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## A STUDY OF THE RELATIONSHIP BETWEEN SOCIAL BEHAVIORS AND ACADEMIC ACHIEVEMENT OF UNIVERSITY STUDENTS IN PUNJAB, PAKISTAN

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### Abstract

*Social behaviors of the students have a relationship with their interpersonal relations and adjustments. Social behaviors play an important role in the student's acceptance among peers and academic achievement. This research is an endeavor to analyze the social behaviors of the students at the university level and to assess their relationship with academic achievement. The current study was descriptive and 600 students and 120 teachers were the participants of the study. Separate questionnaires were developed to gather the perspectives of the undergraduates and their instructors. According to the results of the study, a coexistence found between higher academic achievement and the desired social behaviors. High achievers exhibit relatively less positive relationships with the peers as compare to moderate and low achievers. The high achievers displayed rarely undesired behavior. A slight difference found between high achievers and low achievers in showing undesired behavior, low achievers showed higher. Discrimination and segregation were crucial among the concerns and parent's involvement and democratic administration were suggested to improve the social skills.*

### Introduction

The social behavior of an individual helps to approach the intentions and goals of that individual and the way that person interacts with others. These insights provide new perspectives to the researchers to study the holistic and complex pictures of the relatedness of social behaviors and academic achievements. Saito (2011) says society is a covered ball, where everybody shrouds his genuine character and uncovers it by stowing away. People invest the vast majority of their energy in the public eye encompassed by other individuals, and a decent arrangement of this phase is involved trendy trading signs with one another. Our multidimensional survives to incorporate

practices through which we synchronize social cooperation and obligations, activities, for example, making sure about a mate, nurturing, animosity, selflessness, and acknowledgment of rank. Basic the majority of these practices are a horde of social comprehensions and feelings, going from affection, sympathy, moral sense, and trust to political perspectives and instrumental objectives. Social conduct incorporates various social terms and zones of study. For example, it incorporates mental angles that how people relate and react to one another, a region important to social analysts. It additionally incorporates zones, for example, social connection and impacts that can be achieved through kinds of social conduct, and investigation of these angles is important to sociologists and social specialists. To achieve social objectives and overcome any issues between perception, feeling, and conduct, people have built up a bunch of complex social abilities (Santrock, 2006).

As indicated by the standards of social practices can be both ordinary and anomalous. Society consistently attempts to address inadvertent practices and to take it back to typical (Reynolds & Kamphaus, 2004). Conduct is how an individual demonstrates towards individuals, society, and articles. It could be positive or negative, and viable or insufficient. Viable conduct delivers essential outcomes. If one makes the term conduct as a move, at that point it is diverse in many phases. Three types of behavior, thinking, feeling as well as doing. Generally, the behavior is termed as mental, emotional as well as psychomotor. Psychological behavior contains the learner in reasoning cycle, recollecting, and evaluating as well as critical discerning. Demonstrative behavior respects the learner's feelings besides mentalities. Psychomotor observes include the learner, happening specific kind of durable association (Singh, 2005). Some say conduct exists a portrayal of the perceptible outcome of educator as well as alternate implementation now many movements of instructive organizations.

Training is all around perceived as a major intention of moral, societal, dogmatic, and monetary development of a nation (Akey, 2006). Instructive arrangement of any nation generally assumes liability for the progress and success of their countries. In this way, an extensive and viable instructive framework is essential for the advancement of the country (Aster, Pitner, Benbenishty, & Meyer, 2002). Successful Schooling Framework depends on powerful showing learning measure. Instructing learning measures includes various parts, for example, educator, student, and showing learning circumstance. Instructors and understudies assume a crucial part of this process. Today, teachers face a developing number of understudies whose practices are trying for the scholastic accomplishments of understudies. Conduct and order are significant worries of managers, instructors, guardians, and even understudies (Hawley, 2003). At times, an understudy doesn't play out the ideal conduct since the person doesn't have a clue how to do it (an expertise shortage). Then again, an understudy may have what it takes expected to play out the suitable conduct however doesn't reliably utilize them (a presentation deficiency) (Hawley, 2003).

