

Bridging the Gap: Secondary School Teachers' Perspectives on Behavioral Barriers to Academic Success

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Abstract

Secondary school students face obstacles to their academic progress due to behavioral issues. This study looks at students' behavioral issues from the perspective of the teachers who work in schools. Studies have demonstrated that behavioral issues impact student's academic achievement. It has been discovered that teachers encounter behavioral issues when instructing students in the classroom. Students' academic progress has decreased as a result of this practice. For this project, a quantitative approach was used to gather teacher data. Using simple random sampling, 135 instructors were chosen from all secondary schools in District Malir, Karachi, Pakistan. Using SPSS 22, the data screening and respondent demographics were investigated; the Smart PLS was used to analyze the measurement and structural model and hypotheses testing. The investigation results showed that student' behavioral issues about their parents' attitudes, behavior, education, and relationships with family significantly influenced their academic progress. To help students overcome these obstacles and improve their academic performance, it is advised that teachers concentrate on these concerns and have discussions with parents and guardians.

Keywords: Behavioral Problems, Parental Attitude, Behavior and Education, Relations with Family, Academic Success

Introduction

Students' academic performance is influenced by their behavior, social interactions, and emotional development once they begin school. Negative school behavior and weak interpersonal connections indicate

inadequate adaptation to the school environment. In contrast, positive school behavior and strong interpersonal relationships indicate successful adaptation to the school context. In their study, Harrison, Vannest, Davis, and Reynolds (2012) found that teachers in general education classes across the country most commonly rated externalizing, internalizing, and inattentive tendencies as problematic among children and teenagers. Academic challenges have been linked to externalizing, internalizing, and inattentive behavioral impairments (Arnold, 1997; Breslau et al., 2009; Hinshaw, 1992; Masten et al., 2005). In order to offer students more pertinent and beneficial responses, it is crucial to analyze these methods and their impact on academic progress.

According to theory, instructors or peers who observe a student's behavioral problems may reject or act uncomfortable with them (Hankin et al., 2010). Children who behave in ways inconsistent with social norms may face negative reactions from peers and teachers. This makes the atmosphere challenging for students, teachers, and peers. Because they are still determining the best ways to support those students, teachers may choose not to spend time with them and instead direct them to another person or department within the school, like a specialist or the principal. Peers may also avoid interaction with troublesome pupils since they may need to learn how to engage or chat with them. As a result, the problematic students lose chances to form healthy relationships and become more alone and disengaged teachers without extra support from peers and teachers (Arnold, 1997; Arnold et al., 2006). This pattern restricts the effectiveness of the teacher's classroom instruction and hinders the creation of an ideal learning environment.

In addition to purposeful issues, students who participate in problematic behaviors may also display internalizing and externalizing behaviors. The term "action-oriented" problematic behaviors, such as aggressive or conduct difficulties that manifest in the external environment and impact others, is specifically used to characterize externalizing tendencies. Problematic "thought-oriented" behaviors that deal with negative emotions aimed at oneself are known as internalizing behaviors. In addition to other constrained,

excessively controlled activities, these behaviors could manifest as social distancing, anxiety, or dread (Dobbs et al., 2006).

Research Objectives

- **To investigate the views of Karachi secondary school teachers regarding the emotional and behavioural issues of their students.**
- **To assess secondary school teachers' perspectives of students' emotional and behavioural issues based on their demographics in Karachi.**

Research Questions:

- 1) What are the views of teachers' regarding children's behavioral problems at the secondary level in Karachi?
- 2) What are teachers' perspective regarding children's behavioral problems from their demographic perspective at the secondary level in Karachi?

Related Literature Review

Social behavior is determined by the emotional system, which encourages progressive and regressive eras. In a married family, both parents support and are there for their kids. The kids in the intact family are doing well mentally. The bond between both parents and their children is excellent. In addition to having higher incomes than divorced and single families, parents in intact families also do not engage in drug misuse, delinquency, or other deviant behaviors (Yurduşen et al., 2013).

