A new decade for social changes
Identifying existing correlations between attention problems and non-adaptive behaviors in high school students

Călin Mariana Floricica
Ovidius University of Constanta, Faculty of Psychology and Educational Sciences
mariana.calin@365.univ-ovidius.ro

Abstract. Many teachers and students in high schools report numerous incidents of disruptive and inappropriate behavior. If these types of behaviors increase, a negatively correlated amount of time and effort of teachers can be consumed due to trying to manage a volatile environment in the classroom, generating a negative experience for both themselves and the students. First impressions matter. Starting from the first day of class, teachers should behave as leaders who are organized, prepared, able and prepared to take responsibility. This can mean allocating extra time to prepare for the first day of class to avoid feeling rushed or unbalanced. Managing the challenges of class policies discussed on day one in a respectful but firm tone will send the message that boundaries will be set constantly throughout the semester. It is much easier to establish strict guidelines, since exceptions arise, than to try to impose new limits once the class has already gotten out of control.

Keywords. attention problems, behavior management, teacher-student relationship

Introduction
Many theories of human behavior are widely used and accepted in today's world. Understanding these theories makes a difference, but it also understands the types of human behavior and the factors that determine them. As a unique species, human beings will collectively and individually fit into different or even multiple categories. Some people may be tilted in one direction, while others are led by something else entirely. However, the following information is needed to understand what human behavior is true

1. Based on personality. The way people behave is largely affected by their personality. Some people can be patient and calm, while others are impatient or even aggressive. It usually takes time to get to know them, interact with them and make an impression on those with whom we socialize. Some personalities are friendlier than others, and there are a number of factors that can shape or alter someone's personality. Culture, environment, society can influence the personality of the individual (Zmanovskaya, 2004).

2. Based on interest categories. The level of interest of a person plays a significant role in human behavior. Interest can determine whether or not someone behaves in a way that is not consistent with who they are. If we are attracted to something or someone we are willing to take more risks in order to achieve the intended goal. If our attention was drawn to something,
piqued our interest, then this can be a great way to predict or theorize future human behavior (Zmanovskaya, 2004).

3. Based on attitude—just like personality and interest, individual attitude also deeply affects human behavior. Attitudes can be right or wrong, through one's development or external influence. However, there is no denying that a person's attitude determines the choices they make, how they interact with others, and overall human behavior. A positive attitude can make someone more open and receptive to a particular person or situation. Also, a negative attitude tends to cause individuals to avoid or close what they see unfavorably (Zmanovskaya, 2004).

4. Based on emotion. Emotions matter to a great extent when we talk about human behavior. The daily actions and decisions are loaded with emotions, even when we do not realize it. Positive emotions can cause us to look at things in an open manner, to take more risks and to manifest certain behaviors. On the other hand, negative emotions can lead to destruction, isolation or a person's decision to withdraw. Virtually all manners of human behavior can be identified in a kind of emotions, even if additional factors are involved (Zmanovskaya, 2004).

**Human behavior and self-control**

A better understanding of human behavior has contributed positively to the society in which we live on so many levels. This is an indisputable fact, and despite the definition, theories and types of human behavior, self-control is still very relevant. The way you always behave makes all the difference, because when everything is said and done, you are responsible for your actions. Behaving well and controlling yourself is very easy when everything is going well and you feel in control of yourself. However, behavior in the face of stress, worry and challenges is often what turns out to be the most defining.

Being able to master your emotions helps you cope with life's difficulties. People who did not have self-control or have difficulty finding bad solutions or problems. Exercising self-control does not mean that we will never feel anger, it does not mean that our personality, levels of interest and attitudes, will not come into play; however, when we have self-control, we can manage these factors instead of allowing them to control us (Baron, 2000).

The consequences, positive or negative, are inevitable factors when it comes to human behavior. The options we have and the way we choose to behave determine whether or not we have desirable or unwanted results. Self-control is what allows us to manage our behavior and avoid negative consequences.

