

THE STUDY OF UNDESIRABLE SOCIAL SKILLS OF STUDENTS AND THEIR RELATIONSHIP WITH ACADEMIC PERFORMANCE

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ABSTRACT

Social skills are key in increasing academic outcomes and students' learning at college levels. Social skills help students to communicate, cooperate, and adjust themselves with their fellow students and this collaboration allows them to achieve their academic goals. Undesired social skills, on the contrary, affect the social adjustment of the students as well as the academic achievement in the class. The current study focused on the analysis of the undesired social skills of students and the relationship of these skills with the academic performance of the students. The objectives of this study were to examine various undesired social skills and to discover their relationship with the academic performance of students. A questionnaire was used to collect quantitative statistics to probe the issue under study. The study population consisted of teachers from private and public sector colleges in Bahawalpur Division. A systematic random sampling technique was used and the study sample was 190. The data were analyzed by using the software SPSS, (Statistical Packages for Social Sciences), and mean, frequencies, percentages, and standard deviation were derived. The results of the study revealed that the majority of the high achiever students did not possess most of the undesired social skills as well as, respondents agreed that the majority of the low academic achievers possess few of the listed undesired social skills. It was concluded that most of the students who show aggressive behaviors, also fall in the category of low academic achievers. Moreover, undesired social skills negatively affect the academic outcomes.

Keywords: Social skills, desired social skills, undesired social skills, academic performance, college teachers.

INTRODUCTION

Education is the procedure of behavior change. The main objective of education is to enhance the positive attitude as well as to amend the negative behavior. In other sense desired changes are expected and undesired changes are unexpected in the behavior of educated persons (Demirel, 1994). Schools and colleges are one of the main institutions for learning and behavior modifications and may be the most essential, which will bring out change in behaviors. For a better living and joyful life modern era gives a wide chance to all humans to prosper, explore, and conquer the new phases of life to make the social circle more comfortable. However, as the world advances it brings more complexities and conflicts with it. Interactions

between humans became more and more complex and academics became very robust. The social behavior of every person helps to proceed towards the aims and purpose of that person and the process that individual relates to other persons. These perceptions give a new point of view to the analysts/analyzers to research or work on a comprehensive and multiplex image of the association of undesired behaviors and academic achievements. In (2011) Saito says society is covered by a ball, where everyone covers their character and lays bare it by stowing away. Social etiquette includes many social terms and sectors of education. For instance, it includes a psychological point of view on how society associates and

responds to each other, a territory dominant to social researchers. Furthermore, integrating areas, such as social affiliation and influence can be attained through different types of communal behavior, and the study of these perspectives is essential to social scientists and sociologists. To attain social aims and prevail any matter between emotions, perception, direction, and behavior, people have developed a bundle of multiple undesired behaviors (Santrock, 2006). The human population advanced drastically and prospered with better opportunities as a result of an increase in population competition arose between limited resources and all the areas of life were under instant pressure to provide a large number of extremely determined population. The increasing number of persons did not stick to a common frame of mind or trend but also moved into various traditions, civilizations, cultures, and belongings (2009, Afzal). Therefore, most people interpret the universal and repeated set of social actions and cooperation and name them as “social skills “. The word social in itself contains a very easy and simple context that shows the spontaneous human nature to deal with, exchange ideas, interact, and share information as well as to develop a healthy relationship to make the societal atmosphere more effective related to life, academic and career of an individual.

Most of the functions like interactions, speaking skills, development of relationships, personality traits, individual profile development, and community development are linked with social skills. How an individual grows and alter from its environment and ecosystem what that matters a lot. This world is full of various societies, traditions, and customs and each of these has clear and admissible norms and social connections. Humans as a whole relate to every society and culture that gives directions to follow rules and regulations that are very important not only for individuals but also for their families to lead a happy, prosperous, and rich life.

An individual's social skill development starts from the family to where he/she is born or belongs. For social skill development, parents are the first teachers for every person who introduces them to communication, interaction, and personality development. Educational institutes are the second place for social skill development as the individuals interact with their peers' various

changes take place in their personality and the process goes on and on. These personality changes lead to rich social skills and better development of civilization.

The change of social skills builds an ‘undesirable’ set of social skills that were disapproved by the general population and that made a distinction between a generally acceptable social skill set and an 'unwanted' social set. The individuals having undesirable social skills see the world in an entirely different way and as a result of this, their consequences are different from the entire population. There is a need to analyze the effect of undesirable social skills and how these social skills affect the academic achievements of an individual that is most important in an educational career which gives a chance to enter a new world and new ideas and opportunities to explore the world. These golden opportunities and findings can be put into more skillful and precise ways to promote the resolution of universal issues.

According to Guy-Evans (2020), introvert features like poor communication, avoidance, prevention, and distinctness of general opinion commonly known as undesirable social skills. In the early stages of human life, the initial development of social skills happens and their effect can be quite clear in academics. That is the main motive of this study. The academic performance and their connection between undesirable social skills of student can give an intuition on the functioning and production of this divergence and exchange.

