**Pakistan Social Sciences Review**
www.pssr.org.pk

RESEARCH PAPER

# Impact of Teaching Computing Technology and American Literature on Social Behaviour of Students at College Level

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**ABSTRACT**

American literature has potential to create positive impact on behaviour of the students as it is consisted of the values such as tolerance, mutual respect, sacrifice and love for humanity. But increasing craze to learn computing technology may lead the students to anxiety which is hypothesized to have its roots in teaching of computer in traditional ways. To investigate the impact of the either subject, 500 male and 210 female students of intermediate (computer group) were selected from 20 colleges of Kotli as a sample by using convenient sampling technique. Close-ended questionnaire was used to collect the required data. To determine validity of the research tool, value of internal consistency (Cronbach Alpha) was found 0.823. The obtained data was analysed through simple statistical tools. The findings indicated that the students showed lack of tolerance and forgiveness to others which is connected to the teaching of computing technology in traditional ways.

| **KEYWORDS** | American Literature, Behaviour, English Literature, Public Sector Colleges |

**Introduction**

American literature has been approved by Punjab Text Book-board that is consisted of short stories, poems and plays, and it is taught to the intermediate level particularly 1st year students of Azad Kashmir and Pakistan. This literature covers optimistic, didactic, and enlightened aspects of life. Moreover, it is also embedded with horrible and sorrowful events of the world history resulted in the pangs, sufferings, and destruction of human life to motivate the tender feelings in the hearts of its learners. If this literature is taught and understood in its true nature, it has potential to bring positive change in the behaviour of its learners, so impact of American literature is independent variable of the study. Similarly, the students of computer science group are taught the subject of computer which is consisted of very basic knowledge of computer. There is a dire need to teach this subject on the basis of the demand of the day. So, behaviour of the selected students of computer science subject is dependent variable of the study. There is an important context of selecting Intermediate students of computer science at public sector colleges of Kotli Azad Jammu and Kashmir (Pakistan) because the students at these colleges have attitude problems as negotiated particularly in the social circles of the local community. Every year, significant number of this particular educational level students are involved in suiciding, road-side clashes, and quarrels and disobedience to teachers and parents. To probe the impact of American literature and Computer Science on the behaviour of these students, this study was conducted on the basis of the proposition that this literature can exert positive or negative impact on attitudes of the learners. Moreover, the data was collected from 20 colleges which represent the population of at least eight million people whose children are sent from villages as well

as city for getting better quality education from these national institutions, and results of the current study are generalizable to other regions of Azad Kashmir and Pakistan.

## Literature Review

Misbehaviours like disruptive talking, harassing class fellows, rudeness and verbal insults are very common in college students. Most studies have explored that negative behaviour has not only increased with time, it has also affected classroom environment as well as affected the academic achievement of the students (Bryant, 2000 & Waseem, 2007). The current study investigates the impact of American literature and Computer Science subject taught to the students of computer science group at Intermediate level at public sector colleges of Kotli Azad Jammu and Kashmir. Different academicians have seen problematic behaviours differently and have used different terms in this regard. In this concern, Stewart et al. (1998) is very significant who termed misconduct of the student as the disciplinary violation of the institution, preferably involving in the activities, like, fighting, drinking, tardiness, wreckage. According to him, in the presence of explicit rules and regulations in the institution, breaking or crossing the boundaries is apparently the violation of these rules which is on the other way round, misbehaviour or misconduct on the part of the students. Such behaviours create disturbance in the classroom and cause distress for teachers as well as students which stimulate teachers to make continual comments for their students (Arbuckle, 2004) (Pitten Cate and Glock, 2019) (Kariippanon et al., 2019) (Aldabbagh et al., 2022). Moreover, during his study, Shen et al (2004) has found that student classroom misbehaviour includes emotional disturbance, over activity and lack of cooperation in Chinese elementary schools. Beside discovering different categories of students in the classroom regarding their misbehaviour, it was also considered imperative to investigate the common and disruptive problems from teachers' perspectives. The findings of the research indicated that hindering others, idleness, and talking out of turn were found frequently by the teachers at secondary school in the behaviours of the students in the United Kingdom (Houghton, 1988) and Australia (Little, 2005). Stewart et al (1998) conducted a study in Hong Kong classroom to explore the problem behaviour of junior secondary school students. It is pertinent to explicate that the study focused to replicate the preceding studies in inspecting the problematic behaviours observed by teachers as the most mutual and disruptive. Moreover, this study further endeavoured to examine the most undesirable problematic behaviours in the eyes of teachers as well as the principal reasons behind them. The study employed the teachers with diverse experiences and training background in order to get a wide-ranging view of the issue. The study concluded that majority of the students are involved in bullying, verbal insults, and quarrels not only with their teachers but with their class fellows as well. To determine the problem behaviour, Wheldall and Merret (1988) organized a study so that it could be possible to view whether all externalizing manners that disrupt explicit rules or implicit customs, distract the classroom order, and aggravate the process of teaching and learning in this study. In this respect, certain scales were developed to measure the perceptions of teachers related to classroom behaviour. These theorists used ten items out of which physical aggression, disobedience and nonverbal noise are related to the present study. The findings supported the hypotheses formulated by Wheldall and Merret, (1988). More or less, similar behavioural problems are found in Pakistan and Kashmiri institutions, therefore, present study is a scholarly endeavour to investigate the phenomenon of attitude in relation to the impact of American literature and computer science taught to intermediate (1st year) level students.

