

## **Impact of Primary Grade Students' Angry Behaviour on their Academic Achievement and Social Development**

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### **KEY WORDS**

Angry Behaviour,  
Academic Achievement,  
Social Development  
Grade 5 Students

### **ABSTRACT**

The main objective of this study was to investigate the impact of grade 5 students' angry behaviour on their academic achievement and social development. The study was causal comparative in nature, henceforth employed quantitative approach. All primary grade students' studying at district Lahore and primary grade teachers of the same district were the population of this study. Multi-stage sampling technique was used to select the sample. Two tehsils Model Town and Lahore Cantt. were selected conveniently. Sixteen percent government primary schools were selected purposively. A total of 800 students' (345 boys & 455 girls) were selected purposively and 8 male and 13 female teachers were selected randomly. The quantitative data were collected through self-developed five-point Likert type scale which measured the students' social development and angry behaviour. Academic achievement was based on the students' previous class scores. Findings revealed no significant impact of grade 5 students' angry behaviour on their academic achievement and social development. However, there was found significant difference between boys and girls students' social development and angry behaviour.

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## Introduction

Education is very important to educate the social ethics or social norms, modify the people behaviour, and develop their personality. So in this study researchers are interested to determine the impact of primary grade students' angry behaviour on their academic achievement and social development. Researchers' experience that behaviour should be noticeable and should be taking action on it, such kind of behaviours affect the social, physical, psychological or educational aspects. One good behaviour influences child to organize yourself or bad behaviour makes disorganized person. So, angry behaviour is really noticeable behaviour.

Clausen, Davey, and Day (2007) stated that anger is an affecting condition that might vary from mild frustration to deep anger and rage. Anger has some physical effect which affects person's heart tempo and blood stress and the level of adrenaline and noradrenalin. Angry emotion perceived from physiological and psychological area. Anger is an emotional stage which comes in different situations, may be a person feels pain in her muscular or body, feel the tension, depression, irritate with anything, and feels boring. Anger comes due to the sensitivity, physical threat, prejudice, carelessness shame or unfaithfulness among other contentions.

Symptoms of angry behaviour may be an active or passive. In the case of active emotion, the angry person eyelashes out vocally or bodily at a planned target. When anger person is a passive emotion he/she shows quiet sulking and tension. People become angry when others assault their character in front of their friends or family, treat them unfairly, always blame on unfair action, there for, these action influence them to violate/break the cultural norms and traditions (Mabry & Kiecolt, 2005).

Islam has clear vision about angry behaviour, Holy Prophet Muhammad (SAW) having greater attention to the emotion of anger. Allah says in Sura Al-Imran, " ... and those who restrain their anger and forgive others, and Allah loves those who do well." (Al 'Imran, 134). Rasulallah (SAW) also teaches Muslims to change position when angry and also "If any one of you gets angry while standing, it's better to sit down. If anger is not gone as well, then better to lie down".

Achievement is similar to accomplishment. Achievement means doing something successfully, typically by effort, hardworking, courage, bravely, motivation, and skills goals are achieved. Achievement is the art of accomplishing whatever goals one sets for oneself, for achieving the objectives person set their limits of the law, overcoming obstacles, hurdles and attaining a high standard (Nwachukwu, 2004). According to a report of the Center for Research and Development Academic Achievement (CRIRES) (2005) in academic attainment GPA and grades (A, B, C, E) are one of the best tool to assessing students' academic performance. Academic achievement is a construct to conclude students' accomplishment, knowledge, abilities, attitude and behaviour and skills. Such kind of

assessment is holistically based on the students' age (year), the students' prior knowledge or previous grades and GPA, and the students' capacity related to social development like to make positive relationships with others and educational skills like writing, reading, art or drawing etc. These are the skills to assess students' academic achievement.