Even if a student is showing disruptive social behavior, there is a chance that his/her academic achievements will change from the entire class. Indulging in undesired behavior shall take a toll on the time and effort of the student. Gotlib (1988) described that spending time on academics decreased and it might influence the performance of the students. Academic attainments rely on different elements linked to the abilities and traits of a person, learning atmosphere, guidance assets, educational background, and home environment. Generally, education is a source of learning and gaining knowledge, skills, and habits of people that are transferred from one generation to the other through teacher training, content, and research (Jaafar, 2008).

When students feel safe, easy, and respected then academic achievements can easily be achieved only. A high-quality education-feasible

environment leads to better academic grades. Education, academic achievement, and undesired social behaviors are co-related. Some students face problems in academics because of introverted personalities and poor communication skills so they deliberately avoid other students and teachers and they would not approach their teachers/friends for guidance and face difficulties in silence. Similarly, students don't disclose their difficulties with teachers, students, and friends related to studies and academics. Furthermore, students with physiological issues and undesired skills because of these issues they don't disclose their problems, and ignorance related to studies affects their academic performance. Therefore this abnormal behavior needs to be studied (Altmann & Gotlib, 1988).

Rabbani (2015), education is one of the most basic rights of every individual and is important to live a good life and also a need for the well-being of the state. Every nation gives importance to education and takes some steps for the better quality of education and access to every individual of the nation and the same steps taken in Pakistan too. Parents play a vital role in the personality development and academic development of their children. Personality is also considered a social skill as per Landry (2014) who stresses that the emotional stability and cognitive behavior of children are also shaped by their parents. Landry (2014) described those students that brought up under the supervision of supportive and responsible parents were found to be more confident and competent as compared to those students who were not under the umbrella of such responsive parenting.

Rabbani (2015) stated that social skills play a vital role in molding the directions towards the seeking of education. Behavior is influenced by various factors. Social skills illustrate the behavior of social components in cumulative conditions and interconnection among various subjects to acquire a significant result.

Many social psychologists give their views on how the presence and interaction of others mold the thinking patterns, emotional stability, behavior, feelings, and attitude of a person. Mental states, feelings, and attitudes especially deal with social psychology. As Mcleod (2007) states attribution theory, self-concept, group processes, prejudice and discrimination, aggression and stereotypes, etc

all included theories in social psychology. All these theories are linked to the development of the personality of the individual in the surroundings of the exterior atmosphere and the existence of another person.

Academic achievement can be best judged or examined in many ways according to the intellectual level of students like tests, observation, and examinations. School results or academic performance is the output of a student's achievements at a particular school, for a particular period, under a certain direction of heading to the right path. The academic performance of primary-level students is usually checked by observations. At a higher level, the best way to check academic performance or understanding is through tests and examinations. In Pakistan annual examination system is used to check the academic performance of students so if a student is intelligent due to some genuine issue if he/she does not appear in the final exam he/she will not be promoted to the next class until he/she gives the exam (Poropat, 2009). Academic goals can only be fulfilled when the students feel safe, engaged, and respected. The environment such as social, emotional, and educational makes suitable conditions for learning, participating in studies, and well-being if students feel uncomfortable then the desired goals of education can not be achieved.

Statement of Problem

Human beings are social animals. In the real world without social relations, nobody would have the choice to survive. Behavior is very important in any social interaction. Behavioral changes or undesired social behavior not only affect one person but also destroy the whole peace of surroundings. Undesired behaviors lead to all types of behaviors and education plays a role in changing behavior. Undesirable social skills lead to trouble and disturbance for all the society. Change is not easy in itself and it distracts the stability of the society. Society was not able to accept the changes due to the outset of these undesirable social skills as a result, the persons with these undesirable social skills had to bear unessential resistance from society. These undesirable social skills led to unlawful crimes and juvenile crime was known to be at an all-time high in some societies. Earlier studies have shown how social skills and academics are interlinked. The focus was on the

academic performance of students, social skills, social life, and characteristics. Most of the studies have also been done on psychological social and mental skills and education. Therefore, the statement of the problem was the study of undesirable social skills of students and their relationship with academic performance at intermediate level.

Objectives

The main objectives of the study are listed below:

1. To identify the occurrence of undesired social skills & styles in college students.
2. To identify the common link, if any, between undesired social skills and academic performance
3. To compare and differentiate social skills of low academic achievers & high academic achievers.

Research Methodology

The research study was descriptive. The questionnaire was designed to collect the data from the college teachers of Bahawalpur Division. The main focus of the study was probe undesirable social skills like destruction and aggressiveness and their relationship with academic performance of the students. The population of the study consisted of all the college teachers of all the public and private sector colleges of the Bahawalpur division. According to Marguerite and Dean (2010), the sample is a smaller part of the

population or the entire group of the population to which the study would eventually like to simplify or apply the study's outcome. A sum of 190 teachers of public and private sector colleges were selected randomly as the sample of the study from the Bahawalpur Division. A questionnaire was adopted to investigate undesirable social skills and their relationship with low and high-achievers. The reliability of the tool was measured by SPSS and the validity of the research tool was measured through the experts' opinion.

