

INVESTIGATING THE COPING STRATEGIES EMPLOYED BY SECONDARY SCHOOL TEACHERS TO MANAGE AGGRESSIVE BEHAVIOR AMONG STUDENTS IN LAHORE

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Abstract

In all educational institution the disciplinary incidents in students that take place a major role in the classroom. The main aim of this study was to assess the effect of secondary school teachers of classroom management skills on discipline behaviour of the students. The objective of this study was to identify the various classroom coping strategies used by the teachers and explore the relationship of student's aggressive behaviour with teachers coping strategies. The descriptive survey research design was used by the researcher. The questionnaire was designed after conducting pilot study in consultation with the supervisor and educational expert. The sample of 300 students and 50 teachers (females) was selected through the procedure of convenient sampling technique. The data was statistically analysed by applying Pearson to find out the various teaching strategies that used in the classroom. Moreover frequency, percentage, standard deviation and mean were also calculated. Results showed that a significant relation between the disciplinary behaviour of the students and teachers coping strategies was observed. It was seen that there is a positive relationship between both student's behaviour and teachers coping strategies at secondary level. This study is significant in that presents the student's behaviour in the classroom while learning the subject and teachers used some coping strategies to deliver the lecture. The student's behaviour in the classroom can also affect the teaching learning strategies. Students should be in disciplinary behaviour and behave well and teachers use some strategies to involve the students in class.

Keywords: Aggressive Behavior, Coping Strategies, Classroom Management

Introduction

Student's behaviour in the classroom is one of the most famous challenges for teachers (Demiry, 2009; Pane, 2010). Behavioural problem is the most common reason for teachers to handle the students, sometimes in this situation teachers and other school administrator take strict actions towards the students (Wang, Hall, & Rahimi, 2015). According to the researchers, the misbehaviour of the students disturbed the classroom environment and learning and their studies (Sun & Shek, 2012).

According to the Teachers perception that the surrounding of students is affected the behaviour which is associated that the students who cannot pay attention or misbehave in the Class which face the problems at home but on the other hand parents believe that students have peer influences at schools (Cotheran, Kulinna, & Garrahy, 2009). The perceptions from parents, that teacher and other important dimensions of the school have bad classroom management strategies which are affected to the student's performance or may be direct

results of bad performance (Allday, 2011). According to the researcher the classroom behavioural management in the school setting, and sharing of their effective evidence based strategies are not consistent across schools, as many educators continue their regular management techniques (Astramovich & Loe, 2006). Parents believe that the teachers can control their child's misbehaviour and keep away from negative behaviour of the students (Cothran, Kulinna, & Garrahy, 2009).

There is an approach in which to extend the academics to improved behaviour management strategies in short and long term, which is helpful in students learning. This approach can also be used in different challenges in institute which is including behavioural management in classroom (Filter, Ebson & Dibos, 2013). This systematic approach could be provide best outcome for the students due to effects of the behavioural issues and consistency in behaviour management strategies in the environment of both in schools and house (Miller, Colebrook, & Ellis, 2014; Splett 2013).

The classroom behaviour management and academics both are important outcomes to study in which the teachers manage the behavioural problem in the classroom that effect on students teaching and learning. Most of the school especially urban school have few resources and teachers try to maintain the classroom coping problematic behaviour (Reinke 2011). Chafouleas, Volpe, Gresham, and Cook 2010) states that the child behaviour problems in the classroom are related to the negative factors of society, due to the negative factors the academic result is poor which is associated with other negative outcome such as more misbehaviour or may be drop of the school (Finn, Fish & Scott 2008). Teacher's responds that they did not know why the child misbehaves even the root of the problem starts from their own house because of the environment. On the other side the primary reason for the child misbehaviour lies within the home (Cothran, Kulinna, & Garrahy, 2009). The behaviour of the student in the classroom is too difficult that students away from their studies and it also affected the relationship of student and teacher in the classroom (Morin & B attalio 2004).

According to the Supaporn, Dodds & Griffin (2003) these kind of behaviour that tends to decrease the learning level of the student which are supposed to learn in class at that time consideration in the chances of learning which can build up an alternative goal of the program. Goodman 2008, states that the rules and regulations of the class student should adopt in the right direction to make sure that the hopes and expectations could become a reality. According to the Giallo & little 2003, the behaviour of the student that significantly restrict or restrain the child learning or progress and the teacher coping the strategies effectively. Due to the certain behaviour of the child the teacher disturb of the teaching activities and slow down their learning period. It means that the behaviour that hinders the activities of teacher and teaching strategies but also effect on the student learning process (Emmer, Evertson & Worsham, 2002).

