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INVESTIGATING FACTORS OF SOCIAL BEHAVIOUR AFFECTING STUDENTS' MOTIVATION AND LEARNING ACHIEVEMENT

Abstract

Keeping in view the importance of learners' motivation and engagement for successful learning, it is essential to explore the factors of social behaviour that affect students' motivation level and their learning achievement. The present study examines the factors of social behaviour that affect students' motivation level and their learning achievement at secondary school level. These factors included both, motivational and de-motivational factors of social behaviour. The data were collected from public sector secondary schools from six districts of Punjab, Pakistan through convenient sampling technique. Questionnaires were used to collect the data from teachers and students. Five hundred students, including 252 females & 248 males, and 120 teachers, including 60 males & 60 females returned the questionnaires after filling properly. Exploratory Factor Analysis (EFA) was done to extract major themes of questionnaires designed for students and teachers. The findings demonstrated that parents' conflicts, peer' bullying, teachers' insulting attitude and students' bad behaviour are the main factors that de-motivate students and promote negative social behaviour in them. The students in these circumstances lost their interest in studies. They behave roughly and violate the institutions' rules & regulations. On the other hand when teachers appreciate students' good behaviour, guide them to better future, facilitate them in learning and behave well with them it motivates them to better learning.

Keywords: Social Behaviour, Motivating Factors, Demotivating Factors, Learning Factors, Learners' Psychology, Language Teaching

1. Introduction

Behavior is a result of individuals' interaction with others and the environment (Gordon, 2000; Baloglu, 2011). A set of actions affected by the emotions, ethics, common values and culture of a human being is called human behaviour. Human is a social animal and is born in a society where he interacts with all people around him like family members, neighborhood friends and relatives and this interaction forms his social behavior. Social behavior is directed towards society and occurs among the members of the same group. Children, in their growing age, learn social behaviours from society and people around them (Lopper, 2006). Argyle (2013) expresses that the social behaviour is a behavior exhibited by an individual that is appropriate and acceptable in the society. The other factors, developing social behaviour in children are family background and school-related factors.

The two factors known as push (demotivation) and pull factors (motivating) are mainly responsible for learners' positive and negative social behaviour. Zengyan et al. (2009) explains that push factors indicate negative factors that push students/learners back from stopping them from doing anything and, on the contrary, pull factors indicate positive factors which encourage or motivate them. In simple words Push factors are the demotivating factors whereas pull factors are the motivating factors. Bogue (1969) argued that the push factors indicate the elimination of innate resources, such as, lack of employment opportunities, challenging actions due to ethnic alliance, political, religious, fewer opportunities of personal development, natural catastrophe like earthquake, flood whereas pull factors consist of the best openings for better education, jobs, income etc.

Push factors indicate how people run away from one place to another and the pull factors cause them to move to a new location (Steffek, 2013). Joynathsing & Ramkissoon (2010) express that push motives motivate the individual to move towards some other place due to the provision of better educational opportunities as well as for culture and environment change. The push factors compel a

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person to move in search of better opportunities, for improving family's economic conditions and consequently students are pushed out of schools. The push factors cause a person to immigrate to some other location for some reasons (Kainth, 2009). So the push motives develop the negative behavior among students like parents conflicts (divorce), parents' quarrels' or others family problems, poverty, bullying, and discrimination, etc.

The family factors that affect students' academic achievement are children-parents relationship, family's socio-economic status, unemployment, psychological issues, background and parents' anti-social behavior. The parents, who are drugs and alcohol addicted, cause negative social interaction with the community, educational environment temperament and ability. Moreover, the gender discrimination, media violence through television, films, the internet and video games also increase the aggressive behavior of children. Durlak et.al (2011) identifies that the unequal opportunities and discrimination are the major factors developing the negative social behaviour. Smith, Mackie, & Claypool (2014) argued that the parents' income negatively affects the children's learning ability; they lost their interest in education and accept negative behaviors.