Data Analysis

Data were collected from the teachers of public and private sector colleges from Bahawalpur and data were analyzed by using SPSS (Statistical Packages for Social Sciences).

The questionnaire was regarding social behavior and the same tool was used for low achievers and high achievers to describe the effect of undesirable social skills on their academic achievements. The teacher was reminded that they should keep in mind the top five and bottom five students. The scoring process was done by considering "Strongly Disagree" as 5, "Disagree" as 4, "Neutral" as 3, "Agree" as 2, and "Strongly Agree" as 1. By doing this, a mean higher than the value of 3 shall suggest that the statement is tilted towards Disagreement while a mean of lower than 3 suggests that they agree with the statement. A mean of 3 (3.0±0.1) shows that the audience response was neutral.

Table 1. Destructive

	Mean about Higher Achievement Level	Total Mean	Mean about Low Achievement Level	Total Mean
Always ready to fight	3.43		3.06	
Poke and make fun of other students	3.35		2.97	2.89
Destroys or damages school property	3.40		3.03	
Problematic	3.45	3.29	2.83	
Disrupts curricular and co-curricular activities	3.34		2.92	
They act as pro	3.13		2.81	
Is easily annoyed	3.10		2.95	
They Smokes	3.40		3.12	
They hold weapons	3.50		3.18	

Table 1 shows that although all students should avoid acting destructively at this age however it is highly likely that low academic achievers shall act in destructive contrast to high academic achievers. On the statements like ready to fight, Poke and make fun of other students, Destroy or damage college property problematic at college, disrupt curricular and co-curricular activities, act as a pro,

are easily annoyed, they Smoke, they hold weapons. From these statements the respondents which are the teachers of public and private college responded and through this, the results identify that the students with Higher Achievement levels have a Total mean of 3.40 and with the Low Achievement level the total mean is 2.89.

Table 1.1: Always ready to fight

Sr.	Statement	Respondents about Higher Achievement Level					Respondents about Low Achievement Level				
		Level	Frequency	%	Mean	SD	Level	Frequency	%	Mean	SD
1	Always ready to fight	SDA	37	19	3.43	3.08	SDA	31	17	3.06	1.64
		DA	51	27			DA	36	19		
		N	63	34			N	52	28		
		A	30	16			A	52	27		
		SA	6	4			SA	18	9		
		Total	188	100			Total	188	100		

Table 1.1 Indicates that the population consisted of male and female teachers of Government and public sector colleges that are located near Bahawalpur. Two questionnaires were distributed to the population for both high and low levels on which they responded to different questions about both the level in which students are always ready to fight and now the respondents belonging to the Higher Achievement level depict a Mean of 3.43 and a Standard deviation of 3.08 while respondents

with Low achievement level gave a Mean of 3.06 with Standard deviation of 1.64. So, the data shows respondents accept that low academic performers are involved in fights though it is not a differentiating variable. In the comparison of results for both high and low achievers, 34% of respondents are neutral with statements for high achievers and 28% are neutral for low achievers. So, the data reveal that the audience is not clear about this statement.

Table 1.2: Poke and make fun of other students

Sr.	Statement	Respondents about Higher Achievement Level					Respondents about Low Achievement Level				
		Level	Frequency	%	Mean	SD	Level	Frequency	%	Mean	SD
2	Teases and makes fun of other students	SDA	34	18	3.35	3.03	SDA	26	14	2.97	1.57
		DA	52	29			DA	45	24		
		N	57	31			N	40	21		
		A	33	18			A	54	29		
		SA	11	6			SA	22	12		
		Total	187	100			Total	187	100		

Table 1.2 Indicates that the population consisted of male and female teachers of Government and public sector college that are located near Bahawalpur. The target population was given two questionnaires one for high and the other for low achievers, on which they responded to differentiate the questions related to both levels low and high achievers in which they poked and made fun of

others and the respondents belonging to Higher Achievement level depict a Mean 3.35 and Standard deviation of 3.03 while respondents with Low achievement level gave a Mean of 2.97 with Standard deviation of 1.57. So, this study shows that high performers mostly avoid poking or making fun of others while on the other hand, low

performers mostly like to poke or make fun of others.

Table 1.3: Destroys or damages school property

SR.	Statement	Level	Respondents about Higher Achievement Level				Respondents about Low Achievement Level				
			Frequency	%	Mean	SD	Level	Frequency	%	Mean	SD
3	Destroys or damages school property	SDA	42	23	3.59	3.22	SDA	34	19	3.12	1.70
		DA	53	28			DA	37	20		
		N	71	37			N	43	23		
		A	17	10			A	63	33		
		SA	4	2			SA	10	5		
		Total	187	100			Total	187	100		

Table 1.3 Indicates that the population consisted of male and female teachers of Government and public sector colleges that are located near Bahawalpur. The target population was given two questionnaires one for high and the other for low achievers. The respondents belonging to the Higher Achievement level depict a Mean of 3.59 and a

Standard deviation of 3.22 while respondents with a Low achievement level gave a Mean of 3.12 with a Standard deviation of 1.70. So, the results show that the low achievers are more likely to destroy or damage the school equipment as compared to the high achievers.