Teachers who perceive the problem to manage the class are more expected to leave the education system (Sokal, Smith & Mowat, 2003). Gonzales (2006) mentioned that the behaviour is classified in to two parts namely positive or negative behaviour these are also called inappropriate behaviour and study skills problem. The inappropriate behaviour that interfere classroom instruction obstructs social interactions with student and teacher and threatens with others. While the study skills problem is that behaviour interference the teacher's ability to access the academic progress. According to the researchers (Dupaul, McGoey, Eckert & VanBrakle (2001); Loe & Feldman, 2007) some

of the cases in which students are diagnosed with ADHD and having difficulties with the studies.

Influence of negative behaviour of the student in the primary case for the prevalence of students misbehaviour. Most of the time peers behaviour influence to create disturbance in class room, to disrespect teacher, to become part of bullying incident with other students, to shoplift while out with peer group (Stuart, 2001; Wicket, 2002; Rima, 2008). Vandivere (2004) point out that many factors contribute in misbehaviour among students and one of the factor is the nature and structure of school that can make teenager to violet the school laws. The environment of the school also play a vital role in preparing teenager for career, for this reason school environments have become a challenge to control the misbehaviour of young children. Social interaction plays an important role and most of the behaviour problem linked with how young people interact with eachother (Barber and Buehler, 1996). Research has constantly noted that physiological, physical and psychological factors are important to consider and their influence on the student misbehaviour. Family, friends and school administration significantly effect in fostering and hindering of positive development of young adults (Roman, 2008). Behaviour is the consequence of many environmental factors. The characteristics of the environment have a deep influence on adolescent's life (Alexander, 2000); Erinisha L. Johnson (2012) conducts a study on the association between abusive behaviour, negative parenting, and peer pressure.

Teaching coping strategies

Most of the researcher from 1967 through 1997, the classroom coping strategies is one of the major problems that teachers face in the schools (Jackson, 2005). Some of the researchers identify that classroom management is the second greatest problem in the schools (Jackson, 2005). Classroom coping strategies usually teachers used some activities within group to engage students and to maintain the discipline (Emmer & Stough, 2001). Researchers have increasing the rate of behavioural problem among secondary school students during the lecture which can cause effect on teaching and learning process (Yaduma & Abdulhamid 2007). The positive relationship between student and teacher is control in the classroom (Erdogan 2001).

Terzi (2001) stated that the opinion of the teachers on classroom management i.e. styles authoritarian, democratic or lazies fair. In the study of Johansen, little and Akin-Little (2001) stated that the poor classroom management is an important factor which is associated with the student's behaviour then it could be follow the teaching strategies and skills that effect on behaviour management in the classroom. According to Oyira (2006) the report of the students in the classroom participation credit to the teacher's ability to control manages the classroom. Oyria (2006) reported that the dimensions that measures that the environment of the class as perceived by the students actually predicts their attitude towards their academic response. The academic performance of the students involved by all the educational plan of the institution.

Classroom coping strategies is an essential for achieving goals and objectives the well being of students for the teaching and learning activities are centered (Ogunu, 2000). The classroom coping strategies can develop the students thinking and started questioning and explore their ideas it is due to just enhancing the learning environment. Coping strategies are used which is adopted by the teachers in classroom to create a positive and healthy environment for students (Grieser, 2007). Classroom coping strategies in numerous research studies play an

important role in the academic performance (Marzono, 2008). The reason for the assertion, the effective classroom management is to develop student's attention towards the effective teaching and learning process (Marzono, 2008).

The classroom management is differs from one teacher to another teacher because of the teaching style, personality, readiness and strength of students in class (Walter, 2006). According to the Umoren (2010), conception of the classroom coping strategies is broader than the notion of the student's behaviour under control and maintains the discipline, it involves all the strategies that teachers used during the lecture, and collaborate in classroom activities to create an effective learning environment. Morse 2012 suggested that after applying a successful classroom management includes decreased the behaviour of the students such as bullying, fighting, noise making, arrangement of classroom learning things, and response to students who suffers from poor eye sight, poor reading, writing, shame, dullness, and having poor study habits. According to Nicholas, 2007 when classroom management is fully comprehensive and cooperating every material includes in the class from lecture deliver to classroom arrangement is very essential. The classroom includes well management, orderly organized and arranges everything in such a way in which students can cooperate in learning task and activities. The setting of the classroom is such a narrow view to deals with discipline and control the class (Nicholas, 2007).