Joynathsing & Ramkissoon (2010) viewed that the pull factors are the man-made attraction to change the environment or external forces that affect the personal interest or choice of an individual. Kainth (2009) argued that the pull factors motivate people to travel towards another location to get better opportunities, income and working conditions. Pull factors motivate students to shift from villages to cities for good jobs, so, pull factors are the external motives that provide absence of discriminative behavior and better-living conditions, however, many researchers believed that the push factors are stronger than pull factors.

Tanaka (2017) investigated the roles of motivation and peers in EFL vocabulary learning in a demotivating learning environment in Japan. Findings show that demotivated peers negatively affected others' vocabulary learning.

Vakilifard, Ebadi, Zamani, Sadeghi (2020), investigated about the demotivating factors that affect students second language learning using the quantitative research approach and the major findings were reported that the most demotivating factor are the learning contents, materials, and facilities.

Boonstra, et al. (2021) conducted a classroom observational study to explore the (de)motivating teaching behaviours and its effects on students' engagement in learning. 120 lessons of 43 teachers were observed and results showed a co-relation between motivated and supported teaching and student's engagement in learning. Findings show that enthusiastic and motivating teachers' students were more engaged in learning as compared to those teachers who used demotivating teaching style.

The fundamental purpose of this paper is to investigate the motivational and de-motivational factors of social behaviour involved in learning English at secondary school level. It was noticed during the literature review that in Pakistan, previously this area has not been actively explored. In doing so we planed to bring this issue of the high potential to light as motivational factors have worldwide effect on learners' learning achievement. This research, accordingly, endeavours to bridge a portion of the gaps in this area.

2. Research Procedure

The present study explores the demotivating and motivating factors of social behaviour among secondary school children. In order to investigate the problem, the first fundamental step was the selection of appropriate study design. Descriptive research design was used in this study due to the reason that this study focuses on present scenario (Gay & Airasian, 2011; Haider & Hussain, 2014). This study was descriptive and survey method was used to get reliable results. It is a widely used process for gathering information extending from a large number of people to analyze their opinion and feelings regarding the issue under discussion. Researchers believe that survey method includes interviews and questionnaire which are the main data collection tools (Cochran-Smith, 2001; Haider & Qureshi, 2016).

2.1 Sampling Frame

The population of the study consists of all government secondary school students and teachers. The study sample of 500 students (252 female and 248 male), and 120 teachers (60 male and

60 female) were selected randomly from six districts of Punjab (Bahawalpur, Multan, Faisalabad, Lahore, Sargodha and Rawalpindi). The sample of 250 students and 60 teachers were taken from rural areas while 250 students and 60 teachers were selected from urban areas. The students' mean age was 14.17 years (SD = 1.22), and teachers' mean age was 37.17 years (SD = 8.98).

2.2 Research Instrument

The development and revision of the research instruments was done on the basis of detailed reviewed literature and discussions with professors and teachers. Two questionnaires were developed to collect data from students and teachers consisting on their demographic information including participants' gender, age, location, family structure and qualification, etc. Students' questionnaire was composed of 21 close-ended questions and teachers' questionnaire consisted of 23 closed-ended questions. In the questionnaires, the questions related to self-control, teachers' feelings, parents thinking, aggression, anger and positivity were included.

Table 1: Cronbach's Alpha and Descriptive Statistics

Factors	Number of items	Cronbach's α	Min	Max	Mean	SD
Student Factor						
Self Analysis	7	0.81	1	4	3.26	0.56
Teachers' Feelings	6	0.72	1	4	2.28	0.57
Family/ Parents' Practices	8	0.83	1	4	2.74	0.46
Teacher Factor						
Aggression and Quarrels	6	0.87	1.00	3.86	2.08	0.58
Anger and Actions	9	0.81	1.50	3.40	2.42	0.42
Betterment and Positivity	8	0.78	1.67	3.50	2.50	0.36

All questionnaires were based on four-point response scale ranging from strongly agree = 4 to strongly disagree = 1. In students' questionnaire, 21 items were designed to measure three factors. The first factor, self-control (Items, 07) was developed for knowing the personal feelings, the second factor, teachers' feelings (Items, 06) developed to know the teachers' behaviour and third factor, family/parents' practices (Items, 08) were used to elicit family and parents' attitude. In the questionnaire for teachers', 23 items were developed to measure three dimensions. The first dimension, aggression and quarrels (06, items) was designed to know the students' behaviour, the second dimension, anger and actions (09 items) developed to find out students' activities while third dimension, betterment and positivity (08, items) was designed to elicit positiveness in behaviour and student activities. (See Table 1).