### ***Literature Review***

Different scholarly teaches, for example, brain science, humanism, financial aspects, and human sciences underscore and study individuals' conduct. Social behaviors of a person are defined as behavior that encompasses the other members of society. Social behaviors are the outcome of social skills which enable individuals to develop the relationship with others. There are five basic social skills described by Elliot and Busse (1991) and these include; cooperation, assertion, responsibility, empathy, and self-control. Social skills assist in adopting new behaviors and helps in the adjustment to a new environment. Thus social skills are positively correlated with the social acceptance and learning of an individual. Social skills have a close link with peer relationships and effective and purposeful engagement in the classroom (Merrell, 1999).

Academic achievement or performance of students may be defined as an existing level of learning. These may be reflected in grades, percentages, indexes, marks, or remarks.

Academic performance depends upon several factors related to the capacities and characteristics of an individual, learning environment, instructional resources, academic background, and home environment. According to Farooq (2011), some learning exercises like; attention, motivation, and remembering in the working memory directly related to the higher level of learning. The safe environment which promotes equality and fairness for all the students help in the scholarship and well-being of the students.

Past studies revealed a relationship between development, socialization, and school learning. According to Wentzel (1998), the social aspirations of an individual like establishing friendship or showing responsible behavior is related to the school goals. Cooperation with others, self-concept, and socially desirable behaviors influence the academic achievement of the students (Merrell & Gimpel, 1998; Wentzel, 1998; Ray & Elliott, 2006).

People contrast others' conduct which is connected with normal practices and direct their specific behavior by the assistance of societal mechanisms. The accepted practices stay portrayed similarly the "standard principles of conduct that arrange our collaborations with others. The accepted practices mirror the affirmed methods of getting effects done, of costume, of a dissertation, and existence. These standards exchange starting with the stage bunch then onto the next and among societal programs as well as societal goals. "It isn't fundamental that the dress, discourse or conduct satisfactory in one social gathering might be acknowledged in another Normal practice is brought in humanism "a socially forced guideline". Accepted practices urge individuals to act in an ideal, suitable and exact way. Reserved conduct is negative social conduct. It is characterized as the "conduct which is verbally or truly unsafe to others, creatures, or property, including conduct that seriously abuses social desires for a given climate. The institute and institute situation exists a significant societal setting wherein teenagers create. Unsuitable conduct includes those exercises which interfere with learning measure at the instructive setting and make troubles for the two instructors and companions. Jimenez (2005) characterize optimistic societal behavior as equally "social capabilities with companions and grown-ups, consistence to rules and grown-up's heading, and self-rule of independence. Social aptitudes include: coexisting with peers; being minded; liberal and insightful; and being discerning about other's sentiments and points of view while as opposed to it issue conduct goes astray from the accepted practices or demonstrates misery and despondency. They state that social conduct involves the abilities that are helpful for manages or grown-ups. So individuals acknowledge other's conduct by assessing them comparable to the accepted practices. Kane (2004) says that distinction in degrees of understudies' enthusiastic knowledge is clarified simply by the variety in problematic conduct.

Social practices positively affect the scholarly accomplishments of understudies at each level; the instructors who are acceptable at upgrading social practices give an extra roundabout lift to the scholastic accomplishments of understudies (Martin, 2004). If social conduct assumes a basic function in the instructive cycle, it is critical to comprehend where they come from (Martin, 2004). It is constantly coordinated towards the general public. These practices happen between individuals from similar species. Individuals' conduct falls in a scope of various sorts. A few practices are basic among individuals, some are strange, and some are satisfactory while others lay external as far as possible.

The current research was designed to assess the social skills of the students and their relation with academic outcomes. The inventory developed to encompass both positive and

negative aspects of social skills. The prosocial behaviors were limited to the following five scopes of social behaviors presented by Caldarella and Merrell (1997).

**Peer Relation:** this comprises the way a child behaves with friends. This may include; the way a child acknowledges the accomplishments of others, remains helpful, cooperate, and share happiness.

**Self-Management:** this skill equip a child to work freely and independently. A child with self-management control his or her emotions and behave maturely. This Social behavior exhibit in the form of a well-disciplined and self-controlled personality.

**Academic skills:** this employs the behavior of a child who complies with the directions of the school and teachers. Students with these attitudes do their work assignments timely and independently.

**Compliance:** with this behavior a child show obedience towards social norms and rules. It is also termed as cooperation and a child always ready to extend his or her assistance to others.

**Assertion:** the term assertion encompasses the ability to initiate. The child behaves like an extrovert personality and take lead in the opening of discussion with the peer. This social behavior contributes a lot to the group's popularity and acknowledgment.