The purpose of this study is to examine the connection between secondary school teachers' coping mechanisms and students' aggressive conduct.

Research Questions

1. What are the various classroom coping strategies considered effective during class?
2. What are the students behaviour while teachers using the different strategies?

Research Methodology

This study intended to analyse the relationship between aggressive behavior and teachers coping strategies at secondary level. This chapter includes detailed description of the method used to conduct this research. In more details, this chapter includes the information regarding research design, population of the study, sample and sampling strategy inclusion and exclusion criteria for selection of participants, the methods of data collection, description of data collection instrument, the research procedure, data analysis and the ethical considerations of the project.

Quantitative data was collected from cross sections of population. Descriptive research design was used to analyse the relationship between student's behaviour and teachers coping strategies at secondary level. Population of the present survey was secondary school students enrolled in matriculation programs of both public and private sector education institutions. Firstly a list of institutions was made consisting of private and public sector as educational institutions in Lahore. Each institution was visited in order to receive permission from the administrator; the researcher explained the need of the study, its significance and the expected outcome of such a study. The four institutions gave the permission to carry out the research. On the schedule day the researcher visited the institution and with the help of the administration team classes were allotted to which research objectives were explained. List of students taken from the department. The questionnaire was handed over to students. All the data remained completely confidential. Same process was repeated to collect data from all education institutions and data was completed.

Prior to the study a pilot testing was conducted before the actual data collection from respondents. For this purpose, the researcher select 50 students and 30 teachers, the

questionnaire was equally distributed. By the help of this pilot study, the researcher was able to know about some amendments in the questionnaire. Pre-testing provides help to get more accurate responses from respondents. The pilot study was conducted to check the reliability. The reports of these students were not included in the final study. A better understanding was gained after pretesting was done. Cronbach's alpha coefficient was used to determine the reliability of instrument. In this research ethical issue was kept under consideration. Data was collected after taking the formal consent from the participants. Confidentiality was also assured to all participants that their information used only for research purpose. The data was collected from secondary schools. The researcher visited schools one by one to seek permission after the visit and taken proper formal permission letter then later started research in four institutions which were finalized. After much effort and regular visit to these schools the data collection was finally completed in almost one and half month. The data was analysed through SPSS (Statistical Package for Social Sciences Software).

Results

Table 1

Given that the focus of this study was on the relationship between coping strategies and teachers, a Pearson correlation test was used to analyze the significant relationship between these two variables. The test was based on research questions specifically created for this study, which had a greater impact on the variables.

Pearson Correlation Test

			Develop problem solving skills in students	Teachers develop visual material (charts, slides etc.) as per	Usage of extra facilities (e.g. special helper extra classes)
Develop problem solving skills in	Pearson Correlation	1	.359	.360	
	Sig. (2-tailed) N	50	50	50	
Instructors create visual resources (charts, presentations).	Pearson Correlation	.359	1	.296	
Use of additional resources (such as a personal assistant,	Pearson Correlation	.360	.296	1	

	Sig. (2-tailed)	.010	.037	50
	N	50	50	
Teachers involve students in group participation has an effect on their learning	Pearson	.481	.475	.295
	Correlation			
	Sig. (2-tailed)	.000	.000	.037
	N	50	50	50

According to above table 1 In order to analyze the significant relationship among educators and pupils using coping strategies, four questionnaire items were chosen based on the research questions. The Pearson coefficient value suggested that the relationship is below 0.05, indicating that it is worthwhile to connect the research's components in case changing one also affects the other dependent variable.

Because the value is less than 0.05, the results showed a strong correlation between the teacher-student connection and coping mechanisms.

Table 2

As this research was concerned with the relationship between students and teachers based on coping strategies, so to analyse the significant relationship between these two variables Pearson correlation test has been applied, on the basis of research questions designed for this study which has more influence on the variables.

