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IDENTIFICATION OF CAUSES OF TEACHERS' AGGRESSIVE BEHAVIOUR AT SECONDARY SCHOOL LEVEL

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ABSTRACT

The major aim of the present research was to investigate the causes of aggression among the teachers at secondary school level. The objectives of the research were to identify the aggressive behaviour of teachers and its effect on taught' learning and to investigate causes that lead to aggressive behaviour of teacher. The study was conducted on 600 SSTs and 150 Head teachers (Male and Female). A questionnaire was formulated in Urdu for the convenience of the respondents. The results revealed that physical, social, psychological, emotional, educational, and administrative elements were the major causes of aggression. The research was descriptive in nature. An extensive review of related literature was done keeping in mind the causes of aggressive behaviour and objectives of the research. The data were obtained through questionnaires and were tabulated, analyzed and interpreted. The data were collected through questionnaires analyzed on the opinion of respondents through chi square method. The questions were described on five point Likert scale ranging from strongly disagree to strongly agree. The majority of teachers and head teachers agreed. Percentage and Chi-square tests were conducted to test whether responses of teacher on five-point Liker scale were equally distributed or not. The results of χ^2 , $p=0.000$ Shows the results of causes of aggressive behaviour of the teachers.

INTRODUCTION

Claire Hayes (2006) is of the view that teaching is a tough job. Society expects and indeed demands so much from teacher and yet often seems unwilling to support him/her in delivering these demands. According to Seaward, (2002) personality is thought to be comprised of several traits, characteristics,

behaviors, and expressions, moods and feelings as perceived by others. Anita Woolfolk (2004), describes effective teachers, regardless of philosophy, excite and spark the children's interest. They help the children to develop their own motivation for learning. Teachers fully support the placement of all children into their classroom, regardless of abilities. To be affective teachers approximately modify and implement it to meet those levels, a positive learning experience is created with the cooperative relationship among teachers, students, and home.

Teaching is a function, aimed at guiding desirable development in others. It involves a social relationship and interaction among teachers and students. The foremost activity in classroom is that of directing and improving taughts' behavior (William; 1991). School teacher resembles with a factory, which turns a certain raw material into a desired product. The personality of teacher is recognized as an influencing factor in the process of learning (William; 1991). Their wants are immediate, intense and personal and inevitably they are prevented numerous times everyday from satisfying. When the desires are not fulfilled, teacher feels tension and shows violence in the class and out of the class. This leads him towards frustration. Frustration occurs in sort of aggression, because of aggression, the learning process is affected. This is harmful for the teacher and for the taught as well.

We realize that the third world is full of frustrating circumstance for human beings (Nassem Jaffer Quddus, 1990). Incompatible goals often set the stage for aggression, which is defined by people's immediate intention to hurt each other (smith, 2007). Learning and the creative response do not flourish in an environment where students and teachers are not focused on their interests and enthusiasm for what is being taught, and they do not share a bond of mutual respect and understanding. Such an environment arises spontaneously which effects the measures upon the professional skills of teacher. Teacher can acquire such skills, if, he goes about the business sensibly and methodologically with willingness by analyzing carefully what is going on both within the class and within oneself. Many of the most effective teachers now at work in secondary school have serious difficulties at; the outset of their careers. This creates difficulties for teachers. According to Dewey (1987), the aim of education in democracy is to be the development of the taught, to fulfill his proper place as a member of the social group. Another influence is the knowledge regarding personality and his responsibility for social, ethical and training.

Aggression has always been an important social problem; simple acts can produce widespread disastrous consequences. Teacher's aggressive potential has also been increased, independently expending destructive accouterments, by changing in the social conditions of it. There is property to unique aggression that generally creates conditions fostering its occurrence. Aggression does not require responsiveness from others for its success. Aggressive teacher can injure and destroy to self-advantage regardless of whether the victim likes it or not. Aggression often has its roots in conflict, which is defined as a perceived incompatibility of goals: What one party wants, the other party sees as harmful to its interests. Conflict between individuals and groups is acted out in many forums (Mackie, 2007). Aggressive behaviour means "actions that are intended

to cause injury or anxiety to others, including hitting, kicking, destroying property, quarreling, derogating others attacking others verbally and resisting request," (Mussenct, 1969). The teacher learns certain behaviour from each of this environment. Change in behaviour also occurs when we longer perform an activity, which we had previously displayed. It explains the teachers who display the formal type of aggression. It gives a touch to the common causes of aggressiveness, which are environment, society, religion, pedagogical, family influences, peer relation and socio economic status. It deals with the interaction between the teachers and taught. It defines the different psychological aspects and it enlarges the real picture of generalization of aggression.