2.3 Scale Reliability, Validity and Data Collection

Seven professors (experts) analyzed each item of the questionnaires to check its face validity. Amendments were done in accordance to their feedback. Questions being approved by 75% professors were included in the final questionnaires and others were revised and excluded. Research instruments were then pilot tested on 20 students and 10 teachers. Cronbach's alpha coefficient value of all the three questionnaires was found satisfactory and tool was considered as reliable. Necessary changes were incorporated in the questionnaires and the items were restructured to make the tool more reliable and valid. The collected data were analyzed with SPSS 19th by using EFA with (PCA) and varimax rotation, Pearson correlation, Paired sample t-test, SD, mean and percentage.

3. Results and Discussion

The data analysis process takes place in two steps. Initially, a factor analysis was conducted separately on both questionnaires. In the second phase, descriptive and inferential statistical measures were applied for data analysis and results are reported in accordance with the objectives of this study.

Table 2: Factor matrix for students' perspective of Push and Pull Factors

Items	Component Factor Loading		
	Self Control	Teachers' Feelings	Family/Parents' Practices
I feel guilty when I behave rudely.	.549	.113	-.013
I care for others' feelings.	.563	-.160	-.132
I say sorry to a person who hurts by me.	.495	-.059	-.064
I am ashamed after doing wrong things.	.624	-.250	-.079
I do not try to hurt other to win a game.	.531	.106	-.290
I am punctual in studies.	.657	-.213	.073
I cooperate with friends.	.565	-.054	.152
I enjoy the bad feelings of others.	-.278	.489	.219
My teachers help me in studies.	-.143	.687	-.072
Teachers are responsible for promoting negatives social behaviors among students	-.016	.519	-.059
My teachers behave rudely with me.	-.068	.682	-.024
I become rude when teachers scold me.	-.222	.552	.149
I like teasing the teachers I do not like.	-.275	.532	.223
My financial problems make me angry.	-.060	.059	.545
My family problems disturb me.	-.086	-.015	.658
My parents support me in all circumstances.	-.110	-.201	.599
My parents appreciate when I behave decent.	.191	-.305	.608
Students who come of misbehaving family behave negatively	.036	.064	.500
My parents' conflicts disturb me.	.053	.341	.479
My parent's attitudes make me feel lonely.	-.002	.312	.458
My parents motivate me for my future plans.	.162	-.334	.534
Total Variance Explained % (57.14)	14.47	19.23	23.44

Note: Values in bold are greater than 0.40

Exploratory factor analysis (EFA) was used to analyze factor structure in this study instruments (Table 2). A Principal Components Analysis (PCA) followed by Varimax rotation was conducted for students' and teachers' questionnaires to extract the uncorrelated items in questionnaires. Results of EFA demonstrate that three-factor solutions was observed for both data sets with each of their eigenvalues greater than 1.0 and accounted for more than 57% of the common variance. In the students' data set, 21 items loaded respectively in self-control, teachers' feelings and family/ parents' practices while the Cronbach's alpha coefficient value of scale was fopund .724.

In teachers' data set, on the basis of the results of the component structure and corresponding items with high factor loadings, it can be seen that 03 factors are clearly extracted. 23 items loaded respectively in aggression and quarrels, anger and actions and betterment and positivity while the Cronbach's alpha coefficient value of scale was found .692. (See Table 3).