## Material and Methods

To investigate the phenomenon under consideration, the researchers have used descriptive quantitative method with a correlational perspective to determine the association between the two variables, like, impact of American literature and computer science subjects on behaviour of the students of intermediate (1st year) level as most of the socially unacceptable activities are exchanged in the local community. Trends, comparison of groups and relationship among variables (Babbie, 2010) are also described in this method. In this regard, descriptive quantitative method was used which has certain strengths as it permits for greater objectivity and accuracy of results. Using well established standards, this method facilitates other research studies to be replicated, and then analysed and compared with similar studies. In this way, vast sources of information can be summarised, and comparisons are made across categories over time. Moreover, personal prejudice can be circumvented by keeping a 'distance' from partaking subjects and utilizing recognized computational techniques. On the other hand, descriptive quantitative methods have certain limitations to study research problems in social sciences. In this respect, there is no doubt that quantitative data is more efficient and has the capacity to test the hypothesis in measurable terms, but it lacks contextual details as it uses an inert and rigid contour and engages an obstinate process of discovery where the data essentially reflects opinion of the researchers than the partaking individuals. In this method, the results obtained are limited to numerical descriptions and lack elaborate accounts of human perception. Even though, descriptive quantitative method with co-relational perspective provides authenticated tools of data collection, as it substantiates in the case of present study. Close-ended questionnaire as a tool after a pilot study was framed to collect data from the selected respondents. In formulation of a standard questionnaire as a tool to collect the data, pilot study was conducted to improve the tool and it would always be embarrassing for researcher to know misunderstanding of respondents about the tool questions later than it is sent out to them (Gay et al, 2009). Similarly, frequency and percentages were applied to analyse the collected data which provided authentic and robust statistically analysed results for interpretation and discussion. This endeavor may help researchers to conduct cohort study for same level of students every next year or this study can be turned into panel study to examine the behaviour of the same individuals in their every next year behaviour.

## Sample

500 male students and 210 female students of Intermediate (1st Year) from 20 Public Sector Colleges of District Kotli, Azad Jammu and Kashmir (Pakistan) were selected as a sample of this study by using Convenient sampling technique. As these colleges are located in the main city and its premises, thus it was convenient to collect the data easily. The purpose of selecting Public Sector Colleges rather than Private Sector Colleges was to collect the data from those students who are often reported involved in violent activities. Moreover, age and region-wise this is a homogeneous group, where ages of this sample range between 17 and 18 years, and they share same regional background as well. Their IQ level could be varied but it possibly does not affect their response as this study has no concern to explore the educational or linguistic competence of the selected sample.