Three scopes of negative social outcomes were adopted from Merrell's School Social Behavior Scales-SSBS-2 (2002). These include;

**Hostile/irritable behaviors:** this comprises insults peers, bullying, and disrespect group decisions, etc.

**Antisocial-aggressive behavior:** this scope contains violent behavior, breaking the rules, cheating, and formal directives, and using offensive and shameful language.

**Defiant/disruptive behavior:** the scale covers those behaviors which annoy and bother others. The current exploration was intended to examine the Impact of social practices of university understudies on their academic accomplishments. So the researcher shortlisted the 8 scopes (above mentioned) of social behaviors for study and to explore their relationship with academic achievement.

### ***Statement of the Problem***

Humans are social animals from birth. In reality, without social connections (the help of parental figures), no baby would have the option to endure. In any event, when we become intended for existing separately, not several characters look towards living trendy incarceration. All things being equal, we for the most part invite societal relations, then no examination of behavior would remain over deprived of thinking about this cooperation. Behavior is how an individual demonstrates towards individuals, society, and articles. Social behavior is a duration recycled to portray overall direct showed through persons exclusive overall community, which remains essentially because of anything remains considered worthy through an individual's acquaintance congregation. This sort of human behavior agrees exactly how individuals cooperate with everyone confidential a collecting society. There are numerous kinds of practices such as positive conduct and adverse practices. Positive practices urge the understudies to adapt however negative practices frustrate the understudies and impact the learning accomplishment of understudies. The reason for this investigation was to take a more inside and out gander at an investigation of selected social practices of university understudies and their relation with academic achievements in Punjab, Pakistan.

### ***Objectives of the Study***

Following targets were engaged in this examination:

1. To explore the social practices of university students.
2. To compare the perceptions of the students and the teachers about the social practices of the university students
3. To investigate the relationship between the social conduct of university students with their academic attainments.

### ***Research Methodology***

Examination plans the general portrayal of exploration technique. There are diverse exploration techniques that are being utilized by sociology specialists, for example, exploratory, co-social, causal-relative, and review, graphic, ethnographic, recorded, and activity research. This exploration was focusing to uncover the selected eight scopes of social behaviors of university students and to assess their impact on their academic achievement. Perspectives on the current circumstance were to be taken; accordingly, the kind of examination approach, utilized in this investigation, was descriptive.

### ***The Academic Achievement Criteria***

The following criteria were adopted to determine various levels of academic achievements.

High Level Achiever:	3.0 - 4.0	*CGPA
Moderate Level Achiever:	2.5 - 2.99	*CGPA
Low level Achiever:	2.0 - 2.49	*CGPA

\*CGPA= Cumulative Grade Point Average

### ***Population***

All people of explicit gathering or territory are referred to as populace. It is the gathering important to the scientist (Fraenkel & Wallen, 2009). The number of inhabitants in the examination was comprised of The learners of The Islamia University of Bahawalpur, Bahauddin Zakariya University Multan, and the Punjab University of Lahore, all the teachers of IUB, BZU, PU, and different departments of science and arts.

### ***Sample***

As current investigation covered the territory of everywhere in Punjab. Initially, the universities must be tested accordingly Multi-stage examining was utilized to choose a test from a focused populace. To pick the most proper example of people from every institution, the following advances were utilized: on the first stage, universities needed to choose. From the previously mentioned populace, three universities were arbitrarily chosen as a test. It was comprised of The Islamia University of Bahawalpur, Bahauddin Zakariya University Multan, and the Punjab University of Lahore. At the second stage twenty departments, ten from science and ten from social sciences were chosen from every institution by utilizing snowball examining strategies. Complete twenty departments were chosen from every institution. In the third stage, 10 understudies (5 male understudies and 5 female understudies) and 2 instructors from every chosen department were randomly chosen. Absolute example two hundred understudies (100 from the Science Division and 100 from the Arts office) and 40 instructors were considered as tests for present investigation from chose branches of The Islamia University of Bahawalpur, Bahauddin Zakariya University Multan, and Punjab University of Lahore. Test size existed contained on 600 understudies and 120 educators. Inspecting edge of understudies and instructors is given in Table 1 individually.