Table 1.4: Problematic

SR.	Statement	Level	Respondents about Higher Achievement Level				Respondents about Low Achievement Level				
			Frequency	%	Mean	SD	Level	Frequency	%	Mean	SD
4	Problematic	SDA	37	19	3.44	3.11	SDA	20	10	2.83	1.37
		DA	57	31			DA	37	20		
		N	57	31			N	42	22		
		A	28	15			A	74	39		
		SA	9	5			SA	17	9		
		Total	189	100			Total	189	100		

Table 1.4 shows that the targeted audience is the teachers of Government and public colleges around Bahawalpur, and this analysis is about their students with low and high performance who become problematic at school. The respondents belonging to the Higher Achievement level depict

a Mean of 3.44 and a Standard deviation of 3.11 while respondents with a Low achievement level gave a Mean of 2.83 with a Standard deviation of 1.37. So, this analysis shows that low performers boost towards problems at school as compared to higher performers.

Table 1.5: Disrupts curricular and non-curricular activities

SR.	Statement	Level	Respondents about Higher Achievement Level				Respondents about Low Achievement Level				
			Frequency	%	Mean	SD	Level	Frequency	%	Mean	SD
5	Disrupts curricular and non-curricular activities	SDA	32	17	3.43	3.08	SDA	24	12	2.90	1.45
		DA	60	31			DA	34	18		
		N	65	35			N	52	27		
		A	23	12			A	66	34		
		SA	9	5			SA	16	8		
Total	189	100	Total	191	100						

Table 1.5 indicates that the sources' intended audience is school instructors who work in government and private colleges in Bahawalpur, and this analysis is about their kids who have high and poor success levels. The respondents belonging to the Higher Achievement level depict

a Mean of 3.43 and a Standard deviation of 3.08 while respondents with a Low achievement level gave a Mean of 2.90 with a Standard deviation of 1.45. So, the analysis of results shows that high achievers less disrupt the curricular activities than low achievers.

Table 1.6: They act as pro

SR.	Statement	Level	Respondents about Higher Achievement Level				Respondents about Low Achievement Level				
			Frequency	%	Mean	SD	Level	Frequency	%	Mean	SD
6	They act as pro	SDA	25	13	3.11	2.81	SDA	18	9	2.80	1.38
		DA	47	25			DA	43	23		
		N	56	30			N	40	21		
		A	51	27			A	63	33		
		SA	11	6			SA	26	14		
Total	189	100	Total	189	100						

Table 1.6 Indicates that the population consisted of male and female teachers of Government and public sector colleges that are located near Bahawalpur. The target population was given two questionnaires one for high and the other for low achievers. The respondents belonging to the Higher

Achievement level depict a Mean of 3.11 and a Standard deviation of 1.38 while respondents with Low achievement level gave a Mean of 2.80 with a Standard deviation of 1.38. So, the study shows that low-achiever students are inclined towards acting as pro compared to high achievers.

Table 1.7: Is easily annoyed

SR.	Statement	Level	Respondents about Higher Achievement Level				Respondents about Low Achievement Level				
			Frequency	%	Mean	SD	Level	Frequency	%	Mean	SD
7	Is easily annoyed	SDA	21	11	3.11	2.78	SDA	26	14	2.95	1.49
		DA	51	27			DA	32	17		
		N	53	28			N	57	30		
		A	56	30			A	57	30		
		SA	8	5			SA	18	9		
Total	189	100	Total	189	100						

Table 1.7 indicates that the population consists of male and female teachers of public and private sector colleges situated around Bahawalpur. The targeted population has been provided with 2 questionnaires for low- and higher-level performers. The respondents belonging to the Higher Achievement level depict a Mean of 3.11

and a Standard deviation of 2.78 while respondents with a Low achievement level gave a Mean of 2.95 with a Standard deviation of 1.49. So, after comparing the results of both high and low achievers we find that both high and low achievers both inclined to get easily annoyed.

Table 1.8: They Smokes

SR.	Statement	Respondent about Higher Achievement Level					Respondents about Low Achievement Level				
		Level	Frequency	%	Mean	SD	Level	Frequency	%	Mean	SD
8	They Smokes	SDA	39	20	3.41	3.07	SDA	32	17	3.12	1.66
		DA	45	24			DA	38	20		
		N	73	38			N	55	29		
		A	18	10			A	53	28		
		SA	14	7			SA	12	6		
		Total	189	100			Total	189	100		

Table 1.8 indicates that the population consists of male and female teachers of public and private sector colleges situated around Bahawalpur. The targeted population has been provided with 2 questionnaires for low- and higher-level performers. The respondents belonging to the Higher Achievement level depict a Mean of 3.41 and a Standard deviation of 3.07 while respondents

with a Low achievement level gave a Mean of 3.12 with a Standard deviation of 1.66. So, the data shows that both types of students avoid smoking at this young age while as per percentages respondents are confused as 38% of high achievers and 29% of low achievers are neutral to the statement.