## Instrument

Close-ended questionnaire was used to collect the data because this tool is helpful in collection of data in a desired time and need and is reliable to organize the obtained data in a logical sequence to put into statistical tools for valid results. This tool was

designed (instead of open-ended questionnaire) by the researchers as being teachers, they were aware of the nature of students to provide information. Only 05 questions were formulated out of which 04 questions were related to the response of the students on misbehaviour of others with them in the classroom, within the college, in the streets, on roads, in playgrounds, and at home (with family members) whereas 01 question was about their role as an advisor to friends when they are involved in quarrels or exchange of harsh wording on misbehaviour with other people. This tool of data collection was framed on the basis of Likert Scale, it was distributed to 05 colleagues of the university and 05 students of BS Education. Receiving their feedback, necessary modifications were incorporated, and it was checked where value of its internal consistency (Cronbach Alpha) was found 0.823.

## Data collection procedure

The data was collected from 500 male students and 210 female students at Public Sector Colleges of District Kotli Azad Jammu and Kashmir (Pakistan). This is important to mention that Kotli is the largest District of the state of Azad Jammu and Kashmir by area and population. There are both Private and Public Sector Colleges in the District, but only 20 Public Sector Colleges were selected for this study because the students at these colleges are often found involved in various violent activities. Close-ended questionnaire was designed which was checked by using SPSS, and the value of its internal consistency (Cronbach Alpha) was found 0.823. Convenient sampling technique was used to collect the data. The researchers visited these colleges one by one, distributed the questionnaire to the students of Intermediate (1st Year) immediately before their annual exams and got it filled in personal presence providing guidelines where required. A limitation was found during the data collection process that there could be a blank section in the questionnaire for the students who wanted to express something more but due to nature of the study, time and permission constraints, data was collected in 04 weeks by using close-ended questionnaire framed on Likert scale.

## Data analysis

As the data was in numerical form, so it was analysed by using simple statistical tools to obtain frequencies and percentages for the current study.

## Analysis procedure

Collected data was organized and transferred on coding sheets, and it was analysed through simple statistical tools to find the impact of computer science and American literature on the behaviour of male and female students at Public Sector Colleges of Kotli Azad Jammu and Kashmir. As a result of using Chi-Square test, analysed data was presented in tabulated form which were arranged separately in a hierarchical manner placing them in even numbers for females and odd numbers for males. Tabulated data was interpreted and compared where required.

## Ethical Consideration

The research was conducted keeping in view the ethical consideration in true letter and spirit.

## Results and Discussion

**Table 1**

| Non-tolerance on misbehaviour of others and feeling of satisfaction on taking revenge (male respondents). | Frequency | Percent |
|---|---|---|

| | Frequency | Percent |
|---|---|---|
| Strongly Disagree | 24 | 4.8% |
| Disagree | 240 | 48.0% |
| No Idea | 61 | 12.2% |
| Agree | 113 | 22.6 % |
| Strongly Agree | 62 | 12.4% |
| Total | 500 | 100% |

Table No. 1 shows that greater number of respondents from the selected sample has tolerating behaviour which constitute 52.8 % of the whole population. In other words, 48.0 % of the respondents disagreed and 4.8 % of the respondents strongly disagreed for their reaction against the negative behavior towards others. On the other hand, 113 respondents agreed that they feel satisfaction on taking revenge of rude behavior of their fellows which constitutes 22.6 % while 62 respondents strongly agreed which constitutes 12.4 % of the selected sample. In other words, 35 % of the selected sample responded that they have no tolerance for any kind of negative behavior taken by other against them. However, 12.2 % of the whole selected sample showed no idea regarding the question asked. The difference between the responses of both kinds of respondents (tolerant and non-tolerant) is only 17.8 % which is although not very significant to indicate the impact of American Peace literature on the behavior of the respondents, still it is quite satisfactory which shows positive impact of the taught subjects on the intermediate students of public sector colleges in District Kotli (A.K).