Pearson Correlations test

		Developing positive relationship to interact with the student	Educational games the teacher use on student learning are effective	Ineffective strategies that students engage in the class
Developing positive relationship to interact	Pearson	1	.046	.032
	Correlation			
	Sig. (2-tailed)	-	.426	.000
	N	300	300	300
Educational games the teacher use on student	Pearson	.046	1	.147
	Correlation			

	Sig. (2-tailed)	.420		.011
	N	300	300	300
Ineffective strategies that students engage in the class	Pearson Correlation	.032	.147	1
	Sig. (2-tailed)	.000	.011	
	N	300	300	300
Set up individual incentive program (e.g.	Pearson Correlation	.262	.124	.167
	Sig. (2-tailed)	.000	.001	.000
	N	300	300	300
Use appropriate teaching techniques are used by the teacher to enhance our learning	Pearson Correlation	.014	.215	.054
	Sig. (2-tailed)	.811	.000	-.353
	N	300	300	300

According to above table 4.3.1, four items from questionnaire has been selected on the basis of research questions to analyse the momentous connection between tutors or pupils using coping strategies, the value of Pearson coefficient suggested that is above the 0.05 so it depicts there is weak association between these two components in case when one is changed has created the changing among other dependent variable as well. Moreover, one item has negative value as -0.35 it's suggested that there is no association between student and teacher's relationship at secondary school.

Variables: Teacher with student relationship and coping strategies _P value >0.05

Note: *p<.05;

**p, .01,

***p<.001.

The outcomes showed that there weak and certainly no relationship between teacher with student relationship and coping strategies because value is negative and above 0.05.

Test implication provides evidence for the future researchers and secondary education system to update the teaching management queries to meet the educational demands of the students. No relationship occurrence needs valid and strong teacher communication platform to address the teaching ways according to contemporary discipline and to apprise the teachers in social and online educational system.

Discussion

In these research two questionnaires has been used to find out the responses for each category; teacher and student. The reason behind selection of these queries to out the different aspects of teachers and the students to analyse the enactment of teaching strategies at the subordinate scale. Findings of the work relates student questionnaire suggested that the there is a central need of polishing the teaching strategies to implement. The main issue has been found out in this study as teacher and students all were well aware about different tactics and teaching strategies but the problem is in implementation of these policies in a fruitful way. First part of female student responses has been conversed as follows;

Student's Responses

Secondary level has been divided into two parts, public and private, as of which 66% female students selected from public and 34% of students were from private institutions. Further these institutions have been divided into four public and private schools which were categorized as Govt. Comprehensive School (26%), Govt. Girls High School Sultan Ahmed Road (28%), Unique School (24%) and Ali Public School (22%). The ratio of subjects that has been learned by students in these schools as Arts (54%) and Science (46%). More with these large ratio of art subject which was considered as easy course still the average ratio for grades taken by these students were 39% for 61-75% marks which is relatively low, apparently due to less use of coping strategies.

Findings of the results in supporting the arguments as concluded in the literature review, a query about supportive behaviour of the teachers in class of the respondents justified the statement of (Reinke, 2011) as teachers are the main source to resolve the behavioural problems of students with their own positive actions.

Problems faced by teachers in controlling behaviour and developing strong relationships statement opposed by table 4.2.2 42% of the respondents that positive association is linked with healthy attitude of teachers and productive teaching strategies. The question asked about favouritism behaviour of teacher showed towards some students disturb the environment of whole class but surprised results has changed the consequences that most of the respondents, 41% disagreed with this statement that it doesn't motivates other students as they were feel positive about their own learning capabilities.

According to the statement of Akbari, Mirhassani and Bahri (2005), teacher personality has reflected through various teaching styles and approaches using different convenient technologies. The query about use of electronic devices such as multimedia, projectors and presentation slides to deliver the lecture more effectively, the result of respondents was not satisfactory as many female students, 47% were neutral as it may be because they didn't know about the term of electronic media in schools or it may be the negligence of teacher that they haven't utilize the electronic devices for learning purpose.

Next probe was about the concepts and ideas explain by the teacher are understandable or not, unfortunately our education system has not become the strongest one in terms of quality education and teaching management facilities. (52%) of female respondents were noted as disagree as they has not understand the lectures, topics and the clarity of the unit that has been delivered by the teachers, this inquiry provokes the adequate measures to improve the methods of teaching delivered the lectures.

Moreover, this result of (33%) female respondents has opposed the statement of (Ekere, 2006), that teacher use appropriate teaching measures or strategies to maintain or control the class discipline, as the researcher Ekere (2006), said that poor classroom coping strategies disturbed the environment of class and changed the behaviours of various students as resulted into, bad behaviour, noise making, late coming, eating, talking to each other, calling nicknames etc.

According to the Santrock (2004), socio-psychological skills develop among students when they personally connect with the teachers and class-fellows. Teacher has to make extra classes and manage surplus time to develop the communication skills in students and to feel them as secure and more devoted to their work. But results in secondary level showed that Table and 4.2.12 (33%) suggested that teacher was not available after the scheduled class to clarify the concepts of students and to communicate them to remove all the ambiguities.