Table 1.9: They hold weapons

SR.	Statement	Respondents about Higher Achievement Level					Respondents about Low Achievement Level				
		Level	Frequency	%	Mean	SD	Level	Frequency	%	Mean	SD
9	They hold weapons	SDA	56	30	3.71	3.32	SDA	30	16	3.28	1.78
		DA	41	21			DA	54	28		
		N	76	40			N	57	30		
		A	13	7			A	40	21		
		SA	4	2			SA	9	5		
		Total	189	100			Total	189	100		

Table 1.9 indicates that the population consists of male and female teachers of public and private sector colleges situated around Bahawalpur. The targeted population has been provided with 2 questionnaires for low- and higher-level performers. The respondents belonging to the Higher Achievement level depict a Mean of 3.70

and a Standard deviation of 3.32 while respondents with a Low achievement level gave a Mean of 3.28 with a Standard deviation of 1.78. So, the data reveals that Participants believe both types of students usually stay away from weapons at this young age as 40% and 30% of the respondents remain neutral.

Table 2. Aggressive

	Mean about Higher Achievement Level	Total Mean	Mean about Low Achievement Level	Total Mean
Angry and 'short-tempered'	3.23		2.99	
Is fearless	3.07		2.68	
verbally aggressive and teases other students	3.32		3.03	
blaspheme or rude behave	3.34		3.14	
Is physically aggressive	3.32		2.92	
Insults peers	3.18		3.09	
Argues or fights with peers	3.18	3.21	3.01	2.96
Is hard to handle	3.33		2.88	
disturb and annoy other students	3.21		3.03	
Show physical superiority over others	3.10		3.02	
Bold and outspoken	3.06		2.85	
They order biased favors from other students	3.33		2.89	
Is rigid to other students	3.16		3.00	

Table 2 signifies that high academic performers mostly refuse aggressive behavior while it is likely expected that low academic performers may own aggressive behavior. On the statements like angry and short-tempered, fearless, aggressive and teases others, blaspheme or rude behave, insult peers, fight with peers, hard to handle, annoys other students, show physical superiority, bold and

outspoken, want biased favor from others, eager to find errors and fault and rigid. From these statements, the respondents which are the teachers of public and private colleges responded and through this, the results signify that the students with Higher Achievement levels have a Total mean of 3.21 and with the Low Achievement level the total mean is 2.96.

Table 2.1: Angry and 'short-tempered'

SR.	Statement	Respondents about Higher Achievement Level					Respondents about Low Achievement Level				
		Level	Frequency	%	Mean	SD	Level	Frequency	%	Mean	SD
1	Angry and 'short-tempered'	SDA	31	17	3.21	2.91	SDA	20	10	2.99	1.41
		DA	41	22			DA	44	23		
		N	61	32			N	56	29		
		A	48	25			A	56	30		
		SA	7	4			SA	13	7		
		Total	188	100			Total	188	100		

Table 2.1 indicates that the target audience for the sources is school teachers who are performing their duties in government and Private colleges of Bahawalpur and this analysis is about their students having high achievement levels and low achievement levels in which they easily get angry

and short-tempered and the respondents belonging to Higher Achievement level depict a Mean 3.21 and Standard deviation of 2.92 while respondents with Low achievement level gave a Mean of 2.99 with Standard deviation of 1.4. As per percentages, while comparing the results of both high and low

achievers, 32% of respondents are neutral with the statement for high achievers, and 30% agreed for low achievers. So, data shows low achievers are

inclined towards anger and short-tempered as compared to high achievers.

Table 2.2: Is fearless

SR.	Statement	Respondents about Higher Achievement Level					Respondents about Low Achievement Level				
		Level	Frequency	%	Mean	SD	Level	Frequency	%	Mean	SD
2	Is fearless	SDA	30	16	3.06	2.79	SDA	16	8	2.68	1.22
		DA	35	19			DA	34	18		
		N	57	31			N	38	22		
		A	50	26			A	72	37		
		SA	16	8			SA	28	15		
		Total	188	100			Total	188	100		

Table 2.2 indicates that the population consists of male and female teachers of public and private sector colleges situated around Bahawalpur. The targeted population has been provided with 2 questionnaires for low- and higher-level performers level in which they are fearless and respondents belonging to the Higher Achievement level depict a Mean of 3.06 and Standard deviation

of 2.79 while respondents with Low achievement level gave a Mean of 2.68 with Standard deviation of 1.22. Most participants hold this belief that low academic performers act fearless percentage of 37% while high performers are usually cautious and respondents have given a neutral response of 31%.

