

Relationship between Social Behaviour and Academic Performance of Students at Secondary Level in Khyber Pakhtunkhwa

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Abstract

The study explored views of teachers about relationship between social behaviour and academic performance. The objectives of the study were to examine the effects of social behaviour on academic performance; compare academic results of students with social behaviour; investigate the importance of social behaviour on academic performance; and, suggest what necessary steps should be taken to improve the academic performance and social behaviour. The study was conducted in 15 schools which were randomly selected. In the study design, the students of 9th grade have been categorized as high achievers, average and below average from both streams i.e. science and arts. A questionnaire consisting of 25 items, was developed as research instrument of the study. The data were collected, tabulated, interpreted and statistically analyzed. Conclusions were drawn on the basis of data analysis. The study recommended that the social behaviour and academic performance were equally valued.

Keywords: Social competence, academic performance, social behaviour, learning

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Introduction

Education in its general sense is a form of learning in which the knowledge, skill and habits of people are transferred from one generation to the next through teaching training or research (Jaafar, 2008). Academic achievements or performances are the outcome of education. Academic achievement is commonly measured by examinations or continuous assessments but there is no general agreement on how it is best tested or which aspect is most important procedural knowledge such as facts. Generally the examinations are held for promotion to the next grade. The examination system is the only key to achieve the goals which are decided on explicit time, for specific purposes, within stipulated time period by an institution (Crespo, 2010).

Teachers, students and books are the basic pillars of education. Education brings positive changes in society. Through education teacher guides the student to the right path. The students work in peers in school and learn curricular and co-curricular activities. Every individual is different from others (cognitive, habits etc). These differences create changes in personality, academic and social performances.

Academic Performance

Academic performance or school outcome is the product of student's achievements at specific institution, for specific time duration, under a specific guideline of a leader to a right motive. The academic performance can be best checked or judged by different ways according to the mental level of students like observations, test and examinations. The primary level student's academic performance is usually checked by observations. While the examinations and tests are best way to check the academic performance or academic understanding in high classes. These written tests or examinations are known as home exams because it is conducted by school administration. In Pakistan annual system of examination is used to upgrade or degrade the students so if a student is intelligent but did not attend the annual exam will be left in same class till he/she succeed in the exam (Poropat, 2009).

Students learn in schools and institutions, their records are kept and this record is called academic performance and academic outcome. The student works under the supervision of a teacher, in a selected place, for selected time duration and their performance is measured by exams. This process is known as the academic performance. The learners choose the

best institution to perform well or get academic excellence. The formal study of learner starts in schools. In school the learner learns various things along with technical, arts, literacy etc and in high grades they get maturity to select a specific profession. The learner wears a specific uniform for uniformity, therefore the uniform or dress is called the academic dress. The learner learns a specific subject so, it is called academic course (Wolgast, 2009).

Academic Achievement

Academic activities are usually measured by test/examination or by assessments. But it is not verified that which one method is the best for testing the students reading, learning and behaving. In California, the achievements of school are measured by the Academic Performance Index. Individuals have different mental level, interest, atmosphere which linked to difference in intelligence and personality. A Recent Meta Analyses suggested “mental curiosity” has an important influence on academic achievements. Early academic achievement enhances later academic achievements. Parents academic socialization research describes the way that how parents influence students academic achievements. The way of student’s interest, skills, reading habits, behaviour etc are the outcome/reflection of parent’s academic socialization. The parents play vital role in child academic socialization. At first stage of her/his life the children learn languages which help him/her to adjust and fulfill the academic expectations. Physical activity and language plays a vital role in best academic environment because sound body have sound mind and language is a tool for learning and expressing feelings/ knowledge. Exercise specifically increase executive brain functions such as attention, working memory, and motivation (Farooq, 2011).

Academic goals can be easily achieved only when the students feel safe, engaged and respected. The environment such as social, emotional, ethical and educational (academic achievement) creates a climate for learning and participating in democracy and well-being. High quality character education leads to academic achievements. Education or academic achievements and character education are co related. When the students are highly motivated towards a topic or they realized the good things by their inner satisfaction, they became good at every field of life as they feel good to do well. Their curiosity increase and pursue them to do well. But when they feel/find something difficult, they lose their way of interest, they became anxious and hesitated. The hesitation leads them

to leave the academic performance. But it is also a fact that sometimes students learn more due to stress. Sometimes the students take difficulty as challenges and get courage to solve difficult task but sometime the students take stress and they lose heart which may be reflected in social behaviour and failure in academic performance (Núñez, 2005).