There is extremely little to no family support in divorced and separated families since there are frequent verbal and physical arguments. Occasionally, there is poor or nonexistent communication, and the parent-child relationship deteriorates, but eventually, the parents return to their previous function as parents. The parent-child bond can occasionally get stronger following a divorce (Ebrahimi et al., 2019). In terms of low parents, single families deal with the same issues as divorced families. Because the parents of stepfamilies and mother-

partner families are preoccupied with their newly adopted families and earn more money than single parents, the parent-child bond is poor in these types of families. Children's interactions with their parents shape their behavior and psychology. The exchange lays the groundwork for children's psychology for the rest of their lives (Goodyer, 1990).

Parental Attitude

McCoy, Cummings, and Davies (2009) assert that children suffer greatly from parental disagreements because they negatively affect their behavior, generate physical and emotional stress, and are stuck in conflict. The family structure is crucial to the treatment and prevention of behavioral issues. The early childhood experiences of children's play support from parents at a young age can strengthen children's intellectual, social, and physical development. The children react differently to parental conflicts. Some react negatively, and some react positively. Boys and girls react differently. Boys react aggressively, while girls are proactive.

According to Sanders (2008), Behavioral problems in childhood can predict future problems like crime, emotional behavior, and psychological problems; therefore, children should be educated and trained early so antisocial behavior should not develop. Adolescence is a crucial period in a child's life development since it is at this time when antisocial behavior, which is typically caused by peer pressure and parental influence, can readily affect young people. The relationship between parental participation and children's behavior is strengthened. Parental involvement in extracurricular activities such as schoolwork benefits kids and reduces the likelihood of future behavioral issues (Domain, 2005). In kindergarten, parents assist their children by helping to control their behavior and facilitating their socialization. The financial, emotional, and time resources parents provide their kids help them develop new abilities and are also influenced by their socioeconomic status. Early childhood is impacted by socioeconomic factors (Foster et al., 2005).

Children develop their cognition through interaction with their parents. Children also develop their roles and identities, which impact their behavior. The interaction of children and parents forms the base for

their psychology. Children whose parents spend much time with them have lower levels of anxiety and depression. Parental conflict greatly affects the psychology of children. It hurts the psychology of children. Childhood diseases are often undiagnosed, affecting children's behavior and emotions. This has an advanced effect in the later stages of life. The effect of parental conflict on children depends upon whether or not the parental conflicts have been resolved in the past or not. The mental health problems of children have an advanced impact on parents and families; therefore, parents should be trained and helped (Lake, 2016). The family is that which contains children under 18 while acknowledging that family ties are significant in adult relationships too, parents who spend much time with their children and help them with their homework. Children gain a sense of well-being and understanding (Sarrazin & Cyr, 2007).

The Children who were influenced by violence showed more anxiety, self-esteem, and antisocial behavior than children who did not witness violence at home. Thus, children who witness domestic violence exhibit behavioral and emotional problems. Family support is a vital variable. Children who were exposed to domestic and household violence cope well if they live in socially connected households. Children's psychological and behavioral development is greatly influenced by their parents' attitudes, which comprise a range of ideas, values, and behaviors. These attitudes have a tremendous impact on how parents interact with their children. It does so by drawing on empirical research to highlight the complex relationship between parenting practices and attitudes. Each of these parenting styles exhibits a different impact on the behavioral outcomes of children. There is a correlation between authoritative parenting, characterized by warmth, responsiveness, appropriate discipline, and enhanced behavioral adjustment. This includes increased self-control, empathy, and academic achievement (Baumrind, 1991; Darling & Steinberg, 1993). Authoritarian and permissive parenting styles, on the other hand, have been linked to increased risks of behavioral issues like violence, defiance, and conduct disorders (Lamborn et al., 1991). These parenting styles are characterized by strict control or a lack of limits.

Furthermore, the attitudes and views of parents regarding child-rearing practices, discipline, and child development have a major impact on the behavioral results of their children. According to Gershoff et al. (2008), parents with a positive attitude toward disciplining tactics emphasizing communication, consistency, and positive reinforcement are likelier to create adaptive behavioral patterns in their children. Furthermore, parents who support punitive or harsh disciplinary procedures may unintentionally promote poor behaviors or undermine children's self-esteem and emotional well-being (Gershoff, 2002; Lansford et al., 2014). This can hurt the children's development. There are significant implications for intervention and support services that are focused on resolving behavioral issues that arise from recognizing the impact that parental attitudes have on children's behavior, according to Sanders et al. (2008) and Webster-Stratton and Reid (2018), interventions that focus on parental attitudes and parenting practices have the potential to cultivate fruitful relationships between parents and children, improve parenting abilities, and reduce the likelihood of behavioral issues taking place. Additionally, to maximize the effectiveness of interventions, it is essential to consider the culturally sensitive and contextually relevant techniques that are aimed at addressing the specific needs and difficulties of varied families.