Table 2.3: Verbally aggressive and teases others

SR.	Statement	Respondents about Higher Achievement Level					Respondents about Low Achievement Level				
		Level	Frequency	%	Mean	SD	Level	Frequency	%	Mean	SD
3	Threatens other students; is verbally aggressive	SDA	30	16	3.32	2.99	SDA	30	16	3.03	1.65
		DA	57	31			DA	45	24		
		N	57	30			N	38	20		
		A	35	19			A	56	29		
		SA	11	6			SA	22	11		
		Total	190	100			Total	190	100		

Table 2.3 indicates the target audience for the sources is school teachers who are performing their duties in government and Private colleges of Bahawalpur. Higher Achievement levels depict a Mean of 3.32 and a Standard deviation of 2.99 while respondents with Low achievement levels gave a Mean of 3.03 with a Standard deviation of

1.65. While comparing the Participants' opinion that verbal aggressiveness is usually not found in many students at this age 29% agree to it however high achievers are not likely to be aggressive or found involved in threatening behavior as per 31% of the participants.

Table 2.4: Blaspheme or rude behave

SR.	Statement	Level	Respondents about Higher Achievement Level				Respondents about Low Achievement Level				
			Frequency	%	Mean	SD	Frequency	%	Mean	SD	
4	Blaspheme or rude behave	SDA	34	18	3.34	3.01	SDA	38	20	3.14	1.73
		DA	51	27			DA	36	19		
		N	60	31			N	47	25		
		A	38	20			A	56	29		
		SA	7	4			SA	14	7		
		Total	190	100			Total	190	100		

Table 2.4 indicates that the target audience for the sources is school teachers who are performing their duties in government and Private colleges of Bahawalpur and this analysis is about their students having high achievement levels and low achievement levels. Higher Achievement levels depict a Mean of 3.34 and Standard deviation of 3.01 while respondents with Low achievement

levels gave a Mean of 3.14 with a Standard deviation of 1.73. Most of the respondents think that both low and higher achievers avoid blaspheme. While comparing the results of both high and low achiever low achiever students are inclined towards blaspheme or rude behavior as compared to the high achiever students.

Table 2.5: Is physically aggressive

SR.	Statement	Level	Respondents about Higher Achievement Level				Respondents about Low Achievement Level				
			Frequency	%	Mean	SD	Frequency	%	Mean	SD	
5	Is physically aggressive	SDA	27	14	3.32	2.96	SDA	20	10	2.92	1.41
		DA	52	28			DA	34	18		
		N	75	40			N	64	33		
		A	27	14			A	56	30		
		SA	9	5			SA	16	8		
		Total	189	100			Total	189	100		

Table 2.5 indicates that the target audience for the sources is school teachers who are performing their duties in government and Private colleges of Bahawalpur and this analysis is about their students having high achievement levels and low achievement levels. Higher Achievement levels

depict a Mean of 3.32 and Standard deviation of 2.96 while respondents with a Low achievement level gave a Mean of 2.92 with a Standard deviation of 1.41. So, the data expose that low achievers are inclined more physically aggressive than high achievers.

Table 2.6: Insults peers

SR.	Statement	Level	Respondents about Higher Achievement Level				Respondents about Low Achievement Level				
			Frequency	%	Mean	SD	Frequency	%	Mean	SD	
6	Insults peers	SDA	14	7	3.18	2.83	SDA	28	15	3.09	1.64
		DA	65	34			DA	48	25		
		N	67	36			N	40	22		
		A	25	13			A	62	32		
		SA	18	9			SA	12	6		
		Total	189	100			Total	189	100		

Table 6 indicates that the population sampled consisted of male and female instructors from government and private colleges in the Bahawalpur area. Higher Achievement levels depict a Mean of 3.18 and a Standard deviation of 2.83 while

respondents with a Low achievement level gave a Mean of 3.09 with a Standard deviation of 1.64. While comparing results data shows low achiever students boost more to insult peers as compared to high achievers.

Table 2.7: Argues or fights with peers

SR.	Statement	Respondents about Higher Achievement Level					Respondents about Low Achievement Level				
		Level	Frequency	%	Mean	SD	Level	Frequency	%	Mean	SD
7	Argues or fights with peers	SDA	23	12	3.18	2.83	SDA	34	18	3.01	1.61
		DA	46	24			DA	34	18		
		N	70	38			N	40	21		
		A	41	21			A	64	35		
		SA	9	5			SA	16	8		
		Total	189	100			Total	188	100		

Table 2.7 indicates that the population sampled consisted of male and female instructors from government and private colleges in the Bahawalpur area. The respondents belonging to the Higher Achievement level depict a Mean of 3.18 and a Standard deviation of 2.83 while respondents with a Low achievement level gave a Mean of 3.01 with

a Standard deviation of 1.61. While comparing the results of both high and low achievers, 38% of respondents are neutral with the statement for high achievers and 35% agree for low achievers. So, the data expose that low achiever students are inclined towards arguing with others as compared to the high achiever students.