**Table 1**  
*Sampling framework of students*

University name	No. of Male students from Science departments	No. of Female students from Science departments	No. of Male students from Arts department	No. of Female students from Arts department	No of Teachers From universities
The Islamia University of Bahawalpur	50	50	50	50	40
Bahau-din Zakarya University Multan	50	50	50	50	40
Punjab University Lahore	50	50	50	50	40
				Total Students =600	Total Teachers = 120

***Development of Research Tools***

Two surveys were created: one poll for understudies and the other for instructors. Besides, the consequences of test understudies were gathered from their specialties. Analyst built up these polls by utilizing a five-point Likert scale based on how frequently these behaviors exhibited by the students (1-never, 5-frequently), under the direction of the director. The First tool was developed to verify the selected scopes of designated social behaviors. The second questionnaire was developed for the teachers based on the verification of responses of the undergraduates. Bothe tools consisted of 45 statements for the exploration of both the adoptable and the undesired social behavior scopes and 02 open-ended questions to probe the respondents' opinion regarding the identification of issues related to the underlying phenomenon and suggestions. The higher mean scores on the first five scopes show socially desirable behaviors whereas the last three scopes designate the socially undesired behaviors.

***The Validity of the Questionnaire***

Examination device was approved by taking specialists' feeling. Face legitimacy and substance legitimacy was considered by making alterations in the language and substance of the poll.

***Reliability of Questionnaire***

Unwavering quality alludes towards the interior constancy of examination things. Cronbach's Alpha was utilized to ascertain the dependability of the exploration poll. The dependability of hardware for instructors was 0.911 and it was 0.906 for understudies.

***Data Collection***

To acquire information from the defendants by the overhead tool, the specialist stayed the example colleges controlled the surveys towards example understudies also educators. Respondents remained altogether informed nearby the method of completing the survey. The move quantities of the example understudies were noted and the consequences of the understudies were taken from regulator assessment of each example college.

***Data Analysis***

Poll for college instructors and understudies have 4 point scale (Strongly Disagree, Disagree, Agree, and Strongly Agree) and open-finished inquiry. Thus, in the wake of gathering information, the mean score was determined for close finished proclamation in surveys. To recognize the

connection among autonomous variable and ward variable for outcomes different factual methods, for example, t-test, one-way ANOVA, mean, and S.D were used with a significance level of 0.05. For the investigation of open-finished inquiries, and synopsis was created from recovered reactions and remembered for the segment of discoveries and proposals.

**Results**

**Table 2**

*The academic achievement level of the undergraduates*

S. No	Academic achievement level	Respondents of Science Faculties		Respondents of Arts faculty		Total	
		f	%	f	%	f	%
1	Higher Achievement Level	91	31.8	109	36.7	200	34.3
2	Moderate Achievement Level	165	57.7	176	59.3	341	58.5
3	Low Achievement Level	30	10.5	12	4.0	42	7.2
	Total	286	100	297	100	583	100

According to the result in table 2, as a whole, 34.3 % of the respondent students were at the higher achievement level (with GPA 3+), whereas 31.8% belongs to the science faculty and 36.7% from the arts faculty. Whereas, 58.5% of the defendants were at the moderate achievement level, with 57.7% belongs to science faculty and 59.3% were from arts faculty. A sum of 7.2% as a whole were those with low achievement levels and between them, 10.5% were from science faculty and 4.0% from arts faculty.

**Table 3**

*Social behaviors of the undergraduates under various selected scopes desirable behaviors*

<b>Responses Of The Students</b>											
Desired Behaviors	S. No	Social Behaviors	Respondents with Higher Achievement Level			Respondents with Moderate Achievement Level			Respondents with low Achievement Level		
			Mean	SD	t-value	Mean	SD	t-value	Mean	SD	t-value
			1	Peer Relations	3.5	.732	25.675	4.0	.690	27.556	3.1
2	Self-Management	4.1	.829	27.628	3.8	.792	21.962	3.0	.859	24.718	
3	Academic skills	3.9	.691	23.726	3.6	.785	16.922	3.1	.822	28.901	
4	Compliance	3.7	.722	18.729	3.6	.822	24.880	2.8	.791	26.826	
5	Assertion	3.9	.921	21.725	3.4	.874	26.901	2.7	.693	24.716	
	Total	3.82	.862	24.871	3.68	.667	21.290	2.94	.901	27.192	
<b>Responses Of The Teachers</b>											
Desire d	1	Peer Relations	2.9	.877	15.243	3.3	.785	26.718	3.8	.837	26.902
	2	Self-Management	3.7	.784	24.726	3.0	.768	25.524	2.5	.766	27.667