In Pakistan, most of the teachers tend to behave aggressively. In elementary and secondary schools physical and taunt punishment is frequently used. Some of the teachers abuse and psychologically pressurize the students. In fact, they are committing the aggression and showing the aggressive behaviour having no sense about it. A good teacher is expected to be psychologically experienced, to be acquainted with the subject matter and teaching process. Good teachers take an interest in their students and do all they can help them. He is indeed qualified to discern the real intellect, talent and intelligence. In contrast, it is observed that some of the teachers behave with the students bitterly having the problems of psychological nature, lack of socialization and many more others. The problem was selected by observing the teachers behaving aggressively in the classroom and by seeing its effects on students. It is observed that punishment has bad effect on teaching learning process because of punishment students say goodbye to school and give up the study. So the researcher selected the problem to investigate the causes of aggressive behaviour of teachers at secondary school.

Statement of the Problem

The study was aimed at "to identify the causes of aggressive behaviour of teachers at secondary school level."

Objectives of the Study

Following were the objectives of the study to:

1. Identify the aggressive behaviour of teacher and its effects on taught learning.
2. Investigate causes that lead to aggressive behaviour of teacher.
3. Make suggestions for further research on the topic.

Research Questions

Following were the research questions for this study:

1. Has insufficient environment bad effect on the behavior of teachers?
2. Does frustration, make the behaviour of the teachers aggressive?
3. Does the dispute of home make the teachers psychologically ill?
4. Does mental illness, make the behaviour of teachers aggressive?

5. Does denial from others make the behaviour of teachers frustrated?
6. Does lack of interaction with colleagues made behavior of teachers' tense?
7. Do unnecessary interferences of head teachers make the teachers angry?

Significance of Study

This study gives an insight into the concept of aggression. It is helpful for coping the nature and development of aggression, how to express the feelings of aggression. Two aspects of aggression are discussed separately for understanding. One is the fundamental emotional quality of anger the other is desire to hurt. It gives the touch about teacher's aggressiveness, which is harmful when it exceeds the demands of taught and it is so intense that it breaks into out its destructive acts. It also gives the direction of aggression in the sort of attacking others and attacking one's self. It also gives the understanding that aggression is the result of violence-violence being the feelings of frustration, and aggression bring the expression of that frustrate feelings, and generalization of aggression.

It deals with the personality traits of passive, over permissive and inconsistent teachers. This study describes the unrealistic expectations of teachers from taught. These unrealistic expectations of classroom create problems. Positive and negative punishment has affected the interaction between taught and teacher. The study is helpful in tackling the negative aspects of aggression and tries to flourish the positive aspects. Teacher may become able to cope with his aggressive behaviour towards his taught and reduce it as possible. Teaching is a two-way process, which is directly affected by aggressive behaviour. Teacher is the builder while the taught are the future of a nation so that teacher and taught, both are integral part of teaching and learning process. It enhances the process of teaching, keeping in view the individual differences of taught.

It takes its part in improving and modifying the behaviour of teacher. The aggressive tendencies are the concepts about which theorists differ, as do their causes and method of control but aggression is an accepted notion by all. It is a universal behaviour. Life is inevitably frustrating and tendencies of aggressive behaviour are continuously generated. In our society teachers have to face many physiological problems, therefore, aggression emerges in their personalities that lead them towards maladjustment. Destructive teacher is often considered as an abnormal. The only way is that society can check this type of behaviour. Keeping in view all the aspects of the aggressive behaviour of teacher, the researcher felt the need of this study. This research is helpful for policy makers, administrators, teachers, and researchers in the following phases:

1. This research is helpful for new researchers to do research on the topic.
2. It is helpful for teachers to improve their competency, ability and quality of work.
3. It is also helpful for new students who want to join the teaching profession to learn that how they could be pushing and motivating for students

4. The study is significant for administrators and planners in policy making and management.
5. This research highlights the causes of aggression and effects of aggressive behaviour. Higher authorities by studying the same research may take radical steps to moderate the aggressive behaviour of teacher through policies.
6. The study is significant for Curriculum planners to formulate the curriculum having in mind the practical steps for the improvement of the teacher behaviour.
7. The study may also help the teachers and head teachers to mould and improve their attitude according to the needs of the students.
8. The study is significant because it may offer suggestions for developing the healthy relations amongst the teachers, head teachers and students.