Relation with Family

Beginning at a young age, the family is the primary socializing agent in a child's life and is responsible for forming the child's ideas, attitudes, and behaviors. As a result, a kid's emotional and behavioral development is substantially influenced by the character of the connections within the family and the dynamics inside the home. This study aims to investigate the existing body of literature to shed light on how family relationships impact the prevalence, severity, and continuity of behavioral disorders in students (Oad, Hashmi & Khan, 2021). Research has repeatedly demonstrated that children and adolescents are more likely to exhibit behavioral issues when they are raised in dysfunctional home circumstances that are characterized by conflict, instability, and inadequate support from their parents. Conduct disorders, violence, and delinquency in young people have been connected to a variety of factors, including parental divorce, parental conflict, and inconsistent punishment techniques (Amato & Keith, 1991; Patterson et al., 2017).

Regarding a child's behavior and mental well-being, the quality of the interactions between parents and children is of the utmost importance. It has been found that parenting methods that are warm, supportive, and authoritative are related to better behavioral results (Oad, Khan & Khoso, 2020). These outcomes include higher self-esteem, academic achievement, and social competence (Baumrind, 1991). In contrast, parenting styles that are harsh, dictatorial, or neglectful can be a contributing factor in the development of behavioral issues such as defiance, withdrawal, and antisocial behavior (Gershoff, 2002; Oad & Alwi, 2021).

The dynamics between siblings are another factor that has a considerable impact on the behavioral development of children. According to research by Buist et al. (2013), children with positive sibling relationships characterized by warmth, collaboration, and the ability to resolve conflicts are likelier to exhibit pro-social behavior and emotional resilience. The opposite is also true: Sibling rivalry, violence, and rivalry can all play a role in developing behavioral issues, particularly aggression and hostility (Brody et al., 1987; Buist et al., 2013).