Table 2.8: Is hard to handle

SR.	Statement	Respondents about Higher Achievement Level					Respondents about Low Achievement Level				
		Level	Frequency	%	Mean	SD	Level	Frequency	%	Mean	SD
8	Is difficult to control	SDA	28	15	3.31	2.97	SDA	18	9	2.88	1.39
		DA	53	28			DA	42	22		
		N	65	35			N	48	25		
		A	38	20			A	65	35		
		SA	4	2			SA	16	8		
		Total	188	100			Total	188	100		

Table 2.8 indicates that the population sampled consisted of male and female instructors from government and private colleges in the Bahawalpur area. The respondents belonging to the Higher Achievement level depict a Mean of 3.31 and a

Standard deviation of 2.97 while respondents with a Low achievement level gave a Mean of 2.88 with a Standard deviation of 1.39. So, the analysis shows in data that low achievers are difficult to control as compared to high achievers.

Table 2.9: Disturb and annoys other students

SR.	Statement	Level	Respondents about Higher Achievement Level				Respondents about Low Achievement Level				
			Frequency	%	Mean	SD	Frequency	%	Mean	SD	
9	Disturb and annoy other students	SDA	21	11	3.21	2.87	SDA	26	14	3.03	1.59
		DA	55	29			DA	44	23		
		N	67	37			N	48	27		
		A	32	17			A	50	26		
		SA	12	6			SA	20	10		
		Total	187	100			Total	187	100		

Table 2.9 indicates that the population sampled consisted of male and female instructors from government and private colleges in the Bahawalpur area. The respondents belonging to the Higher Achievement level depict a Mean of 3.21 and a Standard deviation of 2.87 while respondents with

a Low achievement level gave a Mean of 3.03 with a Standard deviation of 1.59. So, the data shows that low achiever students move towards Disturbs and annoying other students compared to the high achiever students.

Table 2.10: Show physical superiority over others

SR.	Statement	Level	Respondents about Higher Achievement Level				Respondents about Low Achievement Level				
			Frequency	%	Mean	SD	Frequency	%	Mean	SD	
10	Show physical superiority over others	SDA	23	12	3.10	2.77	SDA	32	17	3.02	1.61
		DA	37	19			DA	36	19		
		N	80	44			N	43	24		
		A	32	17			A	60	31		
		SA	16	8			SA	18	9		
		Total	188	100			Total	188	100		

Table 2.10 indicates that the population sampled consisted of male and female instructors from government and private colleges in the Bahawalpur area. The respondents belonging to the Higher Achievement level depict a Mean of 3.10 and a Standard deviation of 2.77 while respondents with

a Low Achievement level gave a Mean of 3.02 with a Standard deviation of 1.61. So, the data shows that low achiever students show physical superiority over others as compared to the high achiever students.

Table 2.11: Bold and outspoken

SR.	Statement	Level	Respondents about Higher Achievement Level				Respondents about Low Achievement Level				
			Frequency	%	Mean	SD	Frequency	%	Mean	SD	
11	Bold and outspoken	SDA	21	11	3.06	2.72	SDA	22	11	2.85	1.41
		DA	41	21			DA	40	21		
		N	63	34			N	34	19		
		A	55	29			A	76	40		
		SA	9	5			SA	18	9		
		Total	189	100			Total	189	100		

Table 2.11 indicates that the population sampled consisted of male and female instructors from government and private colleges in the Bahawalpur area. The respondents belonging to the Higher Achievement level depict a Mean of 3.06 and a Standard deviation of 2.72 while respondents with a Low achievement level gave a Mean of 2.85 with

a Standard deviation of 1.41. While comparing the results of both high and low achievers, 34% of respondents were neutral with the statement for high achievers, and 40% agreed for low achievers. So, the data expose that low achiever students act quickly without thinking as compared to the high achiever students.

Table 2.12: They ordered biased favors from others

SR.	Statement	Level	Respondents about Higher Achievement Level				Respondents about Low Achievement Level				
			Frequency	%	Mean	SD	Frequency	%	Mean	SD	
12	They demand unfair help from other students	SDA	28	15	3.33	2.98	SDA	30	16	2.89	1.46
		DA	53	28			DA	26	14		
		N	66	37			N	39	23		
		A	32	17			A	78	41		
		SA	7	4			SA	13	7		
	Total	186	100		Total	186	100				

Table 4.12 indicates that the population sampled consisted of male and female instructors from government and private colleges in the Bahawalpur area. The respondents belonging to the Higher

Achievement level depict a Mean of 3.33 and a Standard deviation of 2.98 while respondents with a Low achievement level gave a Mean of 2.89 with a Standard deviation of 1.46.

Table 2.13: Eager to find faults and errors

SR.	Statement	Level	Respondents about Higher Achievement Level				Respondents about Low Achievement Level				
			Frequency	%	Mean	SD	Frequency	%	Mean	SD	
13	Eager to find faults and errors of others	SDA	12	6	3.08	2.71	SDA	18	9	2.98	1.45
		DA	54	29			DA	46	25		
		N	70	37			N	46	24		
		A	42	22			A	72	37		
		SA	11	6			SA	8	4		
	Total	189	100		Total	189	100				

Table 2.13 indicates that the population sampled consisted of male and female instructors from government and private colleges in the Bahawalpur area. The respondents belonging to the Higher Achievement level depict a Mean of 3.08 and

Standard deviation of 2.71 while respondents with Low achievement level gave a Mean of 2.98 with Standard deviation of 1.45. So, the data expose that low achievers keen to find mistakes in others as compared to the high achiever students.