Delimitations of the Study

- 1- The study was delimited to Punjab province.
- 2- This study was delimited to the govt. secondary schools of Punjab.
- 3- The study was delimited to the male- female teacher's engaged in teaching matriculation classes.
- 4- This study was delimited to Lahore, Faisalabad and Gujranwala divisions of Punjab province, because of being approachable and due to time constraints and financial problems.

Assumptions

It was assumed that:

1. Aggression exists in secondary school teachers.
2. Stress and aggression are discoverable variables using suitable instruments.
3. The respondents may cooperate with the researcher sincerely.

Design Of Research

This study was descriptive in nature. Descriptive research is a type of research in which attitudes or opinions are assessed towards individuals, organizations, events and procedures. This study was conducted to identify the causes of aggressive behaviour of teachers. Secondary school teachers and head teachers of Punjab were taken as population. So secondary school teachers and head teachers were the sample. Instrument of research was a questionnaire. It was administered to SSTs and head teachers but the questions of the questionnaire were the same.

Population

The teachers and head teachers of secondary schools of Punjab were included for the survey of opinion for this research.

Sampling

Seventy-five male and seventy five female schools from approachable three divisions (Lahore, Faisalabad and Gujranwala) were selected randomly as sample. One fifty (150) schools were selected. Four seniors most SSTs and one head teacher from each school were the sample of the study. A list of total secondary schools from three divisions was taken. In this way thirty male and thirty female schools from Gujranwala division, twenty-five male and twenty-five female schools from Lahore division and twenty male and twenty female schools from Faisalabad division were included randomly. So the total sample came out to be six hundred (600) teachers (Three hundred male and three hundred female teachers). Seventy-five male and seventy-five female head teachers (150 in total) were included in the sample of this study.

Preparation Of Instrument

The format of questionnaire items was constituted keeping in mind the causes of aggression, objectives and review of related literature. The data collected through questionnaires analyzed using chi square method. A questionnaire for the identification of aggressive behaviour of teachers was formulated by the researcher from a process of listening to teachers, colleagues, relevant literature and also by reviewing the existing researches on the topic.

Tryout Of Instrument

The questionnaire for identifying the causes of aggressive behaviour of teachers in its original form was subjected to a pilot run on a sample of 30 respondents. These respondents were male and female S.S.T.s and head teachers of Punjab working in various secondary schools. The respondents of pilot run were similar comparable to the population but were not included in the sample of the study. Moreover, while adopting the instrument experts in the field were consulted.

Finalization Of Instrument

In the light of objectives of research, and review of related literature questionnaire was finalized and improved under the instructions of advisor. A questionnaire was used as a tool of research. It was administered among the senior most SSTs and head teachers separately, but the questions were the same. Moreover, while adopting the instrument experts in the field were consulted. The results of this exercise finalized 80 items out of 150 items. It was suggested that the original questionnaire should be translated in Urdu for the collection of comprehensive data from the respondents.

Data Analysis

The data obtained through questionnaires were tabulated, analyzed and interpreted. Data were analyzed by using percentages and chi square method. Analysis of data is given at the end of each table. In the light of data analysis findings were drawn and by keeping in mind the findings, researcher drew the conclusions, the conclusions were stated in the form of responses of research

questions. At the end, researcher gave some recommendations in the light of conclusions to solve and moderate the aggressive behaviour of teachers.

Analysis of Data and Interpretation

The objective of the study was to identify the causes of aggressive behaviour of secondary school teachers. This study was descriptive in nature. Instrument of research was a questionnaire. Required numbers of questionnaires were administered to SSTs and head teachers engaged in teaching at secondary school level. The questionnaires were administered to the teachers of secondary schools and head teachers of Punjab province. The sample was comprised on three Divisions; Lahore, Faisalabad, and Gujranwala. Six hundred secondary school teachers and one hundred fifty head teachers were taken as a sample. Data were analyzed by using percentages and chi square method.

Questionnaire contained two parts.

- a) Multiple choice questions b) Written answers

A few teachers and head teacher gave written answers.

For the questionnaire abbreviations indicated as follows:

SD =1 =	Strongly Disagree	DA =2=	Disagree
UD =3=	Un-decided	A = 4=	Agree
SA =5=	Strongly Agree	Chi Square=	χ^2

Summary of Written Answers

Most of the respondents' repeated the questions already written in the questionnaire but some of the respondents wrote the answers that how aggression emerges in the behaviours of the teachers because of: -

1. Pressure of M.P. As, M.N. As and Ministers,
2. Dishonesty of teachers in the performance of their duties,
3. Un-necessary monitoring system,
4. Highly qualified teachers, but the monitoring by the less qualified retired army soldiers,
5. Un-necessary interference of the local community in the affairs of the teachers,
6. Competition of getting more students for the purpose of tuition, if students do not come, then teachers pressurize the students and show the aggression,
7. Injustice related to promotion,
8. Having no approach to get benefit causes the aggression,
9. less qualification,
10. Teacher's high expectations from the students,
11. Naturally some teachers are more aggressive and,
12. Genetically some teachers are more aggressive.