**Table 2**

| Non-tolerance on misbehaviour of others and feeling of satisfaction on taking revenge (female respondents). | Frequency | Percent |
|---|---|---|
| Strongly Disagree | 103 | 49.1% |
| Disagree | 58 | 27.6% |
| No Idea | 06 | 2.9% |
| Agree | 07 | 3.3% |
| Strongly Agree | 36 | 17.1% |
| Total | 210 | 100% |

Table No. 2 indicates the reaction of female students regarding misbehavior of others and feelings of satisfaction on taking revenge. In this respect, 161 female respondents recorded their response as disagree and strongly disagree which constitutes 76.7%. It means that these female students do not believe in taking revenge upon those who bully, clown, and treat them with verbal insults.  On the other hand, 43 female students which constitute 20.4% of the total sample do not tolerate when they are treated negatively by others. In this way, there is a greater difference between the responses of both kinds of respondents (tolerant and non-tolerant) which is 56.3% and this trend shows greater impact of American literature on female students. On comparison between male students and female students on the same treatment, the data shows significantly greater difference between the two genders. As table 1 exhibits that 52.8% male students do not negatively react against the negative behavioral treatment whereas on the same position, 76.7% female students do not behave negatively on negative treatment. In this way, the difference between male and female non-reactive students is 23.9% which shows safely higher percentage of non-reactive female students. However, percentage of male reactive students is 14.6% greater than that of female reactive students. This trend reveals significant impact of computer science and American literature on behavior of female students.

**Table 3**

| Non-tolerance on misbehaviour of students other than their class fellows and feeling of satisfaction on taking revenge (male respondents). | Frequency | Percent |
|---|---|---|
| Strongly Disagree | 20 | 4% |
| Disagree | 153 | 30.6% |
| No Idea | 59 | 11.8% |
| Agree | 230 | 46% |
| Strongly Agree | 38 | 7.6% |
| Total | 500 | 100.0 |

Table No. 3 reveals the statistics of male students about their reaction to misbehavior of people in the college other than their class fellows. In this regard, 20% respondents marked the option 'strongly disagree' and 153 respondents marked the option 'disagree' which together constitute 34.6% of the entire sample. On the other hand, 46% respondents selected the option 'agree' and 7.6% respondents selected the option 'strongly agree' whereas 11.8% respondents selected the option 'no idea'.  The trend shows that majority of male students do not tolerate with the people other than their class fellows. As mentioned above that only 34.6% do not react on misbehavior of others within class while 53% male students do not tolerate with others outside their classroom. If this trend of the students is compared with their reaction in the class on getting misbehavior of their class fellows (as denoted in Table 1), 52.8% students responded that they do not react negatively on negative behavioral treatment of their class fellows. Similarly, responding the same question, 35% students responded that they react on the misbehavior of their class fellows. This negative reaction of male students is 18.6% greater with the people of college other than their class fellows and indicates little impact of American literature and greater impact of computer teaching on their behavior.

**Table 4**

| Non-tolerance on misbehaviour of students other than their class fellows and feeling of satisfaction on taking revenge (female respondents). | Frequency | Percent |
|---|---|---|
| Strongly Disagree | 97 | 46.1% |
| Disagree | 30 | 14.2% |
| No Idea | 02 | 0.95% |
| Agree | 38 | 18.0% |
| Strongly Agree | 43 | 20.4% |
| Total | 210 | 100% |

Table No. 4 shows the statistics of female respondents about their reaction on misbehavior of the people within college other than their class fellows. In this concern, 46.2% respondents marked the option 'strongly disagree' and 30 respondents marked the option 'disagree' which means that they do not tolerate. On the other hand, 38 respondents chose the option 'agree' while 43 female respondents selected the option 'strongly agree' which means they do not react on misbehavior of other within college and outside classroom. In this way, 60.7% respondents of the entire sample react negatively on misbehavior of other people within college which is a greater percentage of such female respondents. 38.6% of the whole selected sample shows tolerance against misbehavior of others. If this percentage of female respondents is compared with their negative reaction to that of with their class fellows, it constitutes 16.1% difference lesser than their negative reaction with their class fellows which is an indication that there is little impact of American literature and greater impact of computer teaching on the behavior of female students.

