



## PERCEPTIONS OF HEAD TEACHERS REGARDING CAUSES OF STUDENTS' DISORDERLY BEHAVIOR AGAINST ADMINISTRATIVE STAFF IN SOUTHERN DISTRICTS KP ZONE-IV

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**Abstract** - Public and Private schools are badly influenced due to disorderly behavior of students with administrative staff in Southern KP Zone-IV; and this problem has been especially focused by the researcher in the study. In this descriptive study, the total numbers of (N= 6155) respondents of Public and Private Secondary Schools male and female teachers, heads and students Zone-IV of KP were the population of the study in which (n=400) respondents (170 Public and Private School teachers (103 males & 67 females), likewise 230 head teachers (148 males & 42 females) were taken as sample of the study through multistage sampling techniques as per L. R. Gay (2003) sample size formula. Data was collected through self-developed questionnaire of 5-Points Likert scale. The objectives of the study were: 1). To know disorderly behaviors of secondary school students in Southern districts KP Zone-IV. 2). To investigate the causes of students' disorderly behavior against administrative staff in Southern districts KP Zone-IV. 3). To explore perceptions of head teachers regarding students' disorderly behavior against administrative staff at Secondary school level in Southern districts KP Zone-IV. The study was delimited to Zone-IV Southern districts of KP. Results, conclusions were drawn and some recommendations were suggested for the researchers in future.

**Keywords:** Causes, Disorderly Behavior, Students, Administrative Staff, Head Teacher and Secondary Level

### I. INTRODUCTION

[Asiyai \(2012\)](#) stated that any person may not know to the exact meaning of the disorderly behavior but they connects it with every wrong doing which is totally proper but separately the meanings may be different from everyone according to their personal skill. So it is crucial to comprehend, base, design and breed the grounds and causes of disorderly behavior at secondary level of education to ex root it facilitative. Disorderly behavior is totally fame in people's talks and news. Disorderly behavior is present with its all variety at secondary level of education. The pupils in educational institutions are becoming more aggressive day by day.

[Garagae \(2007\)](#) found that disorderly behaviour is unlawful practice and cutting the conventional rules within a peculiar field. The most obvious area is education and its institutions. [\(Leach, 2003\)](#) stated that all the activities that make collide with flat method of learning is said to be disorderly behaviour.

[Timothy \(2008\)](#) described that disorderly behaviour is easily comprehensible to anyone and is totally antithetical to discipline and can means be unseen or deficiency of order. He also discussed that the exposure of order by any individuals which reject the principle of community house, institutions are disorderly behaviour and is completely unwanted by everyone. Disorderly behaviour is insurgent way of behaviour and tearing off of quality alluring and proper society and precious working areas. Disorderly behaviour in secondary schools, collages, and universities are more annoying and abolishing the proper and healthier way of teaching-learning method by pupils.

[Nwakoby \(2001\)](#) stated that disorderly behaviour as the variety of conduct includes giving off and rejection of laws; Disorderly behaviour is inadequate passage of interaction with anyone which cannot be sought full by source of quarrel or bawling and can be spoken by different feelings. Such as hyper or unknown look which is think to be the feelings of disorderly behaviour among students at secondary level.

[Kuntz \(2010\)](#) revealed that the major factor of disorderly behaviour is decreased of self-efficacy to do what should be best and appropriate and is almost denial of what is demanded.

Yaroson (2004) explain the disorderly behaviour as secondary source among students at secondary level towards discipline and is concern to decide in all deeds and responses disorderly behaviour is said as un-contestation of an individual to conclude the way of response according to distinct situations. She state that breaking of specific rules and regulations is known as disorderly behaviour. The breaking of rules and regulations may be consciously or unconsciously but in both conditions this is considered as disorderly behaviour. All activities which are not allowed done by pupils goes to Abolishing of adequate cooperation of educational institutions, while the community begins to objections of actions for their uselessness are termed as disorderly behaviour. Simply the disorderly behaviour is complete un-standardized activities which are not acceptable by community, individual's schools and state. In educational institution the students with un-wanted activities are considered to be disorderly behaviour.

## II. LITERATURE REVIEW

Silsil (2010) stated that disorderly behaviour is an important problem exists in the present time in the community. Distinct studies showed that the educational institutions affected by the disorderly behaviour of students at secondary level are not capable to get high achievements.