The concept of social development is broad, flexible, and comprehensive depending on our own disciplinary traditions or according to the societal norms, orientations, and limited thinking (Pawar, 2014). The term "social" and "development" is the combination of two words and it should be examined deeply to define the term "social development". The origin of the word "social" is found in Latin language, where 'socius (noun) income helper, confederate, sharer, and partner, make effective relationships, the term social highlight, correspondingly, belonging, mutuality, sympathy, group living, and activities to improve conditions of a society by addressing people to solve the societal problems, troubles, issues improve their standers social and economic status.

Sociologists and other social scientists today apply the word social to describe the individual relations, human relationships and the multifaceted phenomena that happen from the specific interactions like a groups and links including the relatives, neighbourhood relations, formal organizations or institutions, and even societies which also provide a chance to rise the social networks, values, cultures, and traditions (Midgley, 2014). Schools play best role in the development of the generation. The school is very importance place, basically school is a society for growing up the students personalities, build their characters, and make them effective citizen. The school is a set-up that provides a chance to students to show their information, skills, and talents, make relationship, and learn optimistic attitudes, sprite to help others, peacefully solve conflicts, and trained herself and generate new ideas and creative ways, develop collaboration, association within the group or outside the group and maintain relationships with others, to be more liberal, and to use acquired information, facts and experiences in daily life (Buljubašić-Kuzmanović, 2012).

### **Angry Behaviour**

According to Novaco (1994, 2000), anger is a negative toned, unpleasant emotion and internal occurrence or inner emotion, which is subjectively experienced as a high cause, upset, disturbed troubled in problem, and against the state of mind. According to Diamond (2003) the term 'immorality' means unethical, bad or careless feeling has historically been closely associated with the certainly destructive or harmful aspects of anger and violence. Novaco (2000) stated that various physiological and physiological aspects are also involved in the anger reaction. The anger-provoking stimulus activates a whole group of autonomic, blood stream, and physiological responses known as the stress reaction, or fight or flight capacity. This mental stress reaction includes the different from instability or

unbalance, tension in the facial expression and tightness in the skeletal musculature, the flow of blood pressure increased, accelerated heart rate, sweating, queasy feeling in the stomach, and feels tension depression.

### **Academic Achievement**

Education is an active or continues procedure, education modify the behaviour of an individual from inborn to individual behaviour (Taneja, 2003). Education is systematic organized instruction or provides a chance to expansion of human nature or psychological development (Rao, 2001). Rao (2001) quoted that in an education conference, Quaid-e-Azam Muhammad Ali Jinnah addressed that education does not just mean academic education, but according to the Quaid scientific and technical education is very important for people to build up our future and trained the future nation.

Academic achievement of the student is one of the major predictors of quality education in every country. Crow and Crow (1969) stated that learner get guidance and profit from instructions in a given area of learning i.e. academic achievement is reflected by the degree to which skill and information have been imparted to him. According to Sharma (2005), academic performance is a compulsory because one kind of capability is satisfied inexpensively and collectively more than others. Students feel anxiety to get good marks and grade because academic achievement is unspecified to have logical value and used to bar the gate or to open between the primary, secondary schools, and university, and also between the university and certain social professions.

### **Social Development**

Human life system is very interesting and complicated, for survival of the life humans have to establish social relations to full fill their need, human have to cooperate and interact with the environment to full fill their needs and requirements (Çetinkaya, 2009). This socialization process develop effective and healthy relationships provide chance to learn common skills (Avşar, 2004; Deniz, 2002). Segrin (2001) stated that in the process of social development, social skills as the ability to build appropriate and effective healthy relationships with other people. Deniz (2002) stated that for making perfect family system societal skill is a significant factor in an effectual communication and also for personal relationships (Deniz, 2002), everyone has personal distinctiveness (Sandhya-Rani, Priyadharshini, & Kannadasan, 2011).

Herbert-Myers, Guttentag, Swank, Smith, and Landry (2006) provided an indication for developing social hum has to develop multitasking skill in her. They found that, social connectedness, fulfillment, and disobedience with peer requirements were predicted by simultaneous foreign language skills, whereas coexisting impulsivity and distraction was important for understanding disturbance tolerance/flexibility with peers. They also founded that at the toy play age three years to eight years children are openly related with talking ability and concentration skills. The

conclusion of their thought was that at early stages from one year to eight years social skills and language skills influenced later social competence through both direct and indirect means.