The educator dealing with their study coping techniques by embrace in a classroom the executives should behave in positive manners, so the understudies and instructor both will be better prepared in the betterment of education system (46%) said they disagreed with the statement that teacher doesn't use well discipline plan to manage the classroom. These respondents supported the teachers as they do manage the discipline of class in a casual way but they didn't use new technologies and strategies to teach them in a modern way of education revolution.

In conclusion to above results, students at secondary level were not satisfied with the teaching style and the coping behaviour of teachers. As they thought that they use old fashioned technologies, classrooms were not updated and no use of electronic devices and visual materials has been used to teach them productively and effectively. According to the P value (Pearson correlation test) that has been applied to analyse the association, connection and relationship between the student and teachers, p value 0.35 and negative values showed that relationship was not strong, even there is a very weak relationship between teachers and students of public and private schools at secondary level. This result opposed the consequences of teacher responses as they were confined with their answers and their p value showed a very strong relationship between students and teachers as the Pearson coefficient value was 0.00, so the outcomes suggested our executives of education system to improve the behaviour and concerns of teaching strategies so that students has get maximum benefit and become actively socialized to move in this modern world.

Teacher's Responses

At this time, the study has been discussed the results of data that was collected from the teachers questionnaire. The proposed sample for the teachers was 50.

60% teachers selected from private and 40% of students were from public schools. Further these institutions have been divided into four public and private schools which were categorized as Govt. Comprehensive School (24%), Govt. Girls High School Sultan

Ahmed Road (10%), Unique School (24%) and Ali Public School (42%). The ratio of the subjects that has been learned by students in these schools as Arts (46%) and Science (54%). More with this large ratio of science subject which was considered advanced course. Most of the teachers were done with 58% M.Ed. degree as this field relations are more linked to education department. Additionally, these teacher respondents had more than (21%) 6-10years experience of teaching in both public and private schools. Teachers 48% positively said that they support students in every thick and thin situation. The results revealed that most of the teachers support their selves in supporting students equally from public-private institutes. Teachers opposed the statement teaching strategies are hard to implement for students learning, as 56% of teacher respondents were said strategies are very useful and easy to introduce in the classrooms. The results of this query are related to student learning emphasized on implementation of teaching strategies. Majority of (86) % teachers agreed that they actively involved students in different group activities to expand their social exposure. It supports the result of research of Andrew (2011) in literature review, that group participation increased students observing ability and communication of individuals enhanced. Moreover just 41(82%) teachers disagreed that to face problems in coping students disrupt behaviours in the classroom during lecture. As discipline problems are the core issues that are to be resolve by teachers compulsory. Opposing to the results of student's responses, 40% of teachers said there is an active use of visual materials by the teachers to engage the students in subject learning. But this query has been rejected in the student response. So this result predicts a controversy between teacher and students relationship. 32% teacher respondents were disagreed with the statement "I do not prefer to develop social moral values among female students" as results Most of the teachers were keen to develop social moral values among female students. (56.00%) of teacher respondents disagree about the statement that they didn't use strict method to control the class rooms because education system prohibited the strict actions against students additionally students behaviour becomes hard and stuck they take it as in ego problems that's why it's necessary to maintain the classrooms according to students needs and choices. Moreover Pearson value for the teacher's responses also suggested that there is solid affiliation among learners or instructors at secondary level because P value was below $0.000 > 0.05$.

Conclusion

In conclusion to all above results there was a contradiction between answers of instructors and learners. The relationship among students or teachers at secondary level conversely showed different results when compared with students and teachers responses. These responses helped in education system to make strong the implications of teaching strategies and develop new technological tactics to modernize the education and learning system so that students cultivate their interest in different subjects of their academic period.

Further this study has its importance for education executives who can make precautionary measures to change and update the education system based on the consequences of this research. As the changing we have seen in the higher education levels but the base of students learning is weak. This research will help the government and private departments of education to make important decisions on teacher's training to develop new strategies for student better learning.

Recommendations

Following are the necessary recommendations for future researchers:

- This research was held in city Lahore, Pakistan, so due to cross-culture differences it may provide unlike results at different time frame.
- Future researchers can develop new methods for data collection, the most suggested method is interview, and method of comparative analysis would be more effective to take the responses of students and teachers under consideration.
- Mix method i.e. qualitative and quantitative both can be used in future to improve the research base for these kinds of subjects.
- As secondary level has its deep roots in education, more schools can add to give more precise and effective results.

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