Ndirangu (2010) said that conduct of disorderly behaviour could be sought in many ways such as absentee, stealing, hypocrisy many pupils in schools and communities. (Karun, 2012) revealed that types of disorderly behaviour as damaging pupil's mental physical blackmailing teachers, usage of irrelevant words usage of drugs and also includes harsh answers at school. All these types of activities are obvious all over the world. Disorderly behaviour also includes, doing no work in class unawareness about what is doing in classroom un-cleanliness in classroom as well as in school. According to (Mugambi, 2005), disorderly behaviour can be shown by different ways. Distinct responses can express disorderly behaviour such as laziness, evil behaviour with colleagues and instructors in school teachers and head, not to act upon what is said to be act on, absenteeism being non regular, inattentive, ignoring system.

(Rahul, 2008) found that pupils are learning more disorderly behaviour form mass communication and print media such as boycotting the classes, cheating in exam, battling with school teachers and other facilitative staff likewise peon openly etc. stealing library books, written misbehaviour on wall chalking, tearing the important topic on book pages, writing evil words on charts, in toilet and in classroom as well. In some cases they tussle with officers as well. (John, 2013) gives focus to un-dissolved issues of behavior which are considered as disorderly behavior distinct methods and task in this field has shown the exact list of most frequently occurred cases of disorderly behavior shown by students at secondary level. They said the given causes of disorderly behavior which are openly showed going for from school, many kinds of acts comprising of physical injuries, usage of stone against opposition, hands uses for torturing, frightening with throwing of objects and use of canines as well for quarreling. (Morongwa, 2010) explained that some of cases shown by pupils in classroom including, making noise in classroom, failure in test and assignment homework, absentees, un fair means in exams, usage of cellular phones in classroom, deficiency at preparation in classrooms, less thinker, less concentration in classrooms, franks with teachers, usage of inadequate language in the classroom, pupils linkages, work lessens, taking less participation in classroom. (Freire & Amado, 2009) described that poor behavior to teachers objecting the teachers, jeopardizing the teachers, putting strike to the teachers. Dishonoring of teachers are frequently seen cases by which teachers are affected routinely in the careers of teaching. Teachers often complaints against these cases and pupils with good behavior also affected by these poor behaving pupils. (Marshall, 2010) described that pupils are not in safety by disorderly behavior shown by their elders, younger and peers and colleagues students. The major cases of disorderly behavior are clash among pupils, robbery of things, annoying or bothering their younger's, jealous feelings among students, threading injuring with tools or weapons.

(Kiprop, 2012) found that disorderly behavior is a person expresses inappropriate attitudes which come in the column of disorderly behavior or disorderly behavior as that expression on support of which a person is think unwanted within existing arrangements. (Akomolafe, 2012) asserted that disorderly behavior means less perception if pupils to learn down amid rules and regulations of educational arrangements and it includes the rejection of alluring and decorous deeds which are deeply for their best overall progress to be fruitful character in community with objective of enhancing the state of country in Globe. (Jeepkemei, 2015) also gave a checklist of types of disorderly behavior linked to sex with co gender also goes to aggressiveness co gender also goes to aggressiveness interiorities and harmful acts by usages of dangerous drugs which hampers the physical and mental condition of on individual of on individual

which is basic foundation of going to be rude without consciousness of things to do or not. The checklist contains that absentee with no appropriate excuses, usage of harmful medications, fight ending other colleagues and physical engagement are obvious types taking place in our communities.

According to (Ali et al., 2014) sensible offence poor treatment with other sex, usage of harsh words and evil behavior with heads are frequently seen in the schools. They are very known with different conditions and hard worked in many branches of researches in educations and eventually noted this data of disorderly behaviors forms which are pupils tussles with which are pupils tussles with qualities of school, remains out of school with no strong proof or reason, mind full stealing, usage of my fair source for attaining his/her achievements. Usage of dangerous medications by pupils. (Asare & Adzrolo, 2013) described that disorderly behavior is due to different activities and the administrators cannot be capable to find their cause initially and need is felt to research on them for eradication.