Elias, Zins, Weissberg, Frey, Greenberg, Haynes, and Shriver (1997) suggested that those who concerned in guiding training of children and youth should pay particular concentration to social area, social skills allow people to succeed not only in their social lives make positive relationships with others, but also focus on their academic achievement and performance, personal, and future professional activities. According to the Bandura (1986), Dewey (1916), and Vygotskyt (1978), that child learn autonomously or dependently , for educators ultimately that learning will be adapted in communication with others, it is ever more understandable that learning is ultimately a social process, and at developmental stage educators have to focus on students' social development process. Steinberg and Silk (2002) also emphasize that families helps to their children to communication among family members, in this process children are developed their popular social skills and capabilities in her solving problems.

School is the best place to develop social and emotional competencies in students. In fact, Durlak, Weissberg, Dymnicki, Taylor, and Schellinger (2011) have documented those students whose participate in social programs and improved their social and emotional skills. James (2002) noted that in school a lack of social skills like communicational skill, friendship with others, good management skill etc. can lead to behavioural difficulties, such as criminal behaviour, distraction, peer refusal, emotional problems, harassment, difficulty in making friends, aggressiveness and angry behaviour, problems in interpersonal relationships, poor self-concept and low self-confidence, academic failures, concentration difficulties, isolation from peers, and depression. According to the Eccles (2004) that the child development research suggested that, schools beside with the family and social groups are one of the most important social contexts for children development because when child communicate with others child learn so many things and concepts, and make positive relationships.

### **Significance of the Study**

This study may be momentous for the researchers, students', teachers', parents', educationalist, policymaker, and also for society. It may be valuable for students to control their angry behaviours and to adjust themselves with other class fellows and students' may be able to develop strong relationships with class fellows or with teacher and family. The study may be useful for parents to know how to treat their children? How they can overcome the child behavioural problems? How they can make strong relationship with their children? Teachers can also get guidance from the recommendations of this study and can implement in the classroom. They can guide students on how they can improve their academic grades? How they can take interest in studies and mage their works and plans? This study

may be beneficial for head teachers to motivate angry students' to take interest in studies, the head teachers can help teachers to develop effective methodologies for teaching the angry students, can also guide the teacher to work on students' social development.

### **Objectives of the Study**

The present study was designed to achieve the following objectives.

1. To investigate the impact of grade 5 students' angry behaviour on academic achievement
2. To find out the impact of grade 5 students' angry behaviour on their social development.
3. To compare the views of grade 5 students about social development on the basis of gender
4. To compare the views of grade 5 students about angry behaviour on the basis of gender

### **Hypotheses**

Following were the hypotheses of the present research study.

H<sub>0</sub>1: There is no significant impact of grade 5 students' angry behaviour on their academic achievement

H<sub>0</sub>2: There is no significant impact of grade 5 students' angry behaviour on their social development

H<sub>0</sub>3: There is no significant difference between boys and girls grade 5 students' social development

H<sub>0</sub>3.1: There is no significant difference between boys and girls grade 5 students' physiological and psychological development

H<sub>0</sub>3.2: There is no significant difference between boys and girls grade 5 students' social interaction

H<sub>0</sub>3.3: There is no significant difference between boys and girls grade 5 students' relationships, attention and care

H<sub>0</sub>3.4: There is no significant difference between boys and girls grade 5 students' social dependence and self-independence

H<sub>0</sub>4: There is no significant difference between boys and girls grade 5 students' angry behaviour

### **Methodology**

The study was causal comparative in nature and carried positivism research paradigm.

### **Population and Sample**

All primary boys and girls schools (609), primary grade students' (122,652) were studying at district Lahore and primary grade teachers' (3,013) were the population of study. The detail of the population can be seen in following tables.