The study was implied descriptive, survey method of research aiming to identify the causes of aggressive behaviour of teachers at secondary school level. A

comprehensive questionnaire was prepared keeping in mind the objectives, and review of related literature. It was administered among SSTs and head teachers but the questions were the same. A questionnaire containing six sections and eighty items was administered to 150 Govt. male/female secondary schools to get the data. Six hundred SSTs and 150 head teachers on equal ratio were taken as a sample.

The questionnaires were administered and collected from the respondents personally and through correspondence based on the research questions. At the end, the data collected by the researcher was analyzed in the following manner:

- The data were tabulated in numbers and percentages of perceptions were calculated.
- The tables showing responses of perception were prepared. The researcher in the light of weight given to agree strongly agreed, disagreed, strongly disagreed and undecided perceptions completed through the processes of interpretations.
- After preparing tables of these responses the cause was weighed and its importance was concluded using the percentage and chi square methods.

Findings

Findings were drawn after data analysis.

Six hundred teachers and one hundred fifty head teachers were requested to respond to the questions on five point Likert scale ranging from strongly disagree to strongly agree. The majority of teachers and head teachers agreed. Chi-square test was conducted to test whether responses of teachers on five-point Likert are equally distributed or not. The results of χ^2 , $p=0.000$. Show that teachers are not equally distributed on five point Likert scale. Following results are shown in percentages and chi square. The respondents differ significantly in their opinion in each statement. Table value of χ^2 is 9.488(4) in each statement whereas value of χ^2 in each response of the statement of the respondents is as follow:

- 1) Teachers 88.7% and head teachers 93.3% agreed whereas calculated value of χ^2 1103.13 and 325.2 indicated that the insufficient environment has bad effect on the behaviour of teacher.
- 2) Teachers 85.3% and head teachers 90.7 % agreed whereas calculated value of χ^2 641.26 and 180.0 indicated that frustration, make the behaviour of the teacher aggressive.
- 3) Teachers 85.2% and head teachers 95.3 % agreed whereas calculated value of χ^2 523.25 and 191.93 indicated that social behaviour of teachers become stressed by using narcotics or drugs.
- 4) Teachers 82.5% and 81.3% head teachers agreed whereas calculated value of χ^2 503.05 and 114.73 indicated that conflicts, make the behaviour of the teacher aggressive.
- 5) Teachers 81.5% and head teachers 71.7% agreed whereas calculated value of χ^2 447.717 and 70.40 indicated that violent programs, make the teacher tense.

- 6) Teachers 80.1% and head teachers 80.0% agreed whereas calculated value of χ^2 413.25 and 111.53 indicated that unnecessary criticism, make the teacher crazy.
- 7) Teachers 80.5% and head teachers 82.6% agreed that whereas calculated value of χ^2 226.26 and 86.73 indicated loneliness, make the teacher stressed.
- 8) Teachers 67.0% and head teachers 76.0 % agreed whereas calculated value of χ^2 255.36 and 117.53 indicated that insecure political environment make the teacher frustrated.
- 9) Teachers 69.5% head teachers and 78.7 % agreed whereas calculated value of χ^2 218.21 and 76.26 indicated that polluted environment make the teacher aggressive.
- 10) Teachers 68.5% and head teachers 72.0 % agreed whereas calculated value of χ^2 432.78 and 125.86 indicated that undisciplined control of the class make the behaviour of teacher aggressive.
- 11) Teachers 72.1% and head teacher 80.0 % agreed that whereas calculated value of χ^2 280.56 and 107.533 indicated family bitter incidents, make the teacher tense.
- 12) Teachers 71.2% and head teachers 83.4 % agreed whereas calculated value of χ^2 256.66 and 126.93 indicated that noise, make the behaviour of teacher frustrated.
- 13) teachers 70.5% and head teachers 78.0% agreed whereas calculated value of χ^2 255.28 and 109.13 indicated that high temperature, make the teacher stressed.
- 14) Teachers 65.0% and head teachers 74.6 % agreed whereas calculated value of χ^2 351.38 and 84.40 indicated that cold, make the behaviour of teacher tense.
- 15) Teachers 72.1% and head teachers 76.0 % agreed whereas calculated value of χ^2 280.51 and 92.93 indicated that lack of sufficient economical resources, make the behaviour of teacher aggressive.
- 16) Teachers 75.8% and head teachers 77.4 % Agreed whereas calculated value of χ^2 339.97 and 90.93 indicated that mal-adjustment in the school, make the teacher stressed.
- 17) Teachers 71.5% and head teachers 76.0% agreed whereas calculated value of χ^2 267.28 and 100.93 indicated that the sense of superiority complex make the behaviour of teacher unapproved.
- 18) Teachers 67.1% and head teachers 75.3% agreed whereas calculated value of χ^2 209.75 and 93.40 indicated that self-defense in the class make the teacher emotionally disturbed.
- 19) Teachers 65.0% and head teachers 73.3% agreed whereas calculated value of χ^2 182.93 and 74.46 indicated the sense of inferiority complex from other teachers make him frustrated.
- 20) Teachers 87.0% and head teachers 87.4 % agreed whereas calculated value of χ^2 1032.88 and 219.66 indicated that the mood of teacher becomes aggressive having no self-respect.
- 21) Teachers 90.3% and head teachers 87.4 % agreed whereas calculated value of χ^2 683.01 and 174.79 indicated that the disputes of the home make the teacher psychologically ill.
- 22) Teachers 78.8% and head teachers 77.4% agreed whereas calculated value of χ^2 406.05 and 94.66 indicated that jealousy, make the teacher aggressive.