**Table 5**

| Forgiving family members at home in case of any maltreatment from them (male respondents). | Frequency | Percent |
|---|---|---|
| Strongly Disagree | 54 | 10.8% |
| Disagree | 290 | 58.0% |
| No Idea | 24 | 4.8% |
| Agree | 119 | 23.8% |
| Strongly Agree | 13 | 2.6% |
| Total | 500 | 100% |

Table 5 indicates that significant number of respondents exercise revenge against their family members at home. In this respect, 290 students disagreed, and 54 respondents strongly disagreed which constitute 58% and 10.8 % respectively regarding the question that they forgive their family members in case of any negative treatment from them. On the other hand, 119 respondents agreed for their forgiving behavior which constitute 23.8 % while only 2.6 % respondents strongly agreed for their forgiving attitude against their family members. However, 24 respondents which constitute 2.4 % expressed no idea regarding their reaction against their family members. This is important to note that 68.8 % intermediate students at public sector colleges do not have forgiving attitude at home with their family members which is an alarming situation. Keeping in view the results of table No. 2, the comparison shows that there is least impact of American Peace literature on the behavior of the selected learners which direct our attention on the intervening factors including family traditions, home environment, regional influence, parents' lack of education and behavior etc. In other words, the learners show tolerance at colleges possibly as a result of college discipline, rules and regulations and punishment, while social factors are stronger to behave them at home when they have no such restrictions at home.

**Table 6**

| Forgiving family members at home in case of any maltreatment from them (female respondents). | Frequency | Percent |
|---|---|---|
| Strongly Disagree | 13 | 6.1% |
| Disagree | 24 | 11.4% |
| No Idea | 03 | 1.4% |
| Agree | 110 | 52.3% |
| Strongly Agree | 60 | 28.5% |
| Total | 210 | 100% |

Table No.6 shows the statistics about the forgiving behavior of female students at their home if they are grieved by the misbehavior or revolting action of their family members. In this regard, 6.1% female students recorded the option 'strongly disagree' and 11.4% selected the option 'disagree' whereas only 1.4% chose the option 'no idea'. On the other hand, 52.3% female respondents selected the option 'strongly agree' and 28.5% respondents marked the option 'strongly agree' which together constitutes 80.8% which means that female students behave very positively at home. Only 17.5% respondents react negatively at home if they are treated badly which is greatly opposite to the male respondents. In this concern, statistics of table 5 show that 68.8% male students do not have forgiving attitude at home whereas 26.4% male respondents show forgiving attitude with their family members at home. Thus, female students show positive behavior at home which indicates highly positive impact of American literature and little impact of computer teaching on the attitudes of female students than male students.

**Table 7**

| Patience with others in the streets, on the roads and in the playground if they are not treated well (male respondents). | Frequency | Percent |
|---|---|---|
| Strongly Disagree | 25 | 5% |
| Disagree | 53 | 10.6% |
| No Idea | 57 | 11.4% |
| Agree | 306 | 61.2% |
| Strongly Agree | 59 | 11.8% |
| Total | 500 | 100% |

The above table shows the tolerant and patient behavior of the selected individuals of this study with others, especially when others do not treat them in a good manner. This is very important because sometimes the people remain reserved and treat others in a normal way, but it becomes critical when the same or almost same treatment is given to those who maltreat them. In this respect, 306 respondents which makes 61.2% of the whole selected sample agreed that if the other people do not treat them well even then, they treat them in a good way. Similarly, 59 respondents who make 11.8% of the whole selected sample, strongly agreed with the statement that their behavior with those who create problems and deal them in a negative way, is always positive. On the other hand, 5% and 10.6% respondents strongly disagreed and disagreed respectively that they do not behave well with those whose dealing with them is not good. It means that such people believe in the fact that treat others as they treat you. Therefore, the above discussion is an indication that American peace literature plays very good and constructive role in creating tolerance and patience in the students of intermediate.