The academic performance is a dependent variable. It is highly influenced by many factors such as interest, teaching methodology, schooling, age, home and society environment, trends and issues etc. Gratez (1995) “the success of students in academic performance is based on the social status of students' parents or caretaker in the society” Considine and Zappala (2002) recommended that the social and income status of parents affects the academic performance (test score or examination result) (Khoshaba, 2009).

According to Minnestoa (2007) “the higher education performance is depending upon the previous academic performance”. Durden and Ellis quoted Staffolani and Bratti, (2002) observed that the dimension of students previous educational outcomes are the most important indicators of students future achievement, this refers that as the higher previous appearance will bring better results in future. The researchers has studied time to time, their findings or achievements or results are that students efforts, motivations, previous study/learning family income and background, learning achievements affects greatly the student's academic career and performance. The essential learning provide base for high stage learning. It is scientifically proved that those students who performed well in starting classes of their studies will perform better in future academic years. From the last two decades it has been noticed significantly that there is great addition in search literature and review material relating to indicators of academic achievement with much emphasis in this dialogue. The traditional achievements measure academic performances are best determinates of future academic gain at University or higher level or innovate measures. However, it is also observed that many of the researchers are not agree with this view point or statements. Reddy and Talcott (2006) looks disagree or against the above theories. Their findings are that at every stage a student's performance is change sometimes their performance is affected by institution and sometimes by many other causes (Huws, 2006).

According to Dewey (1926) “Education is a continuous process of experiencing and revising or non-revising experience, it is the development of all those capabilities/ capacities in individual which enables him /her to control his environment is very much necessary for a fruitful learning experience. The child spends most of his time in school

and her/his environment is exerting a difference through curriculum, teaching techniques, relationship. They are the agents of social change and transformation. Environment plays vital role in development of personality of students. As students spend most of his life time at school, the school environment is highly responsible for bringing changes in a child (Weiss, 2005).

Education brings positive change in society. People expect that educated people should be well behaved. Although the ratio of literacy is increasing day by day but positive change in behaviour or social behaviour is not improved to desired extent. The teachers are having the opinion that public schools are overcrowded and having fewer facilities. Therefore the behavioural problems are usually neglected. The researcher wanted to examine the relationship of social behaviour and academic performance.

Effects of Social Behaviour on Academic Performance

Kweiga (2002), Portes and Macleod (1996) stated that school background affects the academic performance of a child. They also argue that the student's success in College or University depends on achievements of high schools. The social behaviour is affected by the environment and the institutions transform their knowledge through text, teacher student learning process which can be reflected by the student's academic performance (output), and the academic achievement is a mirror or reflection of teaching methodology and students' learning outcomes. Sentem (2003) findings are that schools are social institution where the students can learn from teachers, book, and classmates, even from classroom and school environment. School background has great influence on child's academic performance and social behaviour (Kyoshaba, 2009).

Change in Factors Affects Academic Performance

Robbius (1980) findings are that change in factors in specific organization impacts the overall organization system components. Therefore, the input must fulfill the desired objectives (Saleemi, 1997). Robbius (1980) suggested that system must cooperate to fulfill or achieve the desired goals. Oso and Onen (2005) recommend that strong relationship among parts of system had great influence. Therefore, all the components of school value each other accordingly (Kyoshaba, 2009).

Facility Effects on the Academic Performance

The academic performance is based on course (content), teaching methodology, facilities, management and methodologies etc. If a student get education in such an institution where facilities (library, proper ventilation, lighting and seating arrangement, system etc) text (according to the needs of day today life, can meet the challenges of national and international level) the organization and management of school (given time, objectivity, importance, activities etc) the students' academic performance will be at the best stages. But if there are less facilities the students might make accuses or remain lazy and less interested (Galster, 2012).