- 23) Teachers 76.1% and head teachers 66.0 % Agreed whereas calculated value of χ^2 369.10 and 51.00 indicated that the unfulfilment of the desires, make the teacher frustrated.
- 24) Teachers 70.0% and head teachers 72.0 % Agreed whereas calculated value of χ^2 268.93 and 84.33 indicated that sexuality, make the teacher aggressive.
- 25) Teachers 71.1% and head teachers 75.3% agreed whereas calculated value of χ^2 272.30 and 101.73 indicated that lack of confidence, make the teacher tense.
- 26) Teachers 71.2% and head teachers 79.3% agreed whereas calculated value of χ^2 284.88 and 104.60 indicated that sleeplessness, make the behavior of teacher angry.
- 27) Teachers 70.6% and head teachers 82.7% agreed whereas calculated value of χ^2 254.53 and 116.06 indicated that forgetfulness, make the behavior of teacher bitter.
- 28) Teachers 66.7% and head teachers 80.7% agreed whereas calculated value of χ^2 217.86 and 107.40 indicated that withdrawal, make the behaviour of teacher frustrated.
- 29) Teachers 69.5% and head teachers 79.4 % agreed whereas calculated value of χ^2 235.68 and 107.20 indicated that memory loss, make the behaviour of teacher aggressive.
- 30) Teachers 70.5% and head teachers 77.3 % agreed whereas calculated value of χ^2 270.45 and 103.93 indicated that physical illness, make the teacher so to behave negatively.
- 31) Teachers 70.4% and head teachers 78.0% agreed whereas calculated value of χ^2 266.96 and 117.13 indicated that professional disqualification, make the teacher aggressive.
- 32) Teachers 71.7% and head teachers 70.6% agreed whereas calculated value of χ^2 270.75 and 87.53 indicated that disability to use the teaching skills, make the teacher tense.
- 33) Teachers 72.1% and head teachers 74.7% agreed whereas calculated value of χ^2 278.18 and 81.00 indicated that having no mastery over subject matter, make the teacher angry.
- 34) Teachers 67.9% and head teachers 74.7% agreed whereas calculated value of χ^2 211.55 and 79.00 indicated that heredity influences, make the teacher frustrated?
- 35) Teachers 69.3% and head teachers 80.0% agreed whereas calculated value of χ^2 237.85 and 106.20 indicated that disability to use modern technologies, make the teacher violent.
- 36) Teachers 69.0% and head teachers 70.0% agreed whereas calculated value of χ^2 247.26 and 63.13 indicated that fatigue, make the behaviour of teacher frustrated.
- 37) Teachers 70.9% and 76.0 % head teachers agreed whereas calculated value of χ^2 272.45 and 98.93 indicated that lack of energy in body, make the behaviour of teacher stressed.
- 38) 73.1% teachers and head teachers 73.4% agreed whereas calculated value of χ^2 300.01 and 78.86 indicated that constant headache, make the behaviour of teacher frustrated.

