical aggression such as verbal relational aggression and social rejection.
- Environmental Factors: The way a person is raised might be a major factor. When kids see their parents or other adults acting aggressively, they may internalize the message and think it's acceptable behavior. Aggression may be learned via observation, as shown by Bandura's Bubo doll experiment.
- Physical factors: Aggression may be influenced by conditions such as epilepsy, phobias, alcoholism, dementia, drug use, brain traumas, and other physical abnormalities.

A theoretical explanation for aggressive behavior is provided by DeWall, Anderson, and Bushman (2011) in their General Aggression Model (GAM). Aggression, as described by the GAM, progresses through these three phases.

- Person-related factors (affiliation, personality) and contextual ones (insubordinate circumstance) make up the first.
- Since the variables from the first stage are associated with internal states (cognition, emotions), the second is also related to them.
- This product will be the result of the final stage, which places a focus on the decision-making and judgment process but is influenced by the second stage: a pacifying or aggressive retaliation.

Looking for protective variables that inhibit or lessen violence throughout adolescence is crucial due to the commonness and undesirable consequence of aggression. Some evidence suggests that some factors, such as parental attention and inhibitory control abilities, may be crucial in reducing these behaviors; for example, both have been linked to aggressive behaviors, particularly in adolescents (Rosario, & Fernández, 2017). In 2008, Estefani When it comes to the development of behavioral issues at school, our results indicate that a good home environment seems to be a larger protective factor for females than a pleasant classroom environment is for boys.

Rachel, Daniel and Shek (2012) investigated about the students social behavior and stated that the verbal



aggression like quarrelling with class fellows, speaking vulgar language, attacking other students, teasing, and chattering and physical aggression like striking, pushing, attacking class fellows, and destroying things were described as problem behaviors. In the face of hostility, students may experience negative emotions and resort to bullying. Because they are worried aggressive students may assault them, other respectful students are reluctant to approach them.

The purpose of this research is to examine how the absence of fathers impacts the aggressive behavior of students in secondary school. Teachers and mothers of children in the sample were surveyed to determine the impact of the fathers' absence on the aggressive behavior of the students. The data was analyzed using SPSS to get the mean and standard deviation. To determine if the student's violent behavior and performance were affected by his father's presence or absence, a chi-square test was used.

#### 4. Data Analysis

Table 1: Cumulative score of aggression of students in the absence of father as per teacher

Total	M	SD	$\chi^2$	P value
86	26.290	12.032	56.744	.000
df=17			$\chi^2_{at 0.05}=27.59$	

The above table reflects the cumulative score of aggressive behavior as per teachers in the absence of father. Mean of the score is 26.290 and SD was 12.032. The  $\chi^2$  value 56.744 was higher than table value at 0.05 which is (27.59). It shows that null hypothesis was rejected. Therefore, the responses of respondents showed that behavior was aggressive of the students. It means that there was a significant impact of the father's absence on the aggressive behavior of secondary school students.

Table 2: Cumulative Score of Aggression Behavior of Students in the Presence of Father as per Teachers

Total	M	SD	$\chi^2$	P value
86	26.011	10.543	104.837	.000
df =25			$\chi^2_{at 0.05}=38.89$	

The above table reflects the cumulative score of aggression as per teachers in the presences of father. 10.543. This was higher than table value at 0.05. The  $\chi^2$  value was 104.837. It shows that null hypothesis was thus rejected. It means that there was significant impact of the father's presence on aggressive behavior secondary school students.

Table 3: Cumulative Score of Aggression of Students in the Absence of Father as per Mothers

N	M	SD	$\chi^2$	P value
118	27.194	10.398	141.476	.000
df= 20			$\chi^2_{at 0.05}= 31.41$	

The above table reflects the cumulative score of other aggression as per mothers in the absence of father. The mean was 27.194 and SD was 10.398. The  $\chi^2$  value was 141.476. This value was higher than table value at 0.05. Therefore, the opinion of respondents showed that there was aggressive behavior in the students. It means that null hypothesis was thus rejected. It shows that there was a significant impact of the father's absence on aggression behavior of the secondary school students.

Table 4: Cumulative Score of Aggression of Students in the Presence of Father as per Mothers

N	M	SD	$\chi^2$	P value
126	24.388	11.216	190.032	.000
df= 21			$\chi^2_{at 0.05}= 33.92$	

The above table shows the cumulative score of the aggression as per mothers in the presence of father. The mean was 24.388 and SD was 11.216. The  $\chi^2$  value was 190.032. This value was higher than table value at 0.05. It means that null hypothesis was thus rejected. It shows that there was significant impact of the father's presence on the aggression behavior of the secondary school students.

## 5. Conclusion

The cumulative score of aggression as per teachers and mothers in the absence of father and in the presence of father shows that there is a significant difference between both groups in the aggressive behavior of secondary school students. Aggressive behavior of students in the absent father found higher than the students in the presence of father. It was rational that the aggression in the students according to the teachers and mothers was more in the absence of father than the students of presence of father. According to mothers, father's guidance play role in the averting the aggression in children. Father presence was strong to reduce the aggressive behavior.

## 5.1 Recommendations

Teachers and mothers in the survey believed that secondary school children aggressive behavior had been significantly impacted by their fathers' absence. Media and social media initiatives and programs aimed at mothers should be initiated to bring attention to the challenges posed by these anti-social practices. Recognizing and addressing children's anti-social behavior may require in-service training for teachers. By doing so, teachers will be more equipped to address disruptive student behavior and other issues. For the emotional and social development teachers may establish committees with the responsibility of social adjustment guidance. There may be some arrangements at school and home for physical exercise which will reduce the aggression and bullying anti-social behavior of students.

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