Planning Effects on Social Behaviour and Academic Performance

The teacher plan, design activities etc. before going to classroom. In this way the teacher became more confident to teach with different methodologies and make a topic easy for students. The prior planning also helps a teacher to improve social behaviour because planning also help to control and manage classroom and engage students in productive way.

Visualization Effects on Social Behaviour and Academic Performance

The visualization is an affective and interesting way to teach a child. It can also be used to bring positive change in a student social behaviour. The visualization affects better on academic performance as will because it helps to make a mind map, motivate and realize to learn. Visualization is a source of life long and effective learning (Lee, 2006).

Stress Effects on Social and Academic Performance

Stress is necessary for achievements. If students or teachers did not take stress they can't achieve the desired goal. But some people left a tough job or hard work because they became frustrated, hyper and show attitude etc. So, the stress will be like dose of energy for doing work (Zajacova, 2005).

Rewards Effects on Social and Academic Performance

Rewards are very important for improving academic and social behaviour. Allah has told in Holy Quran that I will reward to those who fulfill my orders and will punish those who will deny me. Everyone likes praise and students try to make good his/her social behaviour and academic performance to get rewards (Horner, 2005).

Methodology

A descriptive and survey research methodology was adopted in carrying out this study. The procedures focused on the social behaviour and performance. The survey method was appropriate to explore the problem.

Choice of Setting

In the present study, a school setting was chosen to examine teachers' opinions about social behaviour and academic performance in female public secondary schools in Khyber Pakhtunkhwa. In this study, the main subjects were the teachers.

Sample

Purposive sampling technique was used for collection of data from desired schools. On the basis of academic performance, the students were selected as a higher achiever, average achiever and below average for sampling of study.

The criteria

- High achiever was (65% to 95%) marks
- Average achiever (50% to 64%) marks
- Below average (35% to 49%) marks

The students were selected purposively from public schools. The detail of students is:

Total no of schools =15

Total no of high achievers in Science group=15

Total no of average achiever in Science group=15

Total no of below average achievers in Science group=15

Total no of high achievers in Arts group=15
Total no of average achievers in Arts group=15
Total no of below average achievers in Arts group=15
Total no of students=90
Total no of Science students= (15x3=45)
Total no of Arts students= (15x3=45)

Instruments

The data collection tool was a structured questionnaire. Questionnaire was designed for teachers, but the basic contents focussed on the main problem of social behaviour and academic performance. In addition, personal observations and experiences of the teachers were assessed to discover their specific factors and their impact on them.

Data Collection

Social behaviour is the response of others behaviour or actions and reactions. The researcher took different aspects of student's responses as social behaviour. Like response or dealing in favour and against situation, aggression, proudest, control of emotions, guilt for failure, response on social behaviour etc.

The researcher personally visited the schools to collect the data from selected schools for example a student was selected as high achiever according to previous annual exam as her result was among (60% to 85%) but in 9th grade result she scored (55%) marks so, the researcher used the latest annual result as academic performance and compared it with social behaviour of selected learner.

The data of social behaviour was properly collected through well designed questionnaire, consisting 25 items, distributed among the selected female public schools teacher of 9th grades. The teachers of female public schools provided time and showed personal interest to give accurate results about social behaviour of grade 9 learners while final results of academic performance of proposed students were also granted by the class teachers.

Analysis of Data

The procedure for the data collection and analysis was carried out as that the data collected by means of questionnaires form the randomly

selected female teachers at the selected schools were analyzed by applying statistical formulae. Comparison of the response frequency was made by percentages for demographic profile. Sampling error was calculated to judge the adequacy of the sample.

Moreover, for further analysis descriptive statistics like Mean Differences, Percentages etc. were applied. Findings, conclusions and recommendations were made.

Results

Table 1

Students Show Integrity at Time of Unwanted Situation

Sr.	Subject category	Student category	Responses		Academic performance
			Good	Satisfactory	
1	Science	High achiever	66%	33%	67%
		Average achiever	66%	33%	63%
		Below average achiever	46%	53%	62%
2	Arts	High achiever	86%	13%	51%
		Average achiever	42%	53%	50%
		Below average achiever	40%	60%	44%

The above table shows that among science students, the high achievers and average achievers students showed (66%) good behaviour while the academic performance was (67%), (63%) respectively and below average students showed (46%) good social behaviour and academic performance was (62%). In comparison, arts students high achiever shows (86%) good behaviour while academic performance was (51%), average and below average students good behaviour was (40%) while academic performance was (50%) and (44%) respectively.