Inadequate behavior can be explained by specific characteristics of the cognitive system of a deviant, directed to the demonstration of deviance in some or other forms - aggressiveness, addiction, abuse

Inappropriate behavior results from deviating from social rules. Thus Shibutani defines inappropriate behavior in three types:

1. “the intention to adapt to the norms and values of the standard group whose images are the world is different from the opinions of people who have a prestigious status or power”;
2. “inappropriate behaviour occurs impulsively as a result of the temporary loss of self-control, especially under the influence of strong arousal”;
3. “the third type of inappropriate behavior is compulsive. Disorders such as drug, addiction, insults in a weak provocation and alcohol abuse are fixations.” (Shibutani, 1999)
Influence of teachers' behaviors on students' attitudes towards school

In general, in today's classes, teachers have a responsibility to develop teaching practices, considered to be the most suitable for a particular group of students. Since the early days of the establishment of schools, various teaching styles have been developed to adapt to a changing world. As the curriculum has expanded over the years, the individual needs of the students have remained the focus of attention of the teachers, who have become increasingly responsible for the students' learning.

Teaching is a very challenging profession and not all teachers are equally effective. One of the most important challenges is preventing student behaviors that interfere with learning (Feldmann, 2001).

Improvements in high school education, as one of the central problems of the education system, are largely determined by the quality of teachers. The characteristics, behavior and functions of teachers' efforts affect important aspects of the school context, such as learning skills and effectiveness (Wilson and Corbett 2014), achieving better academic results (Jimerson and Haddock 2015), creating a stimulating learning environment (Soebari and Aldridge 2015), and integrating modern educational technology. Due to the special importance of the didactic role, the interest in this issue is constantly evolving and growing, as indicated by the large number of research studies in this field (Shoulders and Krei 2015; McHugh et al. 2013).

To see the qualities of a teacher we need to investigate the students' perceptions of that teacher. Thus, we can analyze the opinions of the students and adapt the teaching style in order to make it more attractive and capture the attention of the students in the class as much as possible. Given that teaching practice also includes specific interpersonal relationships, where students and teachers influence each other in different ways, a broader approach to this issue is necessary.

It is well known that the characteristics and behavior of teachers have a special influence in shaping the personalities of students, their knowledge, values and attitudes towards the school. Previous studies have confirmed the influence of teachers' characteristics on the formation of student attitudes towards science (Gibson and Chase) or other school subjects (Subramaniam and Silverman 2007).

Students perceive teachers as central figures, which, in addition to the school climate, academia and discipline, are an essential element of the school context (Wilkins, 2008). A step further in this direction is provided by the results of the analysis, which confirm the correlation between the behavior of teachers and the attitude of students towards school, stating that the evaluation of students on the behavior of teachers often includes the assessment of general situations in the classroom, as well as the school climate (Peter and Dalbert, 2010).

It is believed that student satisfaction with school is related to the sense of belonging, integration, academic achievement and characteristics and behavior of teachers (Shaunessy 2009).

In order to further observe the influence of teachers characteristics on students attitudes towards school, these characteristics were divided into personal traits, relating to the personalities of the teachers and the professional characteristics related to the subject's knowledge and methodological knowledge of the teachers. A large number of studies highlight the influence of teachers' self-effectiveness on student achievement (Locke and Johnston 2016). Researching the characteristics of teacher quality, emphasizes that, from the point of view of students, the most mentioned character trait of good teachers, was friendship, followed by understanding or care, calmness or balance, and the quality of being happy or positive. In
addition, a feature that is highly valued is the sense of humor of teachers (Läänenets, Kalamees-Ruubel and Sepp 2012).

Trying to develop an understanding of the personal characteristics that make a teacher have a good rating also reveals the importance of eloquence and the verbal abilities of teachers who were important elements of quality teaching predictors (Aloe and Becker 2009).

Although personal characteristics are of unquestionable importance for assessing the quality of teachers, one should avoid the trap of perceiving these characteristics as primary, giving them a much greater importance than they actually have.

Teachers must find the right method to attract the student in the various actions of knowledge in order to keep him as much captivated as possible by the subject he has to learn.

Based on the results obtained by various studies, it can be concluded that the creativity and innovation of teachers are not satisfactory and more should be done in this area to encourage teachers to accept and apply innovations to work and design new creative methods. First of all, the initial education of teachers should emphasize the significance of creative methods and techniques and teachers should be initiated into creative teaching and learning techniques and encouraged to create their own new techniques.