Conceptual Framework of Study

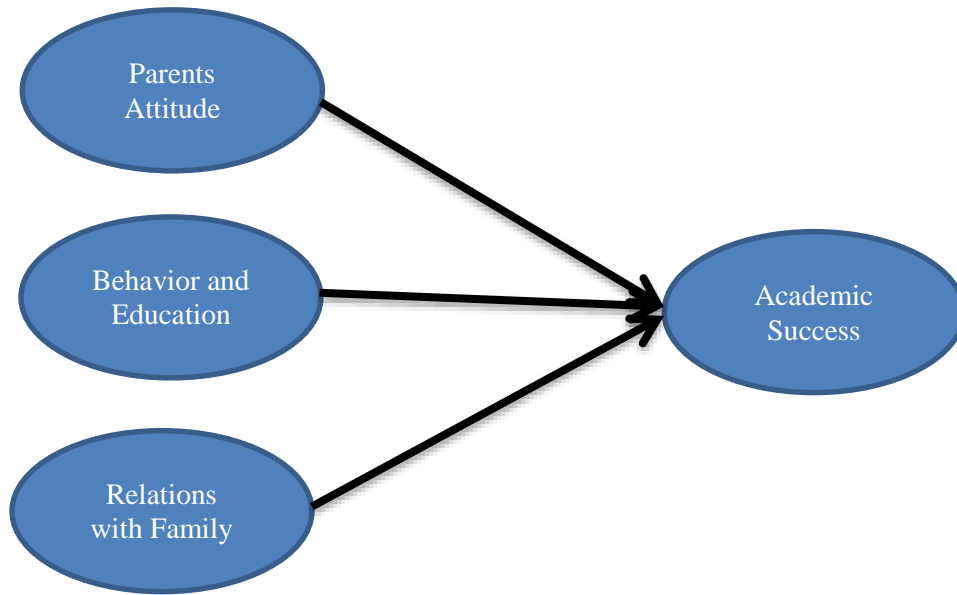


Figure 1

Methodology

This study covers several subjects, including research instrument techniques, population sampling size, sample procedure, design, information collection strategies, and data processing approaches. This study employed a quantitative research strategy to collect data through a survey distributed to teachers employed in public secondary schools in Malir, Karachi (Ahmad & Hamid, 2021). The participants themselves created the survey questionnaires. The researcher used a survey sample based on questions from the descriptive approach to get the answers regarding the topic under investigation. The researcher ascertained the degree of awareness among public secondary school teachers about students' behavioral issues and how they affect their academic performance. The complete study population consisted of male and female secondary school teachers from the Pakistani district of Malir Karachi. A random selection was conducted among the 135 male and female secondary school teachers in the Malir district. The main tool used in this study to explore educators' perceptions regarding students' behavioral difficulties and their impact on academic progress is a seventeen-item survey research questionnaire. One hundred fifty questionnaires were distributed to teachers. They were

instructed to carefully read the claims and mark their selection on a five-point Likert scale, where one represents severe disagreement. Five indicate strong agreement, four indicate agreement, three suggest neutrality, and two indicate disagreement. There were two sections to the research project's questionnaire. We considered the gender of the teachers together with other demographic data in the first section of the survey. In the second section, we asked them about their thoughts on student behavior issues and how it affects their ability to succeed academically. One hundred and thirty-five people responded, and some chose not to participate in the study. Ninety percent of those who were surveyed answered. Before data collection, a pilot test was carried out, and the results indicated that the scale was dependable at 0.712 Cronch's Bach Alpha. The questionnaire was purged of seven items because of poor factor loading. Ultimately, there are still 10 items in the current study with 4 variables. The overall reliability rose when low-factor loading elements were removed.

Data Analysis of Study

After obtaining the data, it was screened, and the frequency and percentage distribution were calculated using SPSS version 22. Smart PLS version 4 employed structural equation modeling as one of the numerous approaches for the data analysis.

Data Analysis and Results

Demographics

Table 1 presents data about the demographic characteristics of the research participants. According to the table, 45.9% of female teachers and 54.1% of male instructors participated in the study. In addition, a respectable proportion of instructors (54.1%) had one to five years of experience in the classroom, and the majority (48.1%) met the requirements to graduate.

Table 1 Demographic Information

Demographics	Frequency.	Percent.
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Gender	Male	73	54.1%
	Female	62	45.9%
	Total	135	100%
Experience	1_5yrs	73	54.1%
	6_10yrs	45	33.3%
	More than 11 yrs	17	12.6%
	Total	135	100%
Academic Qualification	Graduation	65	48.1%
	Masters	53	39.3%
	M Phil.	17	12.6%
	Total	135	100%

Data Analysis

Version 4 of Smart PLS was utilized to analyze the data. Smart PLS was employed to assess the research hypothesis and validate the validity and reliability of the external model (Ringle et al., 2015). One of the advanced statistical instruments extensively employed in structural equation modelling is the partial least square method (PLS-SEM).

The Measurement Model (Outer Model)

Measurements of content validity, convergent validity, and discriminant validity were made to guarantee sufficient validity and reliability of the measurement or outer model. The model's content validity was established because factor loading (see Table 2) was more significant than 0.7 (Hair, Ringle, & Sarstedt, 2011). For the internal consistency dependability of the research model, Cronbach's alpha is the lower bound, and the composite reliability (CR) is the upper bound (Hair, Risher, Sarstedt & Ringle, 2019). According to Table 3, all of the components' Cronbach's alpha and CR values are over the cut off value (minimum = 0.7). This explains how the validity and construct dependability of the present study were determined (Hair, Risher, Sarstedt, & Ringle, 2019). The convergent validity is maintained (Hair et al., 2019) since all factor loadings were above 0.7 (Table 2) and the average variance extracted (AVE) values were more significant than 0.5 (Table 3). These results show that the group of items for each component measures the corresponding factor.