Table 2
Students Feel Proud at Time of Success

Sr.	Subject category	Student category	Responses		Academic performance
			Good	Satisfactory	
1	Science	High achiever	73%	26%	67%
		Average achiever	80%	20%	63%
		Below average achiever	71%	28%	62%
2	Arts	High achiever	80%	20%	51%
		Average achiever	42%	53%	50%
		Below average achiever	40%	60%	44%

The above table shows that among science students, the high achievers showed (73%) good behaviour while the academic performer was (67%), the average students showed (80%) good social behaviour but academic performance was (63%) , below average students showed (71%) good social behaviour and academic performance was (62%). In comparison, arts section high achievers showed (80%) good social behaviour and academic performance (51%), average and below average students showed (40%) good behaviour while academic performance was (50%) and (44%) respectively.

Table 3
Students Preserve Emotions

Sr.	Subject category	Student category	Responses		Academic performance
			Good	Satisfactory	
1	Science	High achiever	66%	33%	67%
		Average achiever	66%	33%	63%
		Below average achiever	35%	64%	62%
2	Arts	High achiever	53%	46%	51%
		Average achiever	42%	53%	50%
		Below average achiever	66%	33%	44%

The above table shows that among science students, the high achievers and average students showed (66%) good behaviour while the academic performer was (67%) and (63%) respectively and below average students showed (35%) good social behaviour and academic performance was (62%). In comparison, arts section high achievers showed (53%) good social behaviour and academic performance was (51%), average students showed (42%) good behaviour and academic

performance was (50%) while below average students showed (66%) good social behaviour and academic performance was (44%).

Table 4

Cooperative to Her Classmates

Sr.	Subject category	Student category	Responses		Academic performance
			Good	Satisfactory	
1	Science	High achiever	86%	13%	67%
		Average achiever	80%	20%	63%
		Below average achiever	50%	50%	62%
2	Arts	High achiever	80%	20%	51%
		Average achiever	42%	53%	50%
		Below average achiever	60%	40%	44%

The above table shows that among science students, the high achievers showed (86%) good in social behaviour and academic performance was (67%), average students showed (80%) good behaviour and the academic performance was (63%), while below average students showed (50%) good social behaviour and academic performance was (62%). In comparison, arts section high achievers showed (80%) good social behaviour and academic performance (51%), average students showed (42%) good behaviour and academic performance is (50%) while below average students showed (60%) good social behaviour and academic performance is (44%).

Table 5

Lose Temper at Time of Unwanted Situation

Sr.	Subject category	Student category	Responses		Academic performance
			Good	Satisfactory	
1	Science	High achiever	73%	26%	67%
		Average achiever	40%	60%	63%
		Below average achiever	42%	57%	62%
2	Arts	High achiever	33%	66%	51%
		Average achiever	35%	64%	50%
		Below average achiever	60%	40%	44%

The above table shows that among science students, the high achievers showed (73%) good behaviour while academic performance was (67%), the average achievers showed (40%) social behaviour while

academic performance was (63%) and below average students showed (42%) good social behaviour and academic performance is (62%). In comparison, arts section high achiever students showed (33%) good behaviour while academic performance was (51%), the average learner's good social behaviour was (35%) and academic performance was (50%) and below average student showed good behaviour was (60%) while academic performance was (44%).

Table 6

Intelligent but Naughty Students

Sr.	Subject category	Student category	Responses		academic performance
			Good	Satisfactory	
1	Science	High achiever	93%	7%	67%
		Average achiever	33%	66%	63%
		Below average achiever	33%	66%	62%
2	Arts	High achiever	73%	26%	51%
		Average achiever	46%	54%	50%
		Below average achiever	46%	54%	44%

The table shows that among science students, the high achievers showed (93%) good behaviour while the academic performance was (67%) but average and below average students showed (33%) good social behaviour and academic performance was (63%) and (62%) respectively. In comparison, arts section high achiever showed (73%) good behaviour and academic performance was (51%), while average and below average student good behaviour was (46%) and academic performance was (50%), (44%) respectively.