Table 1  
*Accessible Population of Model Town and Lahore Cantt Tehsils*

Tehsils	Gender	Grade 5
Model Town	Male	4,285
	Female	5,067
Lahore Cantt	Male	3,445
	Female	3,315

Table 1 shows that in Model Town Tehsil at grade 5 male students' were 4,285 and female were 5,067. Table 3.3 shows that, in Lahore Cantt Tehsil at grade 5 male students were 3,445 and female students were 3,315.

Table 2 shows sample selection.

Table 2  
*Sample of the Study*

Tehsils	Sampled schools 16%	Total Sample of students' of grade 5	Total of Gender	Sampled	Teachers' Interviews
Model Town	8	400	Model Town	B= 213 G= 143	11
Lahore Cantt.	8	400	Lahore Cantt	B= 132 G= 312	10

Table 2 shows that multi-stage sampling technique was used. At the first stage, two tehsils Model Town and Lahore Cantt were selected conveniently. At the second stage, sixteen percent government primary schools' were selected purposively i.e. where students' enrolment was high. At the third stage, eight schools from Model Town tehsil and 8 schools' from Lahore Cantt tehsil of district Lahore and 50 students from grade 5 from both tehsils were selected randomly. Hence 400 students of grade 5 were selected from each Tehsil and total sample was 800 students from both Tehsils. From Model Town tehsil 213 boys and 143 girls were selected. From Lahore Cantt tehsil 132 boys and 312 girls were selected randomly. At the fourth stage, total of 21 male and female teachers' were selected randomly for the interviews who were teaching to grade 5 at the time of the study.

**Instrumentation**

A close ended questionnaire was used as a research instrument. The researchers developed questionnaire in the light of constructs of students' angry behaviour and social development. Clausen, Davey, and Day (2007)

and Alrfooh (2014) worked on angry behaviour and social development. The researchers explained the factors of angry behaviour and social development, psychological, physiological, sociological factors, personal communication, attention, care, social dependence, self-independence, sensitivity, criticism, relationship with family, friends and relations with others.

Self- developed students' questionnaire consisted of two parts. First part was about students' demographic Profile. Second part was five optional Likert type scale. Five optional scales divide into five factors. First factor was physiological and psychological development, second social interaction, third relationship, attention, and care, fourth social dependence and self-independence and last factor was angry behaviour. The questionnaire was developed to identify the students' angry behaviour and effect of angry behaviour on their social development and what kind of problems angry students face in their social life? The questionnaire was administered on the students at grade 5.

### Findings

#### **H<sub>0</sub>1: There is no significant impact of grade 5 students' angry behaviour on their academic achievement**

Table 3

*Linear Regression on Students' Angry Behaviour and Academic Achievement*

Variables	<i>M</i>	<i>SD</i>	<i>B</i>	<i>df</i>	<i>F</i>	<i>R</i> <sup>2</sup>	<i>Sig.</i>
Angry Behaviour	14.394	20.4938		1			
			-.049		1.889	.002	.170
Academic Achievement	7.619	28.1763		798			

Table 3 shows that linear regression analysis was applied to determine the impact of grade 5 students' angry behaviour on their academic achievement. The linear regression shows the impact of grade 5 students' angry behaviour on their academic achievement was statistically significant,  $F(798,798) = 1.889, p < .170^a$ . The result from the above table shows that in model summery R square was .002 indicating the approximately 0.2 % (.002 multiple 100) of the variance of impact of grade 5 angry behaviour on their academic achievement.

Table indicates that the beta coefficient was -.049 which was for academic achievement. It was concluded that the independent variable makes contribution to the dependent variable. Result shows that present study accepted the null hypothesis that there is no significant impact of grade 5 students' angry behaviour on their academic achievement.