Table 3: Factor matrix for teachers' perspective of Push and Pull Factors

Items	Component Factor Loading		
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	Aggression and Quarrels	Anger and Actions	Betterment and Positivity
Teachers insult their students in class.	.510	.380	-.017
Teachers promote the negative social behaviors among students.	.551	.114	-.251
Students become aggressive with teachers.	.562	.248	.310
Students start fighting on small matters.	.615	.122	.183
Your students are involved in drug.	.555	.291	.005
When students are teased, they break things.	.799	-.125	-.184
Students take revenge when someone quarrels with them.	.104	.508	.128
Students support negative behaviors of their friends.	.373	.408	-.058
Students hurt others feelings.	.026	.553	-.270
Student hurt others when they are angry.	-.123	.652	.111
Students create discipline problems in class.	.065	.671	-.158
Students enjoy making fun of others.	.110	.541	-.350
Harassment is a common issue of school going students.	-.046	.691	-.141
Your students are involved in smoking.	.140	.489	.105
Students start fighting to get what they want.	.030	.437	.221
Students care other' feelings.	-.289	-.081	.535
Teachers ignore students' rude behaviors.	.259	-.086	.517
Students realize their mistakes.	-.067	.060	.579
Students exclude wrong doers from their group.	.069	-.013	.569
Teachers appreciate their students' good behaviour.	.130	.006	.617
Teachers guide students in planning their future.	.110	.206	.460
School authority treats misbehaving students strictly.	.038	.182	.714
Students dislike the corrupt people of the society.	-.097	-.151	.811
Total Variance Explained % (64.05)	12.11	24.74	27.20

Note: Values in bold are greater than 0.40

The correlation coefficients between the push and pull factors (demotivational and motivational factors) of negative social behaviour are manifested in (Table 4). Statistically high and moderate negative correlation was observed between students' and teachers' factors; aggression & quarrels and self-control, anger & actions and family/ parents' practices, and betterment & positivity. Negative significant and moderate significant correlation coefficients were observed between anger & actions and aggression & quarrels, betterment & positivity and aggression& quarrels and anger & actions and self-control and family/ parents' practices.

Table 4: Correlation matrix among negative social behaviour dimensions

	1	2	3	4	5	6
Students'						
1. Self Control	–					
2. Teachers' Feelings	–	–				
3. Family/ Parents' Practices	–	–	–			
Teachers'						
4. Aggression and Quarrels	-.221*	.091	-.051	–		
5. Anger and Actions	-.018	-.002	-.224*	-.325**	–	

6. Betterment and Positivity	-.110	.068	-.086	-.560**	-.442**	-
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** $p < 0.01$, * $p < 0.05$

The judgments of students’ and teachers’ on six dimensions were analyzed by adding the responses to questions under each dimension and calculating the percentage of agreement and disagreement of perspectives within each dimension. Perspectives from 1–2 points (strongly disagree and disagree) were combined together to identify disagreement subscale and perspectives from 3–4 points (strongly agree and agree) were considered as agreement perspectives. The difference of significance level among agreeing and disagree sets of perceptions was calculated through paired sample t-tests, mean and standard deviation.

3.1 Students’ Perspectives

The students’ independent responses about self control, teachers’ feeling and family/ parents’ practices were provided in below mentioned tables.

Table 5: Students’ responses of Self Control

Statement	Agree (%)	Disagree (%)	Total Frequency
I feel guilty when I behave rudely.	86.4	13.2	497
I care for others’ feelings.	82	18	500
I say sorry to person hurts by me.	72.8	27.2	500
I am ashamed after doing wrong.	82.2	14.8	500
I do not hurt other to win a game.	86.6	31.4	500
I am punctual in studies.	86.2	13.8	500
I cooperate with friends.	86.6	13.4	500
Overall response	83.3	18.8	3497
Paired Sample t-test	M = 83.25 SD = 5.04	M = 18.82 SD = 7.43	t = 16.178 Sig = .000

Self-Control

Table (5) revealed that more than 86 percent of students surveyed acknowledged the feeling of guilt when they behave rudely with others. I concerned the feelings of others, expressed by 82 percent of students. More than 72 percent of students accept that they say sorry when hurt someone and more than 85 percent students reported that they feel ashamed when doing something wrong with others. More than 86 percent of students agreed that they never hurt other to win any kind of game. It appeared that more than 86 percent of students claimed to be punctual in their studies whereas, more than 86 percent of students emphasized that they cooperate with their friends in their studies as well as in other positive activities. The overall mean and SD for agreeing responses were M = 83.25, SD = 5.04 and significant difference were found in agree and disagree responses in favour of agree were found as, t = 16.178, df = 06, p = .000.