(Maccoby, 2000) gave proof to talk that in normal pupils, there exists aggressiveness, selfish and harsh feelings to meet the desires but after some time these feelings change and come down to desires. (Amado, 2009), found that the conception of hospitality in young age is also appreciated by some people. Some experts believe that the pupils with leadership qualities often show more harshness than that of others, and he stated that in some pupils when there is growing rude and harsh behavior and at the same time in some individuals behavior is nourishing in good and healthful and this will be cautions in future time. (Donnelly, 2000) states that disorderly behavior cause worse effects of bad feelings mental societal and physical damage of human efficiency. Teacher's administration, family and community also enhance disorderly behavior among the pupils. (Paaga, 2007) found that teachers and misuse of administrative powers are among the key causes that are accountable for disorderly behavior in students. (Ubana, 2008) investigated that students think their teachers and administrative staff facilitators and supervisors. They often contact them to compete their issues; when teachers and administrative staff do not give importance in context of their issues and just ignores then by treating them harshly and rudely by showing aggressive answer and anger then students are compelled to show disorderly behavior in school.

### **Objectives of the Study**

The following were the objectives of the study:

- To know disorderly behaviors of secondary school students in Southern districts KP Zone-IV.
- To investigate the causes of students' disorderly behavior against administrative staff in Southern districts KP Zone-IV.
- To explore perceptions of head teachers regarding students' disorderly behavior against administrative staff at Secondary school level in Southern districts KP Zone-IV.

### **Research Questions**

The following were research questions of the study:

- What are disorderly behaviors of secondary school students in Southern districts KP Zone-IV?
- What are the causes of students' disorderly behavior against administrative staff in Southern districts KP Zone-IV?
- What are perceptions of head teachers regarding students' disorderly behavior against administrative staff at Secondary school level in Southern districts KP Zone-IV?

## **III. RESEARCH METHODOLOGY**

The researcher carried out a descriptive study in Southern districts KP Zone-IV by focusing Secondary level schools. All Public and Private Secondary School teachers including male and female teachers, heads as well as students of Zone-IV, KP were the population of the study that were (N = 6155) in which the total numbers of (n = 400) respondents were taken as samples of the study in which (n = 170 respondents) were teachers of Public and Private Schools including 103 respondents were male teachers while 67 respondents were female teachers; likewise, (n =230) respondents were head teachers in which 148 respondents were male and 42 respondents were female head teachers. Size of sample was ensured through L.R. Gay (2003) sample size rule of thumb. Self-developed questionnaire of 5-points Likert scale was used for data collection from the respondents by applying multistage sampling techniques. The key objectives of the study were: 1). To know disorderly behaviors of secondary school students in Southern districts KP Zone-IV. 2). To investigate the causes of students' disorderly behavior against administrative staff in Southern districts KP Zone-IV. 3). To explore perceptions of head teachers regarding students'

disorderly behavior against administrative staff at Secondary school level in Southern districts KP Zone-IV. The study was delimited to Zone-IV of Southern KP only. Results and conclusions were drawn. Some recommendations were suggested for further betterment and researcher in future. The detail of population and samples were separately shown below:

**Table 1: Population of the Study**

Districts	Secondary Schools	Respondents				Sub Total	N
		Head Teachers		Teachers			
		Male	Female	Male	Female		
D.I. Khan	Public	45	46	1066	657	2624	6155
	Private	25	20	450	315		
Lakki Marwat	Public	44	15	796	386	1805	
	Private	18	10	380	156		
Karak	Public	30	21	734	376	1726	
	Private	17	13	345	190		
Total		179	125	3771	2080	6155	

Source: ASC 2017-18 KP

**Table 2: Sample of the Study**

Districts	Secondary Schools	Respondents				Sub Total	N
		Head Teachers		Teachers			
		Male	Female	Male	Female		
D.I. Khan	Public	37	23	15	09	155	400
	Private	34	20	13	04		
Lakki Marwat	Public	18	09	20	15	110	
	Private	13	05	16	14		
Karak	Public	20	07	25	15	135	
	Private	26	18	14	10		
Total		148	82	103	67	400	

#### IV. RESULTS OF THE STUDY

**Table No 3: Causes of Students' Disorderly Behavior against Administration Staff Viewed by Head Teacher at Secondary Level ((n= 230)**