Table 7

Problematic and Hard Working

Sr	Subject category	Student category	Responses		Academic performance
			Good	Satisfactory	
1	Science	High achiever	40%	60%	67%
		Average achiever	60%	40%	63%
		Below average achiever	50%	50%	62%
2	Arts	High achiever	40%	60%	51%
		Average achiever	50%	50%	50%
		Below average achiever	40%	60%	44%

The above table shows that among science students, the high achievers showed (40%) good behaviour while the academic performer was (67%), the average students showed (60%) good social behaviour and academic performance is (63%) while below average good behaviour was (50%) and academic performance (62%). In comparison, arts section high achievers and below average students showed (40%) good behaviour and academic performance was (51%) and (44%) respectively while average student good behaviour was (50%) and academic performance was (50%).

Table 8

Showing Patience and Grace at Time of Difficulty

Sr	Subject category	Student category	Responses		Academic performance
			Good	Satisfactory	
1	Science	High achiever	40%	60%	67%
		Average achiever	26%	73%	63%
		Below average achiever	28%	64%	62%
2	Arts	High achiever	33%	66%	51%
		Average achiever	57%	42%	50%
		Below average achiever	73%	26%	44%

The table shows that among science students, the high achievers showed (40%) good behaviour while the academic performer was (67%), the average students showed (26%) good social behaviour and academic performance was (63%), while below average good behaviour was (26%) and academic performance (62%). In comparison, arts section high achievers were (33%) and academic performance was (51%), average students showed (57%) good behaviour and academic performance was (50%) and below average students behaviour was (73%) and academic performance (44%).

Conclusion and Implications

The current study described the context of social behaviour and its impact on the achievement of secondary female students. These contextual data helped to identify and analyze the opinions of teachers. As reviewed, this study is the first step to reveal the relationship of social behaviour with students' achievement. In this regard the following points may be valued for the best solution of the problem:

- The good academic performer does not feel proud at time of success while the below average learners feel proud at time of success.
- The good and below average students do not preserve emotions at time of success while average learners preserve emotions at time of success or failure.
- Students are cooperative to each other.
- The high and below average students lose temper at unwanted situations while the average students preserve emotions.
- Students are regular and punctual although their academic performance is high, average and low.
- The good academic performers (high achievers) are intelligent but naughty average and below average students were neither naughty nor intelligent.
- Hard working students are not problematic and problematic students are not hard working. Students participate in curricular and cocurricular activities.
- The low academic performers are shy personalities while the high achievers are confident.
- The high achievers show patience and grace at time of difficulty while low academic performers do not show patience and grace at unwanted situations.
- Students are deeply concerned with others' feelings.
- Students show patience and grace at unwanted situations.
- The high and low academic performer show aggressive and in appropriate emotions at unwanted situations.
- Students feel sympathy for others.
- The good and average academic performers are optimistic while below average students are pessimistic.
- Students have showed self-control at unwanted situations.
- Good academic performers do not interfere in others' affairs while the average and below average students interfere in others' affairs.
- Good academic performer worked with firmness while below average students did not show firmness.
- Good and average academic performer feel empathy for others misfortune while the below average students do not feel empathy for others misfortune.
- Good and average academic performers promote classmates in encouraging way while the below average students do not promote classmates in encouraging way.

- Students have showed great unity. They are fond of covering mistakes of each other.
- The high and average achievers do not blame others for their failure while below average academic performs.
- The high and average students complete their task in given task while the below average students do not complete work at given time.
- The participation of parents in social and academic performance is necessary. Therefore, proper counseling may ensure their participation.
- The home environment and families support highly influence the social and academic performance of students. Therefore, the environment needs to be made good to improve social and academic performance.
- Students may be encouraged and well trained to face the difficult and unwanted situations. Good study habits especially good, interesting and informative books may be preferred to improve the academic performance and social behaviour of students.
- Praising and rewards play vital role in improving social behaviour and academic performance. Therefore, appreciation for doing good and punishments for doing wrong are also necessary.
- Teachers are role models therefore they have to focus on improving social behaviour and academic performance of students. The students need to be motivated about the heroes, legends, high achievers that they may get inspiration and try to do something great.

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