Table 6: Students’ perspectives of Teachers’ Feelings

Statement	Agree (%)	Disagree (%)	Total Frequency
I enjoy the bad feelings of others.	28.4	71.6	500
My teachers help me in studies.	85.2	14.8	500
Teachers are responsible for promoting negatives social behaviors among students	36.8	63.2	500
My teachers behave rudely with me.	35.4	64.6	500
I become rude when teachers scold me.	33.2	66.8	500
I feel comfort to tease my non favorable teachers.	32.2	67.8	500
Overall response	41.9	58.1	3000
Paired Sample t-test	M = 41.86	M = 58.13	t = -.930

SD = 21.42 SD = 21.42 Sig = .395

Teachers' Feelings

Table (6) reveals that more than 71 percent students disagree with this statement that they enjoy the bad feelings of others whereas more than 85 percent students respond that teachers help them in their studies. Moreover, more than 63 percent students disagreed that teacher are responsible for promoting the negative behaviors among students whereas more than 64 percent disagree with this statement that teachers behave rudely with them whilst more than 66 percent disagree that they become rude when teachers scold them. The result also indicated that more than 67 percent students disagree that they feel comfort in teasing non-favorable teachers. The overall mean and SD for disagreed responses were (M= 58.13, SD = 21.42) and significant differences were not found between agree and disagree $t = -.930$, $df = 05$, $p = .395$.

Table 7: Students' perspectives of Family/ Parents' Practices

Statement	Agree (%)	Disagree (%)	Total Frequency
My financial problems make me angry.	53.2	46.8	500
My family problems disturb me.	53.2	46.8	500
My parents support me in all circumstances.	80.8	19.2	500
My parents appreciate when I behave decent.	82.6	17.4	500
Students who come of misbehaving family behave negatively	54.9	45	499
My parents' conflicts disturb me.	44.6	55.4	500
My parent's attitudes make me feel lonely.	36.6	63.4	500
My parents motivate me for my future plans.	76	24	500
Overall response	60.2	39.8	3999
Paired Sample t-test	M = 60.23 SD = 17.32	M = 39.75 SD = 17.32	t = 1.672 Sig = .138

Family/ parents' practices

Table (7) reveals that more than 53 percent of the students said that their financial problems make them angry while more than 53 percent students' views that their family problems disturb me. More than 80 percent students' viewed that their parents' support them in worst condition whereas more than 82 percent of the students disclosed that their parents' appreciate them when they behave well. More than 54 percent student claims that negative behaviors come from students of a misbehaving family set up. It is also noticed that more than 55 percent students disagree that their parents' conflicts disturb them. Whereas more than 63 percent of the students disagreed that they feel loneliness because of their parents' attitudes. Moreover, more than 76 percent of the students agreed that parents encourage them about their future plans. Overall mean and SD regarding agree were (M=60.23, SD=17.32) where as no significant differences were found ($t = 1.672$, $df = 07$, $p = .138$) between agreed and disagreed set of responses.

3.2 Teachers' Perspectives

The teachers' responses upon Aggression and Quarrels, Anger and Actions and Betterment and Positivity were provided in below mentioned tables.