**Determining causes of inappropriate behaviour**

Atypical behavior as a social phenomenon creates a set of problems in contemporary society, the search for answers to solve them being very important. The solution to the problems of various forms of behavioral deviations of the person is not in one plane - but is multidimensional, and explains the interest in this perspective of scientists from all over the world. In the history of studying a problem of inappropriate behavior there have been attempts to make an unambiguous decision in one approach, however, the behavior of a person, and therefore also inappropriate behavior, is a systemic phenomenon, dependent on both intrapsychic determinants and a situation or context (Zmanovskaya, 2004).

Research of behavioral deviance is carried out in psychology, sociology, pedagogy, philosophy, culturology, biology and many other disciplines. In the long run, the systemic solution to various problems related to inappropriate behavior is seen in a complex interaction of a set of disciplinary approaches. Deviant behavior is a complex phenomenon that must also analyze aspects of the personality as well as the social contexts that determine the triggering of such behaviors. In order to analyze inappropriate behaviors, we must also take into account the psycho-social factors that intervene in the triggering of behaviors that go against social norms.

Within the biological tendency of the research, those who deepened the studies, focused on the study of the inappropriate behavior of the works of an Italian psychiatrist, Ch. Lombroso (1835-1909), who linked the inappropriate behavior of man to his anatomical organization. However, some time later, the British physician Ch. Goring (1870-1919) proved the incorrectness of Lombroso's theory by demonstrating that there is a similar anatomical organization in both criminals and people who have never committed crimes.

The next significant approach in the psychology of inappropriate behavior is behaviorism, which in contrast to psychoanalytic and existential-humanistic approaches, which were mainly oriented towards the study of the internal dynamics of personality development, are directed towards the direct observation of external behavior. (Dobrenkova, 1996).

The theory of social learning, developed by A. Bandura, has an essential role in the development of classical theory of learning, according to which the inappropriate behavior of a man is socially determined, since the immense skills, the complexity that requires special learning lies behind it.
In modern science, after a long time deviance is treated as a component related exclusively to good education, becoming today a social problem. (Marica, 2007).

There is a set of definitions of this concept in most different theoretical orientations. At the same time, the process of knowing the inappropriate behavior continued and new researches appeared that aimed to deepen the object of study that stimulates the emergence of new aspects of understanding this reality. Interest in various types of violations of social and cultural norms by a person associated with problems of a substantial character of morality and immorality, as well as with the possibility of preventing the formation of negative thoughts in an individual have been present in the works of many thinkers, since ancient times.

The theoretical and methodological analysis carried out of the problem of the content-related characteristics of deviant behavior, as a social and psychological phenomenon, allows us to draw the following conclusions. Such an approach gives substantial new answers to many questions associated with the explanation of the character of deviant behavior, which indicate the main directions of study of the phenomenon of behavioral deviance - peculiarities of the inner world of an individual and social relationship. In ancient times, "inappropriate" deeds were deviations from a moral life, violation of the principle of thrift, a form of moral evil. Ancient ethics involved regulating a person's actions through the mind capable of guiding his behavior.

**Attitude towards school and teachers according to the student-teacher relationship**

Given the importance of relationships in the well-being of human life, it is important to consider the impact of relationships on the bond of students that lead to successful results. Empirical attention focused on the teacher-student relationship has increased, which has been identified in the literature as a significant factor influencing academic and behavioral success in school.

Many students lose interest in school when they do not have a harmonious relationship with the teacher. To create functional relationships, teachers must first know and understand their students before they can expect their students to understand them. Understanding students' needs and beliefs is essential to finding ways to increase motivation to learn.

Murray and Greenberg (2001), in examining the social experience of students in school, revealed that students who perceived teachers as supporters and receptive, are better adapted. Also, the close student-teacher relationship has led to reduced risk for deviant behaviors and academic failure. Conversely, it has been found that the conflict between teacher-student relationships affects children's attitudes towards school by creating an environment that has been perceived as aversive and not supportive for the child. The conflict between teacher and student was positively correlated with the avoidance of school and negatively with the pleasure of the school, self-direction and cooperation in the classroom.

Also, in their study that looked at children's adaptation in school, Pianta, Steinberg and Rollins (1995) found that the teacher's relationships about conflict in relationships correlate with increases in students' problem behaviors and decreased proficiency behaviors over time. They argued that teacher-student relationships that are characterized by conflict can lead to attempts to control the student's behaviors, thus hindering efforts to promote a positive school environment for students. To some extent, this explains why negative teacher-student relationships involving difficult children are also related to the teacher's efforts to exclude these chil

Conversely, teachers also reported a significantly greater closeness in relationships with girls and significantly more conflicting relationships with boys. Previous research has also
indicated that girls are more likely than boys to describe a teacher as a significant individual in their lives apart from their parents.