**Table 8**

| Patience with others in the streets, on the roads and in the playground if they are not treated well (female respondents). | Frequency | Percent |
|---|---|---|
| Strongly Disagree | 49 | 23.3% |
| Disagree | 04 | 1.9% |
| No Idea | 104 | 49.5% |
| Agree | 48 | 22.8% |
| Strongly Agree | 05 | 2.3% |
| Total | 210 | 100% |

Table No. 8 reveals the statistics of female respondents about their patience in the streets, on the roads, and in the playground when they are not treated well by others. In this concern, data obtained is quite abnormal as 49.5% of the respondents marked the option 'no idea', 23.3% of female respondents strongly disagreed and only 1.9% female respondents selected the option 'disagreed' which together constitutes 25.2% of the entire sample of the study. On the other hand, 2.3% female respondents selected the option 'agree' while 22.8% of the respondents marked the option 'strongly agree' which together constitutes 25.2%. In this way, 50.2% respondents provided the data about their patience in the streets, on the roads, and in the playground while almost 49% respondents marked 'no idea'. If this trend is compared with table No. 7 which shows the statistics about patience of the male respondents, 73% communicated their positive attitude, 11.4% marked 'no idea' and 15.6% male respondents exchanged that they do not show patience in the streets, on the roads, and in the playground. This trend indicates positive impact on male students whereas it shows balanced impact on female students of the selected colleges of Kotli Azad Jammu and Kashmir (Pakistan).

**Table 9**

| Advice of patience to friends during their quarrels and maltreatment with other people (male respondents). | Frequency | Percent |
|---|---|---|
| Strongly Disagree | 264 | 52.8% |
| Disagree | 82 | 16.4% |
| No Idea | 31 | 6.2% |
| Agree | 101 | 20.2% |
| Strongly Agree | 22 | 4.4% |
| Total | 500 | 100% |

Table No. 9 divulges the statistics about the behavioural role of the male respondents in terms of advising their friends to show patience during their quarrels and exchange of harsh wording against others. In this respect, 264 respondents marked the option 'strongly disagree' and 82 respondents marked the option 'disagree' which together constitutes 69.2% whereas only 6.2% male respondents marked the option 'no idea'. On the other hand, 101 male students selected the option 'agree' and only 22 male students selected the option 'strongly agree' which together makes 24.6% of the entire sample of the study. This trend indicates that American literature does not have significant impact while computer teaching has some effect exerted on the behaviour of the male students to advise their friends during their quarrels and exchange of harsh wording against other people.

**Table 10**

| Advice of patience to friends during their quarrels and maltreatment with other people (female respondents). | Frequency | Percent |
|---|---|---|
| Strongly Disagree | 22 | 10.4% |
| Disagree | 13 | 6.1% |
| No Idea | 08 | 3.8% |
| Agree | 63 | 30% |
| Strongly Agree | 104 | 49.5% |
| Total | 210 | 100% |

Table No. 10 indicates about the statistics of female respondents on their behavioral role to advise their friends to show patience during their quarrels and exchange of harsh wording against other people. In this concern, 10.4% female respondents selected the option 'strongly disagree, and 6.1% female respondents marked the option 'disagree' while only 3.8% respondents chose the option 'no idea'. On the other hand, 30% female respondents marked the option 'agree' whereas 49.5% female respondents selected the option 'strongly agree'. Viewing previous table, it is inferred that there is no significant impact of teaching on male students while table No. 10 shows that there is a significant impact of the selected literature on female students regarding their behavioral role to advise their friends to show patience during their quarrels and exchange of harsh wording against other people.

**Discussion**

Results show that 35% male students and 20.4% female students behave negatively in the classroom against bullying, clowning, and verbal insults of others. On the other hand, 52.8% male students and 76.7% female students show positive response if they are treated negatively by others. This trend clearly indicates positive impact of American literature than computer teaching on the behaviour of both males and females because percentage of differences within both genders is highly significant. In this respect, percentage of positive behaviour of male students is 17.8% greater than that of

male students with negative behaviour. Similarly, there is 56.3% difference in positive and negative behaviour of female students within their same gender. However, results reveal the fact that female students behave more positively than male students within classroom when they are given negative treatment by others. Certain level of this tolerance may be the result of teachers control in the classroom, but it is evident that independent variable (Impact of American literature) is highly significant.