- 39) Teachers 73.2% and head teachers 73.7% agreed whereas calculated value of χ^2 303.55 and 78.55 indicated that mental illness, make the behaviour of teacher aggressive.
- 40) Teachers 71.0% and head teachers 74.0% agreed whereas calculated value of χ^2 259.88 and 88.46 indicated that disability to give answers of the questions during teaching make the teacher frustrated.
- 41) Teachers 74.7% and head teachers 79.3 % agreed whereas calculated value of χ^2 339.81 and 107.66 indicated that disability to use the potentialities in a proper way make the teacher emotionally disturb.
- 42) Teachers 75.7% and head teachers 75.3% agreed whereas calculated value of χ^2 353.58 and 97.13 indicated that ignoring the teacher in school, make him disturbed.
- 43) Teachers 70.4% and head teachers 70.0% agreed whereas calculated value of χ^2 262.40 and 73.66 indicated that a teacher show frustration to pressurize the others.
- 44) Teachers 74.8% and head teachers 77.3 % agreed whereas calculated value of χ^2 321.38 and 108.08 indicated that low salary, make the teacher emotionally angry.
- 45) Teachers 72.3% and head teachers 81.3% agreed whereas calculated value of χ^2 294.36 and 114.53 indicated that the state of anxiety make the behaviour of teacher aggressive.
- 46) Teachers 72.0% and head teachers 85.4 % agreed whereas calculated value of χ^2 278.36 and 114.53 indicated that the bitter experiences of childhood, make the teacher emotionally maladjusted.
- 47) Teachers 75.2% and head teachers 78.0% agreed whereas calculated value of χ^2 331.40 and 98.86 indicated that lack of freedom to work on school make the teacher tense.
- 48) Teachers 68.9 % and head teachers 78.0% agreed whereas calculated value of χ^2 240.05 and 104.06 indicated that unsatisfied self-desires make the teacher mentally disturb.
- 49) Teachers 69.3% and head teachers 76.0% agreed whereas calculated value of χ^2 249.25 and 89.53 indicated that low self-esteem, make the teacher frustrated.
- 50) Teachers 69.7% and head teachers 72.7 % agreed whereas calculated value of χ^2 263.60 and 75.86 indicated that impatience of getting something, make the teacher tense.
- 51) Teachers 69.3% and head teachers 72.6% agreed whereas calculated value of χ^2 244.86 and 74.86 indicated that worry, make the behaviour of teacher frustrated.
- 52) Teachers 64.1% and head teachers 78.0% agreed whereas calculated value of χ^2 164.76 and 123.46 indicated that depression, make the behaviour of teacher violent.
- 53) Teachers 84.6% and head teachers 83.4% Agreed whereas calculated value of χ^2 96.96 and 229.66 indicated that denial from others, make the behaviour of teacher frustrated.
- 54) Teachers 87.4% and head teachers 90.7 % agreed whereas calculated value of χ^2 662.36 and 187.26 indicated that lack of interaction with colleagues make the behavior of teacher tense.

- 55) Teachers 82.8% and head teachers 86.0% agreed whereas calculated value of χ^2 509.60 and 134.86 indicated that improvising the opportunities of increasing the abilities make the undesired behaviour of teacher.
- 56) teachers 76.0 % and head teachers 77.3% agreed whereas calculated value of χ^2 392.16 and 104.80 indicated that disqualification of making the plans make the angry behaviour of teacher.
- 57) Teachers 81.1% and 80.93 head teachers 72.0% agreed whereas calculated value of χ^2 436.88 and 80.93 indicated that lack of support from the society related to educational facilities make the teacher disturbed.
- 58) Teachers 72.8% and head teachers 71.3 % agreed whereas calculated value of χ^2 299.45 and 68.86 indicated that the behaviour of teacher becomes aggressive by observing the colleagues committing aggression.
- 59) Teachers 73.5% and head teachers 78.7% agreed whereas calculated value of χ^2 312.88 and 144.00 indicated that the pressure of good results, make the teacher annoyed.
- 60) Teachers 73.0% and head teachers 77.4% agreed whereas calculated value of χ^2 293.68 and 94.53 indicated that extra workload, make the behaviour of teacher frustrated.
- 61) Teachers 74.9% and head teachers 83.4% agreed whereas calculated value of χ^2 315.68 and 154.93 indicated that lack of controlling the discipline in the class, make the behaviour of teacher frustrated.
- 62) Teachers 70.9% and 76.6% head teachers agreed that whereas calculated value of χ^2 272.05 and 92.04 indicated lack of interest of the students in teaching learning process make the teacher frustrated.
- 63) Teachers 69.5% and head teachers 77.3% agreed whereas calculated value of χ^2 480.00 and 98.26 indicated that the problems given by colleagues make the teacher to behave bitterly.
- 64) Teachers 73.3% and head teachers 77.3% agreed whereas calculated value of χ^2 299.36 and 90.46 indicated that improvising facilities related to teaching make the teacher aggressive.
- 65) Teachers 72.8% and head teachers 4.7 % Agreed whereas calculated value of χ^2 300.51 and 95.66 indicated that misbehaviour of students, make the behavior of teacher frustrated.
- 66) Teachers 70.1% and head teachers 74.0% agreed whereas calculated value of χ^2 243.50 and 80.20 indicated that over crowded classes, make the behavior of teacher tense.
- 67) Teachers 71.0% and head teachers 76.0% agreed whereas calculated value of χ^2 259.03 and 867.46 indicated that staff conflicts (inter group conflicts), make the behavior of teacher aggressive.
- 68) Teachers 70.2% and head teachers 79.3% agreed whereas calculated value of χ^2 248.55 and 121.53 indicated that involuntary transfer, make the behavior of teacher frustrated.
- 69) Teachers 73.1% and head teachers 84.0% agreed whereas calculated value of χ^2 294.85 and 149.53 indicated that insufficient performance feedback, make the behaviour of teacher aggressive.
- 70) Teachers 75.8% and head teachers 82.7 % agreed whereas calculated value of χ^2 325.00 and 116.86 indicated that rude attitude of head teacher, make the teacher angry.