#### **H<sub>0</sub>2: There is no significant impact of grade 5 students' angry behaviour on their social development**



Table 4  
*Applied Linear Regression on Angry Behaviour and Social Development*

Variables	<i>M</i>	<i>SD</i>	<i>B</i>	<i>df</i>	<i>F</i>	<i>R</i> <sup>2</sup>	<i>Sig</i>
Angry Behaviour	20.49	2.762		1			
			.156		409.710	.192	.000
Social Development	109.59	7.760		798			

Table 4 shows that linear regression analysis was applied to determine the impact of grade 5 students’ angry behaviour on their social development. The linear regression shows the impact of grade 5 students’ angry behaviour on their social development was statistically significant,  $F(798,799) = 409.710, p < .000$ . The result from the above table shows that in model summery  $R$  square was .192 indicating the approximately .192% (0 .192 multiple 100) of the variance of impact of grade 5 angry behaviour on their social development.

Table 4 indicates that the beta coefficient was .438 which was for social development. It was concluded that the independent variable makes contribution to the dependent variable. Result shows that present study rejected the null hypothesis that there is no significant impact of grade 5 students’ angry behaviour on their social development.

**H<sub>0</sub> 3: There is no significant difference between boys and girls grade 5 students’ social development.**

Table 5  
*Applied Independent Sample t-test on Social Development*

Factors	<i>Gende</i>	<i>N</i>	<i>Means</i>	<i>Std. Deviatio</i>	<i>t- value</i>	<i>df</i>	<i>Sig. (2tailed)</i>
Social	Boys	34	108.1	6.919	-	79	.000
Developmen	Girls	5	8	8.190	4.62	8	
t		45	110.6		9		
		5	6				

Above table 5 shows analysis of hypothesis. The researchers applied independent sample t test to compare the boys and girls grade 5 students’ social development. Table shows that there is significant difference between boys and girls social development. Boys  $M=108.18, SD=6.919$  and girls  $M= 110.66, SD= 8.190$ ;  $t(-4.629) = 798, p=.000$ . Therefore, analysis shows the present study rejected the null hypothesis that was there is no significant difference between boys and girls grade 5 students’ social development.

**H<sub>0</sub> 3.1: There is no significant difference between boys and girls grade 5 students’ Physiological and psychological development.**

Table 6

*Applied Independent Sample t-test on Physiological Psychological Development*

Factors	Gender	N	Mean	Std. Deviation	t-value	Df	Sig. (2tailed)
Physiological & Psychological Development	Boys	34	29.81	2.555	.523	796.13	.601
	Girls	5	1	3.541			
			45	29.69			
			5	8			

Table 6 depicts the analysis of hypothesis 3.1. The researchers applied independent sample t-test to compare the boys and girls grade 5 students' physiological and psychological development. Table shows that there is no significant difference between boys and girls physiological and psychological development. Boys M= 29.811, SD=2.555 and girls M= 29.698, SD= 3.541;  $t(.523) = 796.131$ ,  $p = .601$ . Therefore, analysis shows the present study accepted the null hypothesis that there is no significant difference between boys and girls grade 5 students' physiological psychological development.

**H<sub>0</sub> 3.2: There is no significant difference between boys and girls grade 5 students' social interaction.**

Table 7

*Applied Independent Sample t-test on Social Interaction*

Factors	Gender	N	Means	Std. Deviation	t value	df	Sig.(2-tailed)
Social Interaction	Boys	345	30.452	2.710	-	798	.000
	Girls	455	31.483	2.742	5.295		

Table 7 shows the analysis of hypothesis 3.2. The independent samples t-test was applied to compare the boys and girls grade 5 students' social factor. Final results shows that boys M= 30.452, SD=2.710 and girls M=31.483, SD=2.742;  $t(-5.295) = 798$ ,  $p = .000$ . Therefore, analysis shows the present study rejected the null hypothesis that there is no significant difference between boys and girls grade 5 students' social interaction.