S. No	ITEMS	Public and Private Head Teachers					Score of Respondents	M (Mean)	Result
		SA	A	UD	DA	SDA			
		5	4	3	2	1			
1.	They always complaint or protest for minor matters.	1000	344	153	106	10	1613	3.46	Agreed
2.	They always threat others by creating different issues.	1040	256	135	128	19	1578	3.94	Agreed
3.	They encourage other students for strike and time wastage.	600	560	126	136	30	1452	3.63	Agreed
4.	They destroy public and private properties.	575	396	171	184	37	1363	3.40	Agreed
5.	They always violate the rules and regulations of school.	280	172	81	120	214	867	2.16	Disagreed
Total		Grand Total		Respondents			6,873	3.31	Agreed
		Score=1150							



Table 3 shows that the Mean value of causes of students' disorderly behavior versus administration  $3.31 > 3$ , they always violate the rule regulation of school  $2.95 > 3$ , cut of point. The greater Mean score they always threat others different issue creates is 3.94 which indicate its higher occurrence while the lower Mean score is 2.16 they always violate the rule regulation of school which reveals minimum occurrence as per statistical analysis of this study. Likewise, the agree responses of the respondents (Head Teachers) regarding these case are found and present in the Head Teachers of Public as well as Private Secondary Schools. Moreover, they always violate the rules and regulations of school as well as classroom Mean Scores of 3.95 that are greater Mean value of 3. Therefore, it indicates that Heads Teacher both gender are disagreed regarding the above two mentioned case in the Head Teacher of Public and Private Secondary school.

#### V. DISCUSSION

The results of the current study reveal that the trend of students towards disorderly behavior was quite rife among secondary level students in Sothern KP, Zone IV. Furthermore, the existing result of the study showed that students showing disorderly behavior were found to encourage other students for strikes and killing of their time in anti-social and awkward activities at Secondary school level in Zone-IV Southern KP. Likewise, they were found to complaint and protest for minor matters; and eventually tried to destroy public and private properties aggressively and showed disorderly behavior with school employees (servants) especially administrative staff of the school. The current study revealed that although students showed disorderly behavior but they rarely violate the rules and regulations of the school.

According to previous study by Daniel (2016), pupils are often impacted by bad administrative skills of the schools that compel them to use unfair path for fulfillment of their law full desires. Loose administration also compels the pupils to go illegal means. Action in opposition to administrative system consists of objection, danger attack, breaking the public properties, breaking and deviation from rules and regulations. According to (Paul, 2009), disorderly behaviour at many stages of education is affair of notice and aim for recent past years. The state is very delicate and fireable because it is rapidly increased with every passing year. Students are showing many types of disorderly behaviour that are not good for anyone. Nation totally reliable on their young's to become more energetic to contest with other nations.

(Zins & Elias, 2006) found that there are so many factors that causes disorderly behavior in students such as deficiency of self-esteem in teaching learning process, absenteeism, insufficient subject command, strict attitude of teacher, unfair marking or biasness, irrelevant question sheet, insufficient boarding facilities, inadequate transportation, delay of examination, results and issuance of certificate at secondary level, ignoring lawful requirements of pupils, devaluing system, unhealthy communication, Inequality, and evil companionship.

#### VI. CONCLUSIONS

It was concluded in the light of the objectives and results of the study that students were negatively affected by harsh and bad attitude of administrative staff in the school due to which they showed disorderly behavior. Therefore, loose administration encouraged students towards illegal practices and violation of school rules and regulations. The results of the study further revealed that disorderly

behavior promoted unhealthy and awkward communication, evil companionship, unlawful activities and indiscipline in the school.

## VII. RECOMMENDATIONS

The following recommendations were drawn in the light of results of the study:

- Administrative staff may be given professional training to positively and technically students at Secondary school level.
- The Secondary school students may be encouraged by solving their legal issues in the school to avoid disorderly behavior at all.
- Discipline may be maintained in the school to get rid of problem like disorderly behavior.
- Evil companionship may not be allowed at Secondary level due to which disorderly behavior is promoted and increased.
- Illegal practices and violation of rules and regulations may be ensured at Secondary school level.
- The government, policy makers, and education department may support and cooperate one another to root out the problem of disorderly behavior from schools at Secondary school level.
- School administrators may always use polite and mature attitude rather they show aggressiveness and anger while dealing secondary school students.

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