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Effect of Teaching Behaviour Change in Secondary Level Education Children: A Comprehensive Review

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ABSTRACT

To explore effectiveness of the learning behaviour in Secondary level of children in Nepal. This research adopted the process of scientific review as Meta synthesis to get solution of effectiveness of the learning behaviour in secondary level of children in Nepal as pragmatic research philosophy. The researcher attempts In-depth archival analysis followed by an intensive review would be strategies adopted during the scientific review. Depending on the nature of the availability of data, qualitative and quantitative research approaches would be effective. The review was systematically conducted through the collection of research papers along with reports and data's. Student conduct influences community perception, teacher effectiveness and wellbeing, as well as the academic success of all students. When students are involved, they learn more, which has the greatest effect on student learning. Instruction is required to cultivate 21st century student skills, including in-depth mastery of challenging material, critical thinking, complex problem-solving, effective communication and collaboration, and self-directed learning. Student conduct influences community perception, teacher effectiveness and wellbeing, as well as the academic success of all students. When students are involved, they learn more, which has the greatest effect on student learning.

Keywords: teaching, behaviour change, secondary level, education

Introduction

According to Dash and Venkatachalam (2016) summarized Psychological and socio-cultural perspectives of learning have been discussed in this course. Various theoretical constructs of learning which will help you to identify the appropriate learning strategies for facilitating construction of knowledge have been analysed critically. This course will help you in analysing the complex nature of teaching learning process and understanding various dimensions of teaching-learning process. Course will explain role of a teacher as a professional as well as a facilitator for learning, as an innovator and an action researcher.

According to department of education, England where behaviour is poor, pupils and staff can suffer from issues as diverse as lost learning time, child-on-child abuse, anxiety, bullying, violence, and distress. It can cause some children to stay away from school, missing vital learning time.

Parents and pupils recognise managing behaviour well as one of the top priorities for schools (Department of Education, England, 2024).

According to Basha Krasnof "teachers of teachers" developed systems of instructional delivery based on what the research told them about racially, ethnically, culturally, and linguistically diverse students. For them, cultural congruity had to be deeply embedded in any teaching practice; therefore, they recommended training teachers in instructional techniques matched to the diverse learning styles of their students. Gay (2002) made the case for preparing teachers with culturally responsive knowledge, attitudes, and skills during pre-service education programs to improve the school success of diverse students. Through proper training, teachers learn to bridge the gap between instructional delivery and diverse learning styles and establish continuity between how diverse students learn and communicate and how the school approaches teaching and learning (Kransof, 2016).

According to Philippine Professional Standards for Teachers recognize the importance of mastery of content knowledge and its interconnectedness within and across curriculum areas, coupled with a sound and critical understanding of the application of theories and principles of teaching and learning. They apply developmentally appropriate and meaningful pedagogy grounded on content knowledge and current research. They display proficiency in Mother Tongue, Filipino and English to facilitate the teaching and learning process, as well as exhibit the needed skills in the use of communication strategies, teaching strategies and technologies to promote high-quality learning outcomes (Republic of Phipines Department of Education, 2017).

According to Arlinghaus and Johnston (2018) all education supports behavioural change. Education is a broad term that encompasses the process of obtaining general knowledge, personal awareness, and skills training. Although not sufficient, education is a necessary component for behaviours change. This article outlines the role of education in behaviour change and offers practical suggestions for how clinicians can provide education to their patients to help them change.

According to R. Maulana et al. (2021) summarized results that, in general, between-schools, between- teachers, and within-teacher differences are visible, with some degree of variations in proportion depending on the country and the type of teaching behaviour. Within- teacher differences are consistently large across countries. This provides evidence regarding the dynamic characteristics (i.e., change) of teaching behaviour cross- nationally. Implications for research and practice are discussed. The study was conducted in the study focuses on the examination of inter- and intra- individual differences in teachers' effective teaching behaviour across Indonesia, Mongolia, Pakistan, South Africa, and the Netherlands.