**H<sub>0</sub> 3.3: There is no significant difference between boys and girls grade 5 students' relationships, attention and care.**

Table 8  
*Applied Independent Sample t-test on Relationship, Attention and Care*

Factors	Gender	N	Means	Std. Deviation	t Value	Df	Sig(2 tailed)
Relationships, Attention and Care	Boys'	34	22.10	1.959	-	79	.000
	Girls'	5	4	1.989		8	
		45	22.98				
		5	2				

Table 8 shows the analysis of hypothesis 3.3. The researchers applied independent sample t-test to compare the boys and girls grade 5 students' relationships attention and care. Final results shows that boys M=22.104, SD=1.959 and girls M=22.982, SD=1.989;  $t(-6.222) = 798$ ,  $p = .000$ . Therefore, analysis shows the present study rejected the null hypothesis that was there is no significant difference between boys and girls grade 5 students' relationships attention and care.

**Ho 3.4: There is no significant difference between boys and girls grade 5 students' social dependence and self- independence.**

Table 9  
*Applied Independent Sample t-test on Social Dependence and Self Independence*

Factors	Gender	N	Means	Std. Deviation	t value	df	Sig(2 tailed)
Social Dependence and Self Independence	Boys	345	25.817	2.449	-	798	.000
	Girls	455	26.497	2.568			

Table 9 shows the analysis of hypothesis 3.4. The researchers applied independent samples t-test to compare the boys and girls grade 5 students' social dependence and self -independence. Final results show that boys M=25.817, SD=2.449 and girls M=26.497, SD=26.497;  $t(-3.779) = 798$ ,  $p = .000$ . Therefore, the analysis shows the present study rejected the null hypothesis that was there is no significant difference between boys and girls grade 5 students' social dependence and self- independence.

**Ho 4: There is no significant difference between boys and girls grade 5 students' angry behaviour.**

Table 10  
*Applied Independent Sample t- test on Angry Behaviour*

Factor	Gender	N	Means	Std. Deviation	t value	df	Sig (2 tailed)
Angry Behaviour	Boys	345	20.159	2.848	-	798	.003
	Girls	455	20.747	2.669	2.996		

Table 10 shows the analysis of Hypothesis 4. The researchers applied Independent samples t-test to compare the boys and girls grade 5 students' angry behaviour. Final results show that boys  $M=20.159$ ,  $SD=2.848$  and girls  $M=20.747$ ,  $SD=2.669$ ;  $t (-2.996) = 798$ ,  $p=.003$ . Therefore, the analysis shows the present study rejected the null hypothesis that was there is no significant difference between boys and girls grade 5 students' angry behaviour.

### **Discussion**

The study was conducted on grade 5 students and teachers who were teaching to grade five. The main purpose of this study was to investigate the impact of grade 5 students' angry behaviour on their academic achievement and social development. When discussing the findings of quantitative part, the present study accepted the null hypothesis that there is no impact of grade 5 students' angry behaviour on their academic achievement. Because students overcome their angry behaviour after some relaxation students' start to take interest in studies therefore, Ghazali's (2008) study finding contradict to the present study findings that academic achievement and socio-economic status, living standards have a strong relationship for achieving a educational objectives.

The present study rejected the null hypothesis that there is no impact of grade 5 students' angry behaviour on their social development. Because in anger emotion students' break their friendships, don't take interest in social activates, there for James (2002) study supported to the present study findings that in school a lack of social skills like communicational skill, friendship with others, good management skill etc. can lead to behavioural difficulties, such as criminal behaviour, distraction, peer refusal, emotional problems, harassment, difficulty in making friends, aggressiveness and angry behaviour, problems in interpersonal relationships, poor self-concept and low self-confidence, academic failures, concentration difficulties, isolation from peers, and depression.

The present study rejected the null hypothesis that there is no significant difference between boys and girls of grade 5 students' social development. because boys and girls both different styles to grow their socially therefore, Herbert-Myers, Guttentag, Swank, Smith, and Landry (2006) supported to the present study findings that at the toy play age three

years to eight years children are openly related with talking ability and concentration skills. At early stages from one year to eight years social skills and language skills influenced later social competence through both direct and indirect means.