Table 8: Teachers' perspectives of Aggression and Quarrels

Statement	Agree (%)	Disagree (%)	Total Frequency
Teachers insult their students in class.	36.7	63.3	120
Teachers promote the negative social behaviors among students.	23.3	60.0	100
Students become aggressive with teachers.	26.7	73.3	120
Students start fighting on small matters.	52.5	47.5	120
Your students are involved in drug.	17.5	82.5	120
When students are teased, they break things.	43.3	50.0	112
Overall perspective	33.3	62.8	692
Paired Sample t-test	M = 33.33 SD = 13.21	M = 62.76 SD = 13.44	t = -2.797 Sig = .038

Aggression and quarrels

Table (8) describes teachers' perspectives of aggression and quarrels. More than 63 percent teachers disagreed that they insult the students in a class room and 60 percent also disagree with this statement that they promote negative social behaviors among students. More than 73 percent teachers opined that students become aggressive with teachers while more than 52 percent teachers disclose that students start fighting with each other on small matters whereas, more than 82 percent disagreed that their students are involved in drugs. The result also discovered that 50 percent teachers disagreed that when students are teased they start breaking things. Overall mean and SD for disagreed response were (M = 62.8, SD = 13.44) and significant differences were seen between agree and disagree and calculations regarding disagree were, $t = -2.797$, $df = 05$, $p = .038$.

Table 9: Teachers' perspectives of Anger and Actions

Statement	Agree (%)	Disagree (%)	Total Frequency
Students take revenge when someone quarrels with them.	48.3	51.7	120
Students support negative behaviors of their friends.	34.2	65.8	120
Students hurt others feelings.	27.5	72.5	120
Student hurt others when they are angry.	47.5	52.5	120
Students create discipline problems in class.	48.3	51.7	120
Students enjoy making fun of others.	41.7	58.3	120
Harassment is a common activity among school students.	27.5	72.5	120
Your students are involved in smoking.	17.5	82.5	120
Students start fighting to get what they want.	52.5	35.0	105
Overall perspective	38.3	60.3	1065
Paired Sample t-test	M = 38.33 SD = 12.14	M = 60.27 SD = 14.46	t = -2.495 Sig = .037

Anger and Actions

Table (9) indicates that more than 51 percent teachers disagreed that students take revenge when someone quarrels with them while more than 65 percent disagreed that students support the negative behaviors of their friends. More than 72 percent teachers disagreed that students hurt others feelings. Likewise, more than 52 percent also disagreed that students hurt others when they are angry. More than 51 percent teachers disagreed that students create the discipline problem in the classroom whilst more than 58 percent disagreed that students enjoy in making fun of others. More than 72 percent teachers’ disagreed that harassment is the common activity among school students while more than 82 percent teachers disagreed with this statement that their students are involving in smoking. It is also evident that more than 52 percent teachers disagreed that their students start fighting to get what they want. Overall mean and standard deviation for regarding disagreed was (M= 60.27, SD= 14.46) and significant difference were found in agreed and disagreed, $t = -2.495$, $df = 08$, $p = .037$.

Table 10: Teachers’ responses of Betterment and Positivity

Statement	Agree (%)	Disagree (%)	Total Frequency
Students care for others’ feelings.	81.7	16.7	118
Teachers ignore the rude behaviors of students.	55.0	45.0	120
Students realize their mistakes.	66.7	30.0	116
Students exclude wrong doers from their group.	38.3	59.2	117
Teachers appreciate students when they behave decent.	78.3	17.5	115
Teachers guide students in planning their future.	80.0	20.0	120
School authority treats misbehaving students strictly.	36.7	63.3	120
Students dislike corrupt people of the society.	62.5	37.5	120
Overall perspective	62.4	36.1	946
Paired Sample t-test	$M = 62.40$	$M = 36.15$	$t = 2.045$
	$SD = 17.92$	$SD = 18.41$	$Sig = .080$

Betterment and Positivity

Table 11 revealed that more than 81 percent teacher agreed that students are concerned about the feelings of others while 55 percent agreed that teachers ignore the rude behaviors of students. More than 66 percent teachers disclosed (agreed) that students realize their mistakes. The result pointed that more than 59 percent teachers disagreed that students’ exclude others from groups if they do something wrong. More than 78 percent teachers claimed that they appreciate their students if they behave well whereas; more than 80 percent teachers’ agreed that they guide their students about their future plans. Whereas more than 63 percent teachers disagreed that misbehaving, students are seriously treated by the school authority. It is also noticed that more than 62 percent teachers agreed that students dislike the corrupt people of the society. Overall mean and SD for agreed responses was (M=62.40, SD=17.92) and significant difference were found in agreed and disagreed, calculations about agree were, $t = 2.045$, $df = 07$, $p = .080$.