Factor Loadings	PAT	BAE	RF	ACS
PAT1	0.846			
PAT2	0.767			
PAT3	0.874			
BAE1		0.753		
BAE2		0.810		
BAE3		0.687		
RF1			0.784	
RF2			0.922	
ACS1				0.899
ACS2				0.891
ACS3				0.715

PAT= Parents Attitude;
 BAE=Behaviour and Education;
 RF= Relations with Family;
 ACS= Academic Success.

Table 3
 Construct Reliability and Validity

	Cronbach's Alpha	Composite Reliability	Average Variance Extracted (AVE)
PAT	0.798	0.869	0.689
BAE	0.740	0.795	0.565
RF	0.735	0.884	0.732
ACS	0.794	0.844	0.678

Three results were analyzed to confirm that a set of items can discriminate a factor from other factors.

(1) All items strongly loaded against their perspective domain (Refer to Table 4) when compared with cross-loadings of the items in factors in rows and columns (Fornell & Larcker, 1981); and (2) All values of Heterotrait-Monotrait (HTMT) ratios (Refer to Table 5) are < 1. Thus, the discriminant validity test (HTMT rejects the null hypothesis (H0: HTMT ≥ 1) against the alternative hypothesis (H1: HTMT < 1) (Henseler, Ringle, and Sarstedt, 2015).

Table 4
 Cross Loading and Loadings

	PAT	BAE	RF	ACS
PAT1	0.846	0.059	0.026	0.308
PAT2	0.767	0.004	-0.235	0.083
PAT3	0.874	0.094	-0.077	0.341
BAE1	0.320	0.753	0.154	0.367
BAE2	0.001	0.810	0.296	0.326

BAE3	-0.143	0.687	0.521	0.373
RF1	-0.215	0.273	0.784	0.349
RF2	0.049	0.445	0.922	0.559
ACS1	0.390	0.278	0.461	0.899
ACS2	0.260	0.638	0.563	0.891
ACS3	0.231	0.174	0.310	0.715

Table 5
Heterotrait-Monotrait Ratio (HTMT)

	ACS	BAE	PAT	RF
ACS				
BAE	0.614			
PAT	0.359	0.282		
RF	0.702	0.714	0.293	

Structural Model (Hypotheses Testing)

The study's proposed hypotheses were tested using the Partial Least Squares–Structural Equation Modelling (PLS–SEM) in Smart PLS 4 after the validity and reliability of the research model had been assessed and determined (Ringle et al., 2015). The PLS-SEM methodology was used for this investigation because it provides more accurate estimates than other covariance-focused approaches (Hair et al., 2013). Table 6 demonstrates that every factor contributing to behavioral issues in secondary school students, such as parents' attitudes (t = 8.590, p = 0.000), behavior and education (t = 3.251, p = 0.001), and family relations (t = 7.245, p = 0.000), has a favorable and significant effect on student's academic achievement. As a result, it was determined that the three research hypotheses (H1, H2, and H3) were validated.

Table 6

Hypothesis testing results

No	Factors	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (O/STDEV)	P values	F ²	Decision
H1	PAT -> ACS	0.358	0.360	0.042	8.590	0.000	0.252	Supported
H2	BAE -> ACS	0.245	0.246	0.075	3.251	0.001	0.096	Supported
H3	RF -> ACS	0.465	0.464	0.064	7.245	0.000	0.345	Supported

p < 0.05

Predictive Relevance of the Model

The structural model construct's predictive relevance was assessed using Stone-Geisser's Cross-Validated Redundancy (Q square) and R-square. The coefficient of determination, or R-squared, is a crucial metric for assessing the PLS-SEM structural model (Hair et al., 2013). According to Falk and Miller (1992), the R-squared cutoff value is 0.10. Table 7 shows that every component of students' behavioral issues accounts for 49.9% (R-square = 0.499) of their academic progress, demonstrating that the current study has met the necessary R-square threshold. Furthermore, the significance of Cross-Validation Redundancy (Q square) was examined to guarantee the coherence of the study model. The research model's predictive relevance was established, as evidenced by the Q square value > 0 (Q Square = 0.314) (see Table 7). The effect sizes (f²) 0.02, 0.15, and 0.35, respectively, correspond to mild, moderate, and strong effects, according to Hall and Cohen (1988). The effect size (f²) of all the instructional leadership factors is shown in Table 7, which indicates that while the three behavioral problems of students factors (education, behavior, and attitude of parents) used in this study have a weak impact on student's academic success, the relationship between parents and their children has a strong impact.