Watson & Ecken (2003) adds that today’s teachers are under constant pressure to provide a higher level of academic instruction in classrooms and how this emphasis on academic achievement has led many teachers to reduce their attention to students social and ethical growth and networking with their students” (Watson & Ecken, 2003). The teacher-student relationship is an integral part of the organization and community of the class.

The objective of the paper is to identify if there are significant correlations or differences between the gender, the background environment of the participants and the observable and measurable non-adaptive behaviors with the basc-2 instrument.

Students’ attitudes about learning, good or bad, influence their perspective on lifelong learning. Their attitude to learning affects them not only their amount of education, but also their desire for education.

Assumption 1. It is assumed that there is a positive correlation between attitudes towards the teacher and attention problems.

Assumption 2. It is presumed that there is a positive correlation between attitudes towards school and attention problems.

The group of participants:
The population of the sample includes 120 subjects, high school students who make up the total group of participants out of which 60 subjects are male students and 60 subjects are female students. Also, according to the environmental criterion, the subjects are divided into 60 subjects from the rural area and 60 subjects from the urban area. The age of all participants is between 15 and 18 years.

Work tools
The Behavior Assessment System for Children, Second Edition (BASC-2) is a standard diagnostic tool designed to assess the behavior and self-perception of children and young adults aged 2 to 25 years. BASC-2 is a multidimensional and multimethode tool from it measures numerous behavioral and personality characteristics through several measures based on the ratio.

This research complied with the ethical principles that allow it to be carried out in good conditions. To begin with, identify the physical and psychological risks to which the participants in a research are subjected and eliminate them or minimize them, as well as protect the participants from the remaining risks.

Another important step is to obtain the informed consent of future research participants. This involves:

• honest presentation of the nature, purposes and usefulness of research
• honest presentation of the procedures used in the research
• a description of the risks involved in such research
• the freedom of individuals to choose whether or not to participate in the research

Verification of assumptions
Assumption 1. It is assumed that there is a positive correlation between attitudes towards the teacher and attention problems.

Starting from this hypothesis, the size of the attitude towards the teacher was correlated with the dimension of the attention problems.
Table No. 1 Starting clues for the variables attitude towards the teacher and attention problems

<table>
<thead>
<tr>
<th>Statistics</th>
<th>Attitude Towards the Teacher</th>
<th>Attention problems</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>120</td>
<td>120</td>
</tr>
<tr>
<td>Mean</td>
<td>9.03</td>
<td>5.74</td>
</tr>
<tr>
<td>Median</td>
<td>9.00</td>
<td>3.00</td>
</tr>
<tr>
<td>Std. Deviation</td>
<td>4.853</td>
<td>5.787</td>
</tr>
<tr>
<td>Variance</td>
<td>23.554</td>
<td>33.487</td>
</tr>
</tbody>
</table>

The average of attitudes towards the teacher is 9.03 and the standard deviation is 4.853. In the case of the attention problem variable, the average is 5.74 and the standard deviation is 5.787.

In order to interpret this hypothesis, we checked whether the data are distributed from a normal (statistical) point of view using the Kolmogorov–Smirnov test to test the normality of the distribution.

Table No. 2 Normality test for the variables attitude towards the teacher and attention problems

<table>
<thead>
<tr>
<th>Tests of Normality</th>
<th>Kolmogorov-Smirnov^a</th>
<th>Shapiro-Wilk</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Statistic</td>
<td>Df</td>
</tr>
<tr>
<td>Attitude Towards the Teacher</td>
<td>.066</td>
<td>120</td>
</tr>
<tr>
<td>Attention problems</td>
<td>.199</td>
<td>120</td>
</tr>
</tbody>
</table>

* This is a lower bound of the true significance.

From the interpretation of the obtained statistical data it can be seen that the materiality threshold obtained in the Kolmogorov-Smirnov test is lower than 0.05 in the case of a variable, which means that the distribution is not normal for the two variables to be correlated.