As it is concerned to the behaviour of male students outside classroom but within college, there is slightly alarming situation because 53.6% male students behave negatively which is 18.6% greater than their behaviour within classroom. Similarly, 38.5% female students behave negatively which is 18.1% greater than their behaviour within classroom. This is an indication that there are other factors working which affect the behaviour of both male and female students. However, 60.3% female students still behave positively if they are bullied, clowned, or face insulting remarks from others outside classroom but with college which is an indication that impact of American literature is more positive on female students as compared to male students. This reveals another fact that students behave more positively with their class fellows, but they do not allow others to poke into their matters by bullying, clowning, or treating them with insulting remarks. So, despite of presence of other environmental or administrative factors, there is moderate impact of American literature and greater impact of computer teaching has been found in the behaviour of male and female students at Public sector colleges of Kotli Azad Jammu and Kashmir.

With respect to the behaviour of students with their family members against their shocking remarks or harsh verbal treatment, 68.8% male students react negatively whereas 26.4% male students show tolerance. On the other hand, only 17.5% female students react negatively against the shocking remarks or harsh verbal treatment of their family members while 80.8% female students show tolerance against the negative verbal treatment at home. Still there is greater percentage of male students show negative behaviour and lack of tolerance as compared to females.  Often in Pakistani culture, females receive more positive treatment than males at home. So, this can be a factor which affects the attitude of male students at home and affects little to females. However, the statistics reveal the fact that other than American literature, there are many more factors which are responsible for negative attitude and lack of tolerance in the behaviour of male students. But statistics about female students regarding their reaction against the shocking remarks and verbal insults at home by their family members are greatly encouraging highlighting the fact that American literature taught in classroom has greater impact on the behaviour of female students than male students.

Behaviour of male students in the streets, on the roads and in playground is greatly tolerant as 73% male students behave positively when they are treated negatively by known or unknown people in the streets and their playmates in the ground which is highly significant in the sense that these students who are moderately tolerant in the classroom, greatly intolerant in the college and also highly intolerant at home against any kind of maltreatment, but they are greatly tolerant here. Only 15.6% male students show intolerance in the streets, on roads, and in playground. On the other hand, 25.2% female students show intolerance and their same percentage shows tolerance in the streets, on roads and in playground. Nevertheless, ironically highly significant percentage of female students has no idea about their tolerant or intolerant behaviour in the above-mentioned places. This may be due to social and cultural factors in Pakistan and Azad Kashmir where females are not allowed to roam about in streets, on roads and even in playground. Moreover, if any female member has to go out, she has to have company of any elder

with her. Other than this, impact of American literature on male students is highly significant.

Generally, grown up people play advising role when they observe others involved in quarrels or exchange of harsh wording especially in Eastern countries as their moral obligation which identifies them as peaceful natured people other than European or in some Arab countries where settling the clashing issue of public is the duty of state. Keeping in view this cultural trend, the data was obtained both from male students and female students. In this regard, 69.2% male students do not play any role in this situation and 24.6% male students play their role. On the other hand, only 15.5% female students play a neutral role when they find other people engaged in quarrels and exchange of harsh wording. But 79.5% female students play an advising role convincing the people to remove their differences which according to the mutual intentionality of this country is an action of a peaceful person because people live in communities of close relationship and as it is matter of District Kotli, Azad Jammu and Kashmir, people have very close associations. Although this parameter is different in Eastern and Western nations, but in Pakistan advice of peaceful behavior shows the tolerance of that individual, and as American literature teaches exercising peace and comfort for others, so it is relevant to this factor. In this way, statistical results show that male students are less involved in advocation of peace than female students of Azad Jammu and Kashmir, Pakistan which is an indication that American literature has significant impact on female students than male students whereas greater impact of computing technology is found on male students than female students who are not career conscious.