Table 7
Predictive relevance of the construct

	R Square	Adjusted R-Square	Q-Square
Academic Success (ACS)	0.499	0.487	0.314

Discussion

The demographics of the respondents, who were primarily male secondary school teachers (54.1%), possessed graduate degrees (48.1%) and had one to five years of teaching experience (54.1%), can be used to understand all of the comments that were made based on the study's findings. What are the teachers' perspectives concerning behavioral difficulties in children at the secondary level in Karachi? This was the first research question that this study attempted to answer.

perception regarding parents' attitudes toward their children's academic progress (4.450). Research by (Acock et al., 1994 Tösten, Han & Anik, 2017; Amato & Booth, 1991 Domina, 2005) demonstrates the connection between parents' attitudes and their children's academic achievement. The category with the second-highest interest is studies (4.345). This is corroborated by (George & Solomon, 2008; Ahmad, Bibi, & Imran, 2023; Younis, Naeem, & Ali, 2023), who claim that from the perspective of secondary school teachers, behavior and education lower pupils' academic success performance in the classroom. At the secondary school level, family connections accounted for the third largest factor contributing to behavioral problems in students. This component's mean score of 4.252 indicates that students' family relations considerably impact their academic progress (Hetherington & Elmore, 2003; McCoy et al., 2009).

The purpose of this study was to determine if three variables—parental attitude (PAT), behavior and education (BAE), and relation with family (RF)—had a meaningfully favorable impact on children's academic achievement. Three hypotheses (H1, H2, and H3) were investigated using the Smart PLS. The findings demonstrated that PAT, BAE, and RF—the three factors—all significantly improve students' academic performance.

The result of the current study is consistent with the previous literature which observed a significant effect of behavioral issues concerning parental attitude, behavior & education and relation with family on students' academic success (Hetherington & Elmore, 2003; McCoy, Cummings & Davies, 2009; George & Solomon, 2008; Acock, Alan, & David, 1994; Tösten, Han & Anik, 2017; Oad & Niazi, 2021).

However, among the three predictors investigated the current study, RF and PAT have the highest significant positive effect ($f^2 = 0.345$), PAT effect ($f^2 = 0.252$) and BAE ($f^2 = 0.096$) have a moderate effect. The result guided to infer that the secondary school teachers rely heavily on the behavioral problems of students concerning parental attitude, behavior & education and relations with family have significant impact academic success of students.

Many of the behavioral issues that Sindh's secondary school teachers are dealing with are worrying since they stem from parental attitudes and hurt pupils' academic performance. As a result, there is a connection between student behavioral problems and the standard of instruction in public schools. The present study's findings pertain to the overall perspective of instructors employed in public schools facing behavioral concerns and challenges. However, the current study also discovered that students' academic success at the secondary level in Karachi, Pakistan, is significantly influenced by their school behavior, education, and relationships with their families (Haider, Ahmad, & Ali, 2024). These results are consistent with those of other researchers (Caprara et al., 2000; Breslau et al., 2009) who discovered that perceptions of male and female professors are similar.

Recommendations

In light of the study's conclusions, it is recommended that:

- The results of the current study indicate that parents' attitudes toward behavioral issues have a major positive impact on their children's academic achievement. Therefore, it is advised that parents participate in parent-teacher conferences and make decisions with their children at all levels of the school so that they can make better judgments in the future.
- According to the results of the current study, behavior and education about emotional and behavioral issues are crucial for obtaining greater success at the secondary level. In order to lessen behavioral issues, it is advised that secondary school teachers in Sindh inspire their students and offer them counseling.
- The recent study offered solid proof that a student's academic progress is significantly enhanced by their relationship with their family when dealing with behavioral issues. As a result, the study suggests that secondary school teachers contact parents to improve family dynamics and student performance.
- School management and administration should focus on students to fix behavioral and emotional problems.
- Secondary school teachers should recognize students' success by awarding diplomas and sharing the students' contributions with their families.

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