According to Aslam and Farooq (2024) the study show that students committed different misbehaviours like skipping class, sleeping in the classroom, blaming the teaching method and cheating in examinations. Teachers usually used different strategies to deal with such misbehaviours, including hand slapping, other corporal punishments, bending, and calling students names. The male and female students' have different perceptions about misbehaviours. The punitive strategies have a significant effect on students' misbehaviours. Instructional and advisory committees may be established in schools to advise teachers on the psychological needs of students. Teachers may be exposed to innovative strategies to deal with students' misbehaviour. The more courses regarding behavioural management may be added in the curriculum of teacher training programs.

According to Obibuba (2020) the study recommends that the government through the ministry of education both at the federal, state and local levels should liaise with school authorities, Non-governmental organizations and relevant stakeholders to organize seminars and workshops

to educate teachers on the appropriate use of behaviour modification techniques in order to revamp the system and structure of education in Nigeria.

According to Alessa and Hussein (2023) as we are living in the 21st century, the era of technology and scientific development, the teaching process continues to witness a paradamic shift, from the traditional teaching method to a more active and student cantered approach which is using the modern teaching methods that are capable of assessing students' 21st century skill needs. The study aims to investigate the pros and cons of both methods, how and when they can be applied by qualified teachers for more effective teaching, and the benefit of students' academic achievement. The results showed the importance of using both methods. The advantages of both methods are noticeable and how teachers should use a combination of both methods emphasizing on the modern methods in order to cope with the era of 21st century development and the different needs of students for better academic achievements.

According to analysis paper in Australia, and in education settings across the world, student behaviour and levels of student engagement are significant issues for teachers, school leaders, system administrators and the public. Student behaviour affects community perception, teacher efficacy and wellbeing, and the academic achievement of all students. When students are engaged, they learn more is greatest impact on student learning. The other core content area was 'Classroom Management'. The report highlighted the need for graduates to know how to establish a classroom that enabled student learning. The Panel commented that classrooms that enabled student learning were characterised by clear expectations, supported by routines and rules to ensure students were safe and engaged in learning. In these engaged classrooms, the teacher models and gives feedback on expected behaviour rather than reacting to off-task behaviour (McDonald, 2023).

According to William Merry (2017) this packet focuses on classroom intervention strategies to enhance the learning environment for students with attention deficit/hyperactivity disorder (ADHD). An overview of ADHD is presented along with a brief description of the challenges students with ADHD typically demonstrate in the classroom. Strategies for academic interventions, behaviour management, and home-school collaboration and communication are also included.

According to Molina et al. (2024) understanding and measuring effective teaching practices in low- and middle-income countries is a complex process that requires a contextualised knowledge of teaching quality, as well as adaptable instruments that can reliably capture teachers' varied classroom behaviours. One approach developed with these purposes in mind is Teach Primary, a classroom observation framework designed and revised in 2021 by the World Bank. This framework captures the time teachers spend on learning and the quality of teaching practices which help to enhance pupils' cognitive and socio-emotional skills, as well as aspects of the physical environment which may influence teaching quality. Using the Teach Primary framework, this article examines evidence regarding effective instructional practices in primary school classrooms, with highlighted examples from low- and middle-income countries (Molina, et al., 2024).

According to John Dunlosky and friends many students are being left behind by an educational system that some people believe is in crisis. Improving educational outcomes will require efforts on many fronts, but a central premise of this monograph is that one part of a solution involves helping students to better regulate their learning through the use of effective learning techniques. Fortunately, cognitive and educational psychologists have been developing and evaluating easy-to-use learning techniques that could help students achieve their learning goals. The relative utility of these techniques, we evaluated whether their benefits generalize across four categories of variables: learning conditions, student characteristics, materials, and criterion tasks. Learning conditions include aspects of the

learning environment in which the technique is implemented, such as whether a student studies alone or with a group (Dunlosky, 2013).