- 71) Teachers 65.5% and head teachers 84.7% agreed whereas calculated value of χ^2 331.91 and 127.66 indicated that unsolved problems by the head teacher, make the teacher distressed.
- 72) Teachers 78.9% and head teachers 76.7% agreed whereas calculated value of χ^2 385.20 and 88.06 indicated that unsolved problems by the higher authorities, make the teacher aggressive.
- 73) Teachers 78.8% and head teachers 76.7% agreed whereas calculated value of χ^2 391.08 and 111.26 indicated that unnecessary pressure of head teacher, make the behaviour of teacher under stress.
- 74) Teachers 78.5% and head teachers 78.0% agreed whereas calculated value of χ^2 384.75 and 99.40 indicated that lack of counseling by the head teacher, make the teacher tense.
- 75) Teachers 77.0% and head teachers 75.3 % agreed whereas calculated value of χ^2 355.13 and 81.60 indicated that lack of support from the head teacher, make the teacher stressed.
- 76) Teachers 77.7% and head teachers 79.3% agreed whereas calculated value of χ^2 369.62 and 120.20 indicated that lack of implementing sufficient changes, by the head teacher, make the behaviour of teacher aggressive.
- 77) Teachers 75.5% and head teachers 84.0% agreed whereas calculated value of χ^2 338.11 and 128.13 indicated that undisciplined system, make the teacher tense.
- 78) Teachers 74.8% and head teachers 83.3% agreed whereas calculated value of χ^2 326.93 and 123.26 indicated that unnecessary interference of head teacher, make the teacher angry.
- 79) Teachers 73.0% and head teachers 80.7% agreed whereas calculated value of χ^2 306.43 and 119.93 indicated that poor quality of supervision, make the behaviour of teacher unapproved.
- 80) Teachers 71.3% and head teachers 69.3 % agreed whereas calculated value of χ^2 257.53 and 68.60 indicated that change of any type, make the behaviour of teacher frustrated.

CONCLUSIONS

The study was focused on the investigation of the causes of aggressive behaviour of teachers at secondary school level consisted of six hundred SSTs and one hundred and Fifty head teachers' responses. Following conclusion of causes of aggressive behaviour of teachers have been established after the analysis of data and according to the results.

- Majority of head teachers and S.S.Ts. responded that the insufficient environment, frustration, social behavior, conflicts, violent programs, unnecessary criticism, loneliness and insecure political environment make the teacher frustrated.
- Majority of head teachers and S.S.Ts. responded that insecure political environment, polluted environment, undisciplined control, family bitter incidents, high temperature, lack of sufficient economical resources, sense of superiority complex, mal-adjustment in the school, self-defense in the class and inferiority complex from other teachers make teachers frustrated.
- Majority of head teachers and S.S.Ts. responded that disputes of the home, teacher having no self-respect, jealousy, unfulfilment of the desires, sexuality, lack of confidence, sleeplessness, forgetfulness, and withdrawal make the mood of teachers aggressive.