Table No. 3 Spearman correlation table for the variables attitude towards the teacher and attention problems

<table>
<thead>
<tr>
<th>Correlations</th>
<th>Attitude Towards the Teacher</th>
<th>Attention problems</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spearman's rho</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attitude Towards the Teacher</td>
<td></td>
<td>1.000</td>
</tr>
<tr>
<td>Correlation Coefficient</td>
<td></td>
<td>.180*</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td></td>
<td>.049</td>
</tr>
<tr>
<td>N</td>
<td>120</td>
<td>120</td>
</tr>
</tbody>
</table>
The correlation expresses the extent to which two variables are linearly equal (which means they change together at a constant rate).

The Spearman correlation coefficient has a value of 0.180 and we can say that there is a positive link between the two variables, at a materiality threshold lower than $p = 0.05$.

We find after analyzing the statistical data a statistically significant positive correlation between the **attitude towards the teacher** and the **attention problems**. This correlation indicates that the high values of the **attitude towards the teacher**, entail high values of **attention problems**, and vice versa.

So the hypothesis is confirmed, there is a positive correlation between the **attitude towards the teacher** and the **problems of attention**.
therefore students become interested in other things.

Attention is a complex structure affected by physical, emotional, social, psychological and environmental variables. Therefore, it is not realistic to say that the attention problems of students in the educational environment are caused only by teachers and to wait for the solution from them. However, the fact that attention problems are a common problem at all educational levels teachers should be more attentive to themselves and produce alternatives for this problem. Since the educational environment includes variables that teachers can control (teaching method, selection of materials, choice of activity, arrangement of places in the classroom).

The reaction of teachers to such situations when students are not paying attention is often to warn loudly, shout. However, it is difficult to control the thoughts and behavior of students in situations where the level of anxiety is high. Therefore, the positive correlation between our variables can also be explained by the fact that the psychologically and academically negative techniques used to make distracted students pay attention to distracted students can result from negative reactions of teachers to the latter students.

Assumption 2. It is presumed that there is a positive correlation between attitudes towards school and attention problems.

Starting from this hypothesis, the size of the attitude towards the school was correlated with the size of the attention problems.

Table No. 4.12 Starting indices for the variables attitude towards school and attention problems

<table>
<thead>
<tr>
<th>Statistics</th>
<th>Attitude Girl School</th>
<th>Attention problems</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>Valid 120</td>
<td>120</td>
</tr>
<tr>
<td>Mean</td>
<td>5.23</td>
<td>5.74</td>
</tr>
<tr>
<td>Median</td>
<td>5.00</td>
<td>3.00</td>
</tr>
<tr>
<td>Std. Deviation</td>
<td>3.382</td>
<td>5.787</td>
</tr>
<tr>
<td>Variance</td>
<td>11.441</td>
<td>33.487</td>
</tr>
</tbody>
</table>

The average for attitudes towards school is 5.23 and the standard deviation is 3.382. In the case of the attention problem variable, the average is 5.74 and the standard deviation is 5.787.

Table No. 4 Normality test for the variables attitude towards school and attention problems

<table>
<thead>
<tr>
<th>Tests of Normality</th>
<th>Kolmogorov-Smirnov*</th>
<th>Shapiro-Wilk</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Statistic Df Itself.</td>
<td>Statistic df Itself.</td>
</tr>
<tr>
<td>Attitude Girl School</td>
<td>.144</td>
<td>120 .000</td>
</tr>
<tr>
<td>Attention problems</td>
<td>.199</td>
<td>120 .000</td>
</tr>
<tr>
<td>a. Lilliefors Significance Correction</td>
<td>.938 120 .000</td>
<td>.845 120 .000</td>
</tr>
</tbody>
</table>

From the interpretation of the obtained statistical data it can be seen that the materiality
threshold obtained in the Kolmogorov-Smirnov test is lower than 0.05, which means that the
distribution is not normal for the two variables to be correlated.

Table No. 5 Spearman correlation table for the variables attitude towards school and
attention problems

<table>
<thead>
<tr>
<th></th>
<th>Attitude towards school</th>
<th>Attention problems</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spearman's rho</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attitude of School</td>
<td>Correlation Coefficient</td>
<td>1.000</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>120</td>
</tr>
<tr>
<td>Attention problems</td>
<td>Correlation Coefficient</td>
<td>.211*</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>.021</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>120</td>
</tr>
</tbody>
</table>

* Correlation is significant at the 0.05 level (2-tailed).