## Findings

Following are the findings of the study:

- Both male and female students showed negative behavior at mild level against others in classroom but showed negative behavior at higher level outside classroom.
- Female students are more tolerant than male students outside classroom.
- Male students are highly intolerant against any maltreatment at home than female students.
- Female students showed neutral behavior in the streets, on roads and in the playground.
- Male students showed greatly tolerant behavior in the streets, on roads and in playgrounds.
- Male students do not play advising role when they find other people involved in quarrels or exchange of harsh wording against each other while female student play a positive role in the same concern.

## Conclusion

This study was designed on quantitative appraisal, its findings may be helpful for researchers who have interest in exploring the impact of American or British literature and/or computing technology on the behaviour of the students of different educational levels. In this respect, tolerance level of female students is much higher than the tolerance of male students within classroom against their class fellows on their bullying, clowning, and verbal insults which is an indication of greater positive impact of American literature on female students at public sector colleges than male students of the same educational level and same institutional domain. Although, tolerance level of male students within classroom in comparison with female students was lower on their negative reaction with those who maltreat with them but is higher when the people within college, and outside

classroom bully, clown or make verbal insults with them. This implies that level of negative attitude of male students is directly proportional to the scope of place and social distance of the people. This means that impact was created by change of place and change of social distancing with people, and consciousness to learn up-to-date knowledge of computer. With this perspective, American literature cannot be viewed as creating any positive or negative impact on male students, if it is so, then behavior of male students would be same within classroom and within college. However, greater level of positive behavior of female students proves that American literature they are taught has significant impact on the behavior of female students at public sector colleges of Kotli Azad Jammu and Kashmir (Pakistan). As it is concerned to the behavior of male students with respect to forgiveness at home to their family members if they are shocked by their verbal remarks or revolting actions, their behavior is highly reactive as compared to female students who adopt forgiving attitude with their family members at home. This trend indicates that American literature exerts greater impact on female students and least impact on male students. Male students show higher level of tolerance with others in the streets, on the roads, and in the playgrounds whereas greater number of female students have no idea about their behavior in the same places which may be an indication that as a religious and controlled environment for females, they do not have such opportunities to move around in streets and on roads, as well as they are not permitted to use playgrounds for games. However, results of the rest of female respondents show that sometimes they behave positively and at another time negatively which indicates of an uncertain situation to conclude the exact level of impact on female students when they are in the streets and on the roads as they may have someone with them when they have to confront such situation. This is a limitation of this study especially in religious countries with respect to this particular social and cultural dimension. With this aspect, any study conducted in secular countries may be fruitful in determining the impact of American literature (if taught) on the behavior of females when they face any type of maltreatment in the streets, on the roads or in playgrounds.

Often the people in Asian countries play an advising role when two or more people are confronting with each other. But a higher number of male students disagreed to use this role while significant number of female students showed positive attitude towards the role of advising other to ignore the mutual differences. So, this study concludes that behavior of male students is unpredictable as in the classroom, in streets, on the road, and in the playground is highly positive but outside the classroom, and at home it is highly negative. Similarly, they showed negative attitude in playing a positive advising role when two or more people have disagreements with each other. However, female students showed significantly positive role in the classroom, at home, and in the college while their behavioral role in the streets, on the roads and in the playground is limited due to social and cultural constraints. Therefore, this study concludes that computer teaching has little whereas American literature exerted significant impact on the behavior of female students of public sector colleges of District Kotli Azad Jammu and Kashmir (Pakistan) as compared to male students of same educational level and same regional background.

**Recommendations**

- This study has limitations of selecting intervening factors which can affect the behaviour of the students, so another study can be conducted to probe the impact of factors such as role of teachers within classroom, role of college administration, and role of other social and cultural factors.

- New research studies can be conducted in the relevant regions and cultures by other researchers to investigate the impact of relevant literature taught in those regions and cultures.
- Effect of the selected courses after a year of teaching can be discovered by conducting research when these students complete their Intermediate, 2nd Year education. In this way, cohort studies and panel studies may be conducted in future.

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