According to Hong Kong Education centre the effect of poor quality teaching on student outcomes is debilitating and cumulative. The effects of quality teaching on educational outcomes are greater than those that arise from students' backgrounds. … A reliance on curriculum standards and state-wide assessment strategies without paying due attention to teacher quality appears to be insufficient to gain the improvements in student outcomes sought. … The quality of teacher education and teaching appear to be more strongly related to student achievement than class sizes, overall spending levels or teacher salaries Ko and Sammons (2013).

Linda Darling-Hammond et al. (2017) summarized as demands for deeper and more complex student learning have intensified, practitioners, researchers, and policymakers have begun to think more systematically about how to improve teachers' learning from recruitment, preparation, and support, to mentoring and other leadership opportunities. Sophisticated forms of teaching are needed to develop 21st century student competencies, such as deep mastery of challenging content, critical thinking, complex problem solving, effective communication and collaboration, and self-direction. In turn, opportunities are needed for teachers to learn and refine the pedagogies required to teach these skills.

According to Blazar & Kraft (2017) research has focused predominantly on how teachers affect students' achievement on standardized tests despite evidence that a broad range of attitudes and behaviours are equally important to their long-term success. We find that upper-elementary teachers have large effects on self-reported measures of students' self-efficacy in math, and happiness and behaviour in class. Students' attitudes and behaviours are predicted by teaching practices most proximal to these measures, including teachers' emotional support and classroom organization. However, teachers who are effective at improving test scores often are not equally effective at improving students' attitudes and behaviours. These findings lend empirical evidence to well-established theory on the multidimensional nature of teaching and the need to identify strategies for improving the full range of teachers' skill.

Molina et al. (2018) summarised as presented within this review, Teach Secondary has undergone an extensive development process which has included a comprehensive review by experts including academics and practitioners who are focused upon improving secondary education within LMICs. To date, countries of application have included Rwanda, Guyana, Uganda, Tanzania, Nepal, Kenya, and Sierra Leone. Teach Secondary is also currently being piloted within Andhra Pradesh, India and will soon be validated using data from this context. These activities along with further feedback from the Teach Secondary Expert Panel Review, will help inform of any needed revisions to the instrument and ultimately provide an opportunity to ensure the tool's sustainability for low- and middle-income countries.

The Victoria state government Australia summarised High Impact Teaching Strategies (HITS) have been brought together here to support the thousands of increasingly collaborative and evidence-based conversations taking place between teachers in schools each day. These strategies provide teachers and teams with opportunities to observe, reflect on and improve a range of fundamental classroom practices (The Victoria State Government Australia, 2020).

According to Kraft and Papay (2014) although wide variation in teacher effectiveness is well established, much less is known about differences in teacher improvement over time. We document that average returns to teaching experience mask large variation across individual teachers, and across groups of teachers working in different schools. We examine the role of school context in explaining these differences using a measure of the professional environment constructed from teachers' responses to state-wide surveys. Our

analyses show that teachers working in more supportive professional environments improve their effectiveness more over time than teachers working in less supportive contexts. On average, teachers working in schools at the 75th percentile of professional environment ratings improved 38% more than teachers in schools at the 25th percentile after ten years.

According to Maulana et al. (2021) summarised effective teaching is a key factor in educational effectiveness and improvement. To facilitate the knowledge exchange regarding effective teaching in secondary education internationally, there has been a growing interest in using classroom observation measures. However, little is known regarding the comparability of observation measures across various national contexts (measurement invariance). Consequently, comparing effective teaching behaviour across contexts is compromised by issues of construct and measurement equivalence. In the present study, we investigated measurement invariance of the International Comparative Analysis of Learning and Teaching (ICALT) for measuring teaching behaviour across various national contexts including the Netherlands, South Korea, South Africa, Indonesia, Hong Kong-China, and Pakistan. Results showed that ICALT indicates full strict invariance in four out of the six countries, which provides a possibility to compare teaching behaviour in the Netherlands, South Korea, South Africa, and Indonesia. South Korea indicated the highest quality of teaching behaviour, while Indonesia indicated the lowest.