Figure no. 2 Graphical representation (points cloud) of the correlation between attitudes
towards school and attention problems

The correlation expresses, practically, in numerical form, the degree of association
between variables. The two variables are associated, in a situation where the behavior of one is
related to the behavior of the other, in other words, if they are not independent. Two independent
variables show that changing values in one variable has no effect on the values in the other
variable.

The Spearman correlation coefficient has a value of 0.211 and we can say that there is
a positive link between the two variables, at a materiality lower than p = 0.05.

We find after analyzing the statistical data a statistically significant positive correlation
between attitudes towards school and attention problems. This correlation indicates that the
high values of attitudes towards school, entail high values of attention problems, and vice versa.
So the hypothesis is confirmed, there is a positive correlation between attitudes towards school and attention problems.

Scale the attitude towards the school, investigates the general opinion that the respondent has regarding the usefulness of the school, as well as the degree of comfort that he shows regarding certain subjects. The lower scores demonstrate a satisfaction with the academic sphere and a relative comfort to the school. People who score highs probably don't consider anything that's related to school to be interesting and satisfying. Scores placed in the Risky area indicate a permanent discomfort that the respondent feels in relation to the school. Scores placed in the clinically significant area indicate an increased risk for dropping out of school.

In the case of the Attention Problems scale, from our measurement tool, inattention correlates much more strongly with academic problems and influences attitudes towards the school.

One of the explanations for this positive correlation would be that low academic performance, due in large part to inattention in classes and while doing homework, has a negative impact on attitudes towards school.

Because school is an issue of central importance in the life of every child or teenager, people who score high often encounter other problems. Younger children or girls tend to show somatic symptoms, while adolescents will exhibit inappropriate behavior.

To avoid distraction and stay focused on learning, an important role is played by selective attention. Students need a good understanding of the state of attention, as well as a good strategy of use to regulate their attention. These two components are parallel to the components of cognition and regulation in cognition. However, before engaging in a learning activity, students need to turn their attention to the task and be focused. Therefore, meta-attention, which is the students' awareness of their attention and the regulation of their attention, is essential for starting and continuing the learning activity.

Conclusions
Education is the activity that helps young people to get the information, ability, attitude and understanding necessary to develop their character while preparing them for life.

Learning, on the other hand, is the process in which the individual develops talents obtained in the education phase in proportion to his capacity. The most important factor in education and teaching activities is the teacher. A teacher, in the most general terms, is a person who works in educational institutes that allows students to achieve the cognitive, sensory and behavioral goal of the interval determined by the educational system. After family, school is the first basic socialization institution for the child. Apart from the parents, it is the teacher who is actually in the front seat in terms of the development of the student's personality, academic and social performance. Understanding modern education nowadays puts the duty and responsibility to be effective not only in the intellectual development of the child, but also in the development of character and behavior on the shoulders of the teacher. The fulfillment of this responsibility is possible only by the fact that the teacher can ensure efficiency in relations with the students, so as to allow them to develop harmoniously.

However, studies show that many teachers avoid directly confronting these problematic student behaviors (Bjorkland and Rehling, 2010; Clark and Springer, 2007). There are several reasons to avoid confrontation. First, the teacher can hope that if he ignores the behavior, he will disappear. However, this can be a willing mindset; more often, behavior accelerates (Clark and Springer, 2007; McCrosky, Richmond and McCroskey, 2006). A second reason teachers may not face disruptive behavior is because they fear that the administration will not support
them. In response to this concern, some high schools develop specific programs for disruptive behavior of students and employ administrative staff specializing in mediating conflicts between teachers and students (Hernandez and Fister, 2001). Another reason why high school management may be reluctant to address disruptive behaviors is that they fear that the occurrence of these incidents in the classroom somehow reflects negatively on the teaching of teachers. Research on group dynamics affirms the universal nature of difficult behavior in groups, showing the need to expect challenges for those in leadership roles and learn to solve them in an effective way (Wilson, 2005).

A final concern of some teachers to cope with disruptive behavior is the fear that if they face this behavior, the student will fight back in ways that may threaten their careers or even cause physical danger (Amada, 1992). Unfortunately, in rare cases, these risks may be real. However, both teachers and students have the right to enjoy a respectful and inviting learning environment, and those students with a disruptive role should not be allowed to dominate the classroom experience. For the purpose of this discussion, the disturbing behavior of the student is defined as any disrespectful, annoying behavior that generates negative attitudes towards the class or teacher.

References