The present study finding accepted the null hypothesis that was there is no significant difference between boys and girls grade 5 students' physiological psychological development. The present study finding rejected the null hypothesis that was there is no significant difference between boys and girls grade 5 students' social interaction. The present finding rejected the null hypothesis that was there is no significant difference between boys and girls grade 5 students' relationships attention and care. The present study rejected the null hypothesis that was there is no significant difference between boys and girls grade 5 students' social dependence and self-independence. Because it shows that with the passage students' groom physiologically or psychologically students fulfill their needs and grow physically but lack of facilities its effect their social adjustment and interaction because in many schools students' have no proper play grounds to play and enjoy free time with their friends to make healthy relationships, when talk about relationships with others students want attention and care and special time, students want to become independent they don't want to become dependent on others so that's why students face lack of social development. Alrfooh (2014) study finding supported to the present study findings that, first-grade students' (from age 5 years) suffer from lack of social adjustment and social behavioural problems, and teachers have difficulties to control students' problems, and attracting them to the social atmosphere of the school. At the beginning of the school days, students sometimes keep crying for more than a week and become unable to adapt to class fellows, teachers and classroom environment in the school, because child is attached with their parents. Alrfooh (2014) stated that such students are withdrawn from socialization, students have no companions in the classroom due to this behavioural problem they suffer from mood changes, or communicational problem. The reason behind this is the strong relationship with parents, and mothers over protected of their children, as they do not allow them to play or engage with other children or act independently (Alrfooh, 2014).

The fourth objective's finding shows that it rejected the null hypothesis that was there is no significant difference between boys and girls grade 5 students' angry behaviour because at grade 5 students' both boys and girls show angry behaviour may be when students are mentally or physically disturb or may be any physical environment disturb their moods. Novaco (2000) supported to present study finding that various physiological and psychological aspects are also involved in the anger reaction. The anger-provoking stimulus activates a whole group of autonomic, blood stream and physiological responses known as the stress reaction, or fight or flight

capacity. This mental stress reaction includes the different from instability or unbalance, tension in the facial expression and tightness in the skeletal musculature, the flow of blood pressure increased, accelerated heart rate, sweating, queasy feeling in the stomach, and feels tension depression.

### **Conclusion and Recommendations**

This study investigates the impact of grade 5 students' angry behaviour on academic achievement and social development. It was concluded that the present study findings accepted the null hypothesis that there is no impact of grade 5 students' angry behaviour on their academic achievement. The present study findings accepted the null hypothesis that there is no impact of grade 5 students' angry behaviour on their social development. The present study findings rejected the null hypothesis that there is no significant difference between boys and girls grade 5 students' social development. The present study finding rejected the null hypothesis that was there is no significant difference between boys and girls grade 5 students' angry behaviour.

Students' have anger emotions but it is really accurse. Teachers treat them politely and give special time and care and divert their attention and told Islamic views regarding angry behaviour. Academic achievement is affected due to angry behaviour because students' don't take interest in class activities. Students overcome their behaviours on time it's not affected on students' academic achievement. Angry behaviour affects their social development, it makes clashes between their relationships, and they do not like their class fellows in ager emotions. Social development is affected due to lack of sufficient facilities. Teachers' rude behaviour, crowded class room, lack of facilities effects on students' behaviour. Angry behaviour effects the classroom environment. Teachers do not used new technologies to teach grade 5 students.

The present study recommends that school administration should provide peaceful and facilitated environment, in which students and teacher can easily conduct their academic activities. Teachers should manage effective group activities and use multiple audiovisual aids like technologies laptop, computer, sparkers, chart papers, colours. Parents should involve her in your child activities, and try to manage different activities at home. Parents give importance to your child point of views and ideas and enjoy free time with your child for their holistic development. The study was delimited to the primary school teachers and students. But, in future researches, the researcher might be conducted the same study from different stakeholders such parents or guardians because they play a foremost role in children's development.

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