3	Academic skills	3.8	.835	24.871	3.1	.794	27.384	2.6	.760	25.871
4	Compliance	3.7	.683	27.781	3.3	.933	25.893	2.6	.769	23.087
5	Assertion	3.9	.846	26.873	2.6	.804	28.904	2.1	.574	15.671
Total		3.82	.721	17.263	3.06	.720	22.192	2.72	.670	25.192

As depicted in Table 3, students and teachers rated the desired social behaviors of the undergraduate students on the 5-point Likert scale (1-never, 5-frequently). The students rated an average of 3.8 mean scores to the high achievers, 3.06 to the average achievers, and 2.94 to the low achievers. This indicated that high achiever students quite frequently exhibit the desired behaviors as compared to moderate and low achievers. Whereas teachers rated an average of 3.8 mean scores to the high achievers, 3.06 to the average achievers, and 2.72 to the low achievers. This indicates that according to the teachers, high achiever students quite frequently exhibit the desired behaviors as compared to the moderate and low achievers.

A reasonable difference was found between the ratings of teachers and students. Students rate themselves higher than the teachers on the display of desired behaviors.

The data displayed a significant difference between various students in peer relationships. Peer relation as a sub-scale of the desired behavior was more frequent among the low achievers as compared to the moderate and high achievers.

**Table 4**

*Social behaviors of the undergraduates under various selected scopes of undesirable behaviors.*

		Responses Of The Students									
S. No	Social Behaviors	Respondents with Higher Achievement Level			Respondents with Moderate Achievement Level			Respondents with low Achievement Level			
		Mean	SD	t-value	Mean	SD	t-value	Mean	SD	t-value	
		Undesired Behaviors	1	Hostile/irritable behaviors	1.1	.765	23.567	1.3	.354	28.067	1.9
2	Antisocial-aggressive Behaviors		1.3	.354	25.387	1.6	.746	27.830	2.1	.970	25.293
3	Defiant/disruptive behavior		1.7	.867	27.374	1.1	.837	27.391	1.9	.679	17.283
Total			1.36	.892	26.273	1.33	.872	27.182	1.96	.837	19.027
		Responses Of The Teachers									
Undesir	Hostile/irritable behaviors	1.3	.786	23.152	1.8	.786	26.902	2.1	.893	16.283	



Antisocial-aggressive Behaviors	1.1	.892	21.280	1.6	.736	26.362	1.7	.803	19.028
Defiant/disruptive behavior	1.6	.835	15.283	1.9	.790	27.903	2.3	.905	27.933
Total	1.33	.567	18.283	1.76	.674	23.784	2.03	.781	25.992

As showed in Table 4, students and teachers rated the undesirable social behaviors of undergraduate students. The students rated an average of 1.3 mean scores to the high achievers, 1.33 to the average achievers, and 1.96 to the low achievers. This indicated that undesired behaviors were rarely observed in the high and moderate achievers as compared to the low achievers. Whereas teachers rated an average of 1.33 mean score to the high achievers, 1.76 to the average achievers, and 2.03 to the low achievers. This indicates that according to the teachers, generally high achiever students conceal undesirable behaviors as compared to moderate and low achievers.

Defiant and disruptive behavior as a sub-scale of undesired behaviors were found to a relatively high rate as compared to the other sub-scales among all the groups of the students.

**Table 5**

*Results of the identified issues related to the social behaviors at the university level and suggestions given by the respondents.*

S. No	Issues Related to Social Behaviors	Frequencies	Percentage
1	Cheating is one of the frequently occurred behavior and exam cheating is a common undesired behavior.	342	47.50
2	Segregation and discrimination based on language and cast cause stress and humiliation.	321	44.58
3	Women harassment is an undesired behavior that moderately occurred.	278	38.61
4	Low academic commitment is an issue.	263	36.52
5	Most of the undesired social behaviors are related to the home environment and family.	242	33.61
6	Lack of facilities and guidance at the campus is a cause of unsocial behaviors.	241	33.47
<b>Suggestions to Improve Social Skills of the Students</b>			
7	Parent involvement can help improve social skills.	352	48.88
8	Democratic administration, a pleasant learning environment, and a clear control policy may be helpful.	243	33.75