According to the Gautam and Mishra (2024) the importance of using cautious financing strategies that put long-term stability ahead of immediate profits. The analysis also shows that larger companies are in a better position to efficiently manage their working capital, which raises returns. On the other hand, excessive financial rage has a detrimental effect on profitability, highlighting the necessity for businesses to keep a balanced capital structure. All things considered, these observations greatly advance our knowledge of how working capital management can improve business performance in a more cutthroat economic environment.

According to Karki et al (2024). and friends living arrangements were found to have a significant impact on attitudes toward death. Residents of assisted living facilities were less afraid, more accepting of a speedy death, and saw death as a way to end suffering. While those who were dying at home preferred to do so in their homes, they preferred to die in places of worship. Independent people were more likely to believe in reincarnation. According to the study, living situations have a big impact on how older people feel about dying, with those who live in elder homes showing greater acceptance of death. These results add to the conversation on geriatric care in a variety of contexts by pointing to the need for specialized end-of-life care and support services that take living arrangements and cultural contexts into account.

According to (Ghimire & Adhikari, 2019) almost teenagers typically eat pulse, rice, vegetable curry, pickles, and meat (either weekly or on special occasions) for lunch and dinner. Every young person enjoys chowmin, haluwa (porridge), tea, cookies, eggs, and dumplings. Some Lamjung adolescents eat fried beans and popcorn for breakfast. Teenagers from Kathmandu and Chitawan prefer junk food, especially Chatpat

According to Ghimire and friends lack of room in their own homes, abuse from family members, and a desire for safety and tranquillity were among the reasons for migration. The elder home's calm surroundings, company, and courteous treatment provided comfort to its elderly residents. According to the study, residents' levels of nourishment varied, moderate thinness was common, and there were also cases of abuse and neglect that caused migration. In Nepal, elderly people seek refuge in elder homes in search of a safe and tranquil living environment due to issues like abuse, neglect, and a lack of family support. Addressing the needs of this vulnerable group

requires an understanding of the factors that lead to elderly migration to elder homes (Ghimire et al.).

Research Objective

To explore effectiveness of the learning behaviour in Secondary level of children in Rautahat district of Nepal.

Methodology

This research adopted the process of scientific review as Meta synthesis to get solution of effectiveness of the learning behaviour in secondary level of children in Nepal as pragmatic research philosophy. The researcher attempts to recommend a pragmatic solution for the time being through the systematic literature. That is why the research may be considered pragmatic, philosophy based research. The researcher uses deductive logic reasoning at large during the review; however, the observation experience of the researcher is arranged as inductive logic reasoning during inference confined to adductive in a single sense for the completeness of the objective. In-depth archival analysis followed by an intensive review would be strategies adopted during the scientific review. Depending on the nature of the availability of data, qualitative and quantitative research approaches would be effective. The review was systematically conducted through the collection of research papers along with reports and data's.

Results and Discussion

Different theoretical frameworks of learning that will assist you in determining the suitable learning strategies for promoting knowledge construction have been critically examined.

The behaviour of the children is inadequate, and both students and staff may experience problems ranging from lost learning opportunities, child-on-child abuse, anxiety, bullying, violence, and emotional distress. Parents and students identify effectively managing behavior as one of the highest priorities for educational institutions.

Exhibit competence in the native language that is suitable and meaningful pedagogy based on content knowledge and recent studies.

The research centres on analysing both inter-individual and intra-individual variances in teachers' effective teaching behaviour throughout Indonesia, Mongolia, Pakistan, South Africa, and the Netherlands in a cross-national context. Consequences for research and practical applications are examined.