4. Conclusion

This study was conducted to explore motivating and demotivating social factors that affect students’ learning. The study demonstrates that a number of factors affect students’ social behaviour including parents’ misbehaving attitude with them, peer mistreatment, teachers’ negative and insulting attitude as well as student’s own psychological issues. These factors move them towards adopting anti-social behaviour such as teasing others, threatening, misbehaving, verbal, mental and physical threats, smoking, drinking and being a victim of drug addiction. All these demotivating factors have a negative effect on students’ learning.

Different educational factors such as teachers' insulting behaviour, teasing and abusive behaviours in the classroom, use of traditional teaching methods, and lack of moral training of students also play a negative role in students' character building. These factors de-motivate students for their studies. Students in these circumstances violate the institutions' rules and behave roughly. Gordon (2000) suggested that different discipline techniques should apply by the teacher in the classroom. Clarify the rules and regulations of the school to the students. Lehr et.al (2004) argued that some sorts of involvement such as academic and behavioral involvement in learning activities as well as curricular and extracurricular activities involves learners mentally that leads towards creativity in them.

This involvement in activities on part of students develops good teacher-learner interaction that contribute to building their good relations. Anderson (2000) suggested useful ways to create positive learning environment and improving teacher-student relationship. He said negative behaviour can be avoided if teachers do better counselling of students and help them resolve their personal and psychological issues, organizing peer teaching, discussions session and engaging students in learning activities can also help in this regard. Ananga (2011) suggests that school management committee (SMC) should arrange the effective parent-teacher meeting at the school level to solve these issues. They should work mutually to motivate students to stay in school and concentrate on learning.

Parents should also motivate and encourage their children to get engaged in their learning because pupils make progress when their parents show concern; when parents encourage their children to work hard then their progress improves very well. Bassey (2012) suggests that school should develop positive relationships through the classroom activities and participation in extracurricular activities. Gross (2012) said that the classroom teacher represents as the primary mediator for moving out the social functions of the schools. He reported that since the last decades, some behaviour of the students in the classroom, which were observed by their teachers' include nervousness, loneliness, breaking the rules, and rowdiness, he also suggested that religious education should focus more than academics, through which ethical and moral values develop in behaviour. Aliakbari et.al (2015) suggests that teachers should always try to keep their classrooms free from disturbance. Class management should be perfect and learners' behaviour should also be controlled in an effective way like encouragement, motivation, develop positive behaviour, he further viewed that for the development of the society, intellectual, physical, social abilities and competencies as an equipment should develop among learners.

5. Actions Implications

After detailed discussion regarding research findings, researcher recommends following measures to enhance motivation and positive behaviour and eliminate negative social behaviour of secondary school students. First, teachers play an effective role in students' character building, personality grooming as well as developing positive behaviour in them so they should work hard to create positive behaviour in their students to make them motivated and responsible citizens. Teachers play a major role in shaping students' behaviour and attitude so it is their responsibility to guide their students properly towards the right direction and for this purpose in-service teacher training program with a special focus on the teachers' role and responsibilities may also be arranged. These trainings will enable the teachers to realize students' problems and making decisions to reduce factors that affect the students' behaviors. Teachers should focus on transmitting Islamic ideology to the students, delivering them a basic knowledge of Islamic values.

Teachers should also behave friendly with students and strive to achieve positive classroom environment which emphasizes on learning. Schools should also arrange games and co-curricular activities in which students participate and build up the social relations. Media must produce and transmit programs incorporating moral lessons underpinning our social values to promote positive social behavior among the audiences particularly students. Parents and teachers should try to appreciate their children when they behave well. This strategy will serve as a positive reinforcement to the young ones.

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