9	Student's politics should be non-violent and be involved in healthy social gatherings.	172	23.88
10	Clear admission criteria may help to select those students who deserve to proceed further.	142	19.72
11	Teachers should work as a role model.	123	17.08
12	Provision of full-time counseling services.	122	16.94

Table 5 displayed the results of this study and suggestions. More than 47% of respondents indicate that cheating in the examination is an undesirable behavior which is mostly shown by university students. Moreover, woman harassment and low academic commitment of students are also major issues among students. Furthermore, 33% of respondents signify both: the home and family environment of the students and lack of guidance at university as a cause of undesirable behaviors. In this regard, nearly 49% of respondents of the study suggest that social behaviors can be improved by the parents' involvement. Similarly, the democratic method of administration and provision of a pleasant learning environment can also be helpful to control student's maladjusted behaviors. Also, a careful selection of new students at the time of admission surely useful in avoiding incompatible ones. Political groups on the campus have reported a source of violence. It was suggested that these unions may be involved in organizing different social events for students. The teacher's personality plays a significant role in the development of desirable social behaviors among students. A formal counseling Centre may be helpful for students with behavioral disorders.

### ***Discussion and Conclusion***

The major goal of the study was to assess the social skills of the undergraduates and to find out its relation with their academic achievement. Both the students and their teachers were the respondents to get their perspective on the same questionnaire. The comparison showed almost the same results of both respondents, anyhow students were remained more optimistic for themselves, as compared to the teachers on both scopes of social behaviors. Merrell (2001) found the same results in his study and concluded that it is statistically correlated.

This study included a trio of high achievers, moderate, and low achiever students of the university. This study concluded that overall students think that they are well observing desirable behaviors whereas, teachers respond that students are less observing the desirable behaviors. A co-occurrence was found between high academic achievement and frequent occurrence of desired social behaviors and almost the same were the findings of the study of Dunn, Griggs, Olson, Beasley, and Gorman (1995). Another aspect of the study exposed that high academic achievers were less friendly and cooperative in peer relations as compared to moderate and low achievers.

On the other hand, high achievers were less shown undesirable behavior rather than moderate or low achievers. Defiant and disruptive behavior as a sub-scale of the undesired social behaviors were highly rated as compared to the other scales shown by all the groups of the students. The discoveries show that understudies uphold negative practices of different understudies as also given by Finn and Rock, (1997).

This study also concluded that the most disruptive and undesired behavior of students is cheating in the examination which was highly rated by the students. Similarly, another undesirable behavior which was the discrimination among students based on cast and language also cause stress and humiliation. Defendants explain nearly the individual practices of understudies that optimistic societal practices remain to create between college understudies. These include: saying 'sorry',

environment, thinking about others sentiments, concede the slip-ups, gratefulness, participation, and promptness as said by Kane, (2004) in his famous work on social skills and academic achievements. Respondents additionally report that certain undesirable societal practices remain likewise create between understudies similar prodding others, outrage as well as ridiculing others.

### ***Recommendations***

Within the sight of the previously stated conversation and finish of the investigation, under proposals are complete toward the finish of the examination. The aftereffects of the investigation display the existence of some undesirable social practices between college understudies, for example, ridiculing others, prodding others, and outrage. It is recommended that such socially boorish understudies would be exacting checked and parents of the university students should involve shaping the social behavior of their children.

The consequences of the investigation likewise show the critical function of educators on understudies' practices and their Academic Achievements. Educators must show nonpartisan conduct towards understudies just as should work for the solid improvement of understudies by equitable study hall climate. The Democratic administration of the university can also prove helpful to control student's undesirable behavior moreover, the university should have a clear control policy for undesirable behavior of the students so the students can learn peacefully. Instructors ought to avoid indiscipline exercises. Students' conduct can be influenced by their friends since they invest more energy with their companions. It is recommended that understudies ought not to help the negative practices of their companions. They ought to give a valiant effort to propel their colleagues towards positive social practices.

The discoveries of the investigation recommended that governmental issues and understudies associations crush the social practices of understudies and the instructive climate of the colleges. So such associations must be restricted in colleges just as the impedance of ideological groups must be debilitated by the college's specialists. A clear admission policy can be proven a filter between the affluent and non-serious students. Further, they may refine by counseling cell or observing the role model teacher.

At a similar time, the current investigation was restricted to colleges of Punjab; other examinations might be directed at the Pakistan level.

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