Teachers usually used different strategies to deal with such misbehaviours, including hand slapping, other corporal punishments, bending, and calling students names. The male and female students' have different perceptions about misbehaviours.

School officials, Non-profit organizations, and pertinent parties to arrange seminars and workshops to inform teachers about the suitable application of behaviour modification methods.

Utilize the advantages and disadvantages of both approaches to highlight the contemporary methods necessary to address the 21st-century advancements and the varying requirements of students for improved academic success.

Student conduct influences community views, teacher effectiveness and wellbeing, as well as the academic success of all learners. The greatest effect on student learning occurs when students are involved and engaged.

Teaching assists in understanding students' learning conditions, student traits, materials, and criterion tasks. Learning conditions encompass elements of the learning environment in which the method is applied, such as whether a student learns independently or in a group.

The calibre of teacher education and teaching seems to be more closely connected to student achievement than class sizes, total spending levels, or teacher salaries.

Teaching is essential to cultivate 21st century student competencies, including thorough mastery of demanding content, critical thinking, intricate problem solving, efficient communication and collaboration, along with self-direction.

High Impact Teaching Strategies (HITS) have been compiled here to assist the numerous, progressively collaborative and evidence-driven discussions occurring among educators in schools daily.

The effect of teaching behavior change on secondary-level students in Nepal has been a focal point of recent educational research and policy initiatives. Mishra and Nepal (2022) emphasize the need for futuristic and sustainable academic operations that adapt to evolving societal demands, highlighting that teacher behavior significantly influences student engagement and learning outcomes. Mishra (2023a) further argues that building human capital through improved teaching practices is essential for national development, particularly in harnessing Nepal's demographic dividend (Mishra, 2024). Quality assurance and accreditation in Nepal's education sector underscore the importance of teacher professionalism and continuous behavior improvement to meet higher educational standards (Mishra & Jha, 2023). Additionally, localized studies, such as those focusing on Madhesh Province, reveal that culturally responsive teaching behaviors foster better student participation and respect, which are crucial for effective learning environments (Mishra, 2023b). Organizational support and teacher engagement have been identified as key drivers for successful professional development programs that promote positive behavior changes in secondary schools (Tamang et al., 2024). These findings align with broader evidence indicating that behaviorally-informed strategies—incorporating motivation, capacity building, and opportunity creation—can enhance teaching effectiveness, student-centered learning, and community involvement in Nepalese secondary education. Collectively, these insights suggest that targeted interventions to transform teaching behavior are critical for improving educational quality and student outcomes in Nepal's diverse social and cultural contexts.

Conclusion

The function of an educator as a specialist and a guide for education, as a creator and an investigator of actions. All education fosters changes in children's behaviour. Education is an essential element for changing human behaviour.

Children's behaviour is inadequate, and both students and faculty can experience problems ranging from lost educational time, peer-to-peer abuse, anxiety, harassment, aggression, and emotional pain.

If educators assist in the teaching and learning process, while also demonstrating the necessary skills in employing communication strategies, teaching strategies, and technologies to enhance high-quality learning results. Needed training and refresher training for teachers to arrange seminars and workshops to educate teachers on the proper application of behaviours modification techniques.

Provide recommendations to educators for creative approaches to address students' inappropriate behaviours. Additional courses on behavioural management could be incorporated into the curriculum of teacher training programs. Student behaviours influences community perception, teacher effectiveness and wellbeing, as well as the academic success of every student. When students are actively involved, they gain more knowledge, which has the most significant effect on student learning.

The explicit expectations, reinforced by routines and guidelines to guarantee students felt secure and involved in their education. These engagements occur within classrooms, as the teacher illustrates and provides responses regarding anticipated conduct instead of responding to inappropriate behaviour. Teaching is essential for cultivating student competencies needed in the 21st century, including a thorough understanding of difficult material, critical thinking, sophisticated problem-solving, efficient communication and teamwork, and self-directed learning.

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