Table 2.14: Is rigid to other students

Sr.	Statement	Level	Respondents about Higher Achievement Level				Respondents about Low Achievement Level				
			Frequency	%	Mean	SD	Frequency	%	Mean	SD	
14	Is rigid to other students	SDA	25	13	3.16	2.84	SDA	26	14	3.00	1.52
		DA	46	24			DA	36	19		
		N	67	36			N	52	28		
		A	37	19			A	64	33		
		SA	14	7			SA	12	6		
		Total	189	100			Total	189	100		

Table 2.14 indicates that the population consists of male and female teachers of public and private sector colleges situated around Bahawalpur. The targeted population has been provided with 2 questionnaires for low- and higher-level performers in which they are rigid to other students. The respondents belonging to the Higher Achievement level depict a Mean of 3.16 and a Standard deviation of 2.84 while respondents with a Low achievement level gave a Mean of 3.00 with a Standard deviation of 1.52. So, the result shows that low achiever students are rigid as compared to high achiever students.

Discussion

The result of this study gives guidance to teachers related to deficiencies of their students in academic performance. In (2020) Akpan wrote in his research that the environment of academic institutes has a significant role in the educational development of students. He also researched college pupils that colleges with all the basic equipment and competent faculty members brought shining and creative minds. This type of college brought the highest results in academic activities. Likewise, colleges with less equipment and teachers with a lack of competence slow down the energy of doing something beyond and this environment distracts students’ attention from achieving higher academic scores. Research on undesirable social skills and their relationship to academics is available, therefore, this study shall open new pathways or directions towards this title of education. Knowledge of all the associated factors can give a complete awareness of undesirable social skills and relationships. Kayıkçı (2009) explains that bullying, shouting, abusive language, disobeying the rules, no

observance of discipline, an unhealthy classroom environment, and disobeying of teachers are included in undesirable social skills and these types of behaviors lead to more unpleasant attitudes. Polsgrove (n.d.) shed light on the abnormal and normal social behavior of college students. Aggressiveness and disruptive behavior are considered abnormal behavior and also a problem for society. He further explained that socially abnormal and normal behaviors are the two sides of the same coin and he further said the presence of one removes the other social behavior. Undesirable social skills affect students’ achievements according to the results students with low academic performance do not pay attention to their studies and they cheat on homework, school, and examinations and students with social issues score low grades. According to the results, low achievers possess undesirable social skills and this kind of behavior is not socially acceptable. According to Soto-Icaza (2015), desired social skills include respect for others, helping for others, kindness, loving and calmness these are acceptable social skills. According to the results educational career of a student academic achievements are the basic step that leads towards higher achievements and success (Kassarnig 2018).

Conclusion

The first part of the tool was about destructive behaviors of the students as a subcategory of undesired social skills. Destructive behaviors were subcategorized in, ready to fight, poke and make fun of others, destroy school property, problematic, disrupt activities, act as a pro, easily annoyed, smoke, and hold weapons. It was discerned from the results that destructive behavior was not

associated with any of the high or low academic achievement holders.

In the second part of the tool, teachers were asked about aggressiveness of students as a subcategory of undesired social skill. Aggressiveness was further subcategorized into short-tempered, fearless, verbally aggressive, teasing others, physically aggressive, insulting peers, arguing unnecessarily, hard to handle, disturbs and annoying, showing physical superiority, bold and outspoken, biased favors, eager to find faults and error, and rigid. It was concluded that high academic achievers were found less aggressive. Although, it was found that low academic achievers were a bit involved in aggressive behaviors.

In the questionnaire, teachers were asked how destructive and aggressive undesired social behavior affects students' academic achievements categorized into acting as pro, outspoken, getting into fights, holding weapons, smoking, disrupting curricular activities, etc. It was witnessed from the results that teachers disagreed that high academic performers were destructive and aggressive while at the same time teachers remained neutral to the fact that low academic performers were destructive and aggressive. However both of the unsocial behaviors affect the academic achievements of the students.

Recommendations

After the findings of the study following recommendations are made.

1. Skills that are listed in the questionnaire are very related to the domestic environment so, parents need to be very careful in developing such habits in their children that bring undesirable social skills when they grow up. The children should be raised in a healthy environment with love and care so that they avoid the direction that leads toward undesirable social skills.
2. Teacher also plays a vital role when undesirable social behavior comes among students. Teachers can point out the students or know the cause that led them to destruction or aggressiveness. Teachers should give equal attention to low and high-achieving students; a small gesture of kindness or little attention might boost their confidence. A little effort or

some attention-seeking activities in class can improve the achievements of low performers.

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