- Majority of head teachers and S.S.Ts. responded that memory loss, physical illness, professional disqualification, disability to use the teaching skills, having no mastery over subject matter, heredity influences, disability to use modern technologies, fatigue, lack of energy in body and constant headache, make the behaviour of teacher frustrated.
- Majority of head teachers and S.S.Ts. responded that disability to give answers of the questions, mental illness, disability to use the potentialities, ignoring the teacher in schools, pressurizing others, low salary, state of anxiety, unsatisfied self-desires, bitter experiences of childhood and lack of freedom, make the teacher frustrated.
- Majority of head teachers and S.S.Ts. responded that low self-esteem, impatience of getting something, worry, depression, denial from others, lack of interaction with colleagues, lack of opportunities of increasing abilities, disqualification of making the plans, lack of support from the society and by observing the colleagues committing aggression, make the teacher frustrated.
- Majority of head teachers and S.S.Ts. responded that the pressure of good results, extra workload, lack of controlling the discipline in the class, lack of interest, problems given by colleagues, un-provision of facilities, misbehavior of students and overcrowded classes, make the teacher annoyed.
- Majority of head teachers and S.S.Ts. responded that staff conflicts (inter group conflicts), involuntary transfer, insufficient performance feedback, rude attitude by the head teacher and higher authorities make the behavior of teacher aggressive.
- Majority of head teachers and S.S.Ts. responded that unsolved problems by the head teachers and higher authorities, unnecessary pressure, lack of counseling, lack of support and lack of implementing sufficient changes, make the teacher aggressive.
- Majority of head teachers and S.S.Ts. responded that undisciplined system, poor quality of supervision, unnecessary interference and not accepting the change make the teacher aggressive.
- Majority of head teachers and S.S.Ts. responded that change of any type, make the behaviour of teacher frustrated.

RECOMMENDATIONS

Following are the recommendations based on conclusions:

- Environment within and outside the school should be made friendly and cooperative. Government should provide the recreational facilities to tolerate the aggressive behaviour of teachers. The environment of school/classroom should be made educational too.
- To overcome the frustrated situation, teachers' education programmers should prepare teachers to make instructional and or environmental modifications for the purposes of prevention and intervention. Teacher should accept which can't be changed.

- Interaction of teacher with colleagues and with other people should be the maximum. Teacher should share his problems with his colleagues and with his family members.
- Higher authorities should solve the problems of the teachers immediately and teacher's complexes should be tolerated by careful planning. Self-respect should be given to teachers for better performance.
- Unnecessary interference in the matters of the teachers should be reduced.
- Head teacher should involve the teachers in the social activities or events conducted in the school such as games, seminars, parents' day and debates so that teacher might adjust himself and reduce his aggression. Criticism on the teacher's work should be positive for the purpose of improvement. There should be freedom of work in the schools.
- There should be provision of opportunities of increasing the sufficient economical resources for teachers. Teachers' salaries should be increased for the reduction of family burden and tension.
- Teachers should keep realistic expectations in terms of taught and in terms of one self and should cultivate the sense of humour, learn to chuckle over errors when they happen.
- Teachers should do practice of physical relaxation to channelize the tension.
- Teacher education programs should include curricular elements that prepare prospective educators to work with aggressive and violent teachers.
- Government should ban the sale and use of drugs or narcotics and the violent programs on T.V. should be also banned. Media should play its role through innovative programs.
- Political system of the country should be stable for the smooth working of the institutions. There should be coordination among the components of the administration
- There should be the provision of medical facilities in the schools and psychologists should be appointed for understanding and solution of the psychological problems of the teachers.
- There should be the provision of increasing the facilities of professional and educational qualifications and modern technologies should be provided in schools so that the vision of teacher might be broad.
- There should be given incentives to teachers for showing good results. Involuntary transfer of teacher should be banned so that the teacher might concentrate his work.
- There should be disciplined educational system for enhancing harmony among the hierarchy of authorities. Government should implement sufficient educational reforms for this purpose.
- A large sample from all the areas of the country related to aggressive behaviour of teachers should be tested for validity purposes. Findings from a large population are more representative of the population.
- Longitudinal studies for aggressive behaviour of teachers should be conducted for the validity of the research. Moreover, community samples across the society may also be used.

- Government should provide the recreational activities in education institutions for minimizing aggressive behaviour of teachers for the improvement of teaching learning process.
- Such study can be conducted for other levels of education such as elementary, higher secondary, inter colleges, degree colleges, universities and professional.
- It is strongly needed to improve the condition of welfare of homes and government should take a positive step to change the poor condition of such aggressive teachers.
- The relevance of this aggressive behaviour can be investigated in other organizational settings and across other criterion of success among adults and mature people to find real life relevance.

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