

MANAGEMENT OF INAPPROPRIATE BEHAVIORS OF STUDENTS BY TEACHERS

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Abstract

Inappropriate behavior of students in class, for nowasays constitutes one of the main challenges of the work of teachers. Management of these behaviors has become even more difficult than before, taking into account the reactions of the students, but also their parents in these situations. During the last two decades, is working hard in school to recognize the rights of children, but a significant proportion of teachers although many have realized significant angles to the rights of children in their classesand have tend to interrupt inappropriate behavior violently. This article is based on the findings of a qualitative study for the perceptions of teachers in case of interruption of bullying behaviors of students with another. In this papers are analyzed and discussed some of the findings of the study which relate not only the attitudes of teachers on unwanted behavior cessation but these attitudes are analyzed under Behaviorism optics theories for managing student behavior. Also, in this article the authors discuss the forms and efficient ways to achieve the desired behavior of pupils by filing new forms of discipline that are intended to preserve the integrity of the students, but at the same time also serve to strengthen the teacher-student relationship.

Keywords: *inappropriate behavior, behavior management, class management*

Introduction

In our days, becoming more and more difficult handling of student behavior, especially when meaning is for inappropriate behavior. Changing the attitudes of parents on children's behavior under the effects of the socio-economic and political changes, have caused confusion to parents themselves also to the teachers who do not know to how to behave with students in those cases.

The attitude of teachers to manage inappropriate behavior of students in our classes, should be directed by the findings of studies on appropriate forms for discipline of students that are in compliance with applicable legislation, but in fact the reality about management of these behaviors by teachers was different. In a study, recently conducted by researchers Kashahu and Karaj (2014) on the perceptions and attitudes of teachers and 9-year school leaders of regions Durres, Fier and Berat on bullist behaviors was found that teachers hold extreme positions mainly when thinking the most appropriate way to interrupt bullist behaviors to students in front of each other.

In this study, was found that in every class has at least one type of behavior problem or few teachers label them as such, it seeks to dominate others through physical violence, verbal, or psychological. But what stands out in the abovementioned study attitudes of teachers and leaders on measures to be taken, to terminate the violence.

Would highlight from this study certain attitudes of teachers and principals:

*Who is proficient is, and who is not let it hang, Ultimately and in life so is.
Big fish always has eat small fish. And can you do this?*
(M. R., principal, Fier, 33 years old)

He who departs with the cake, will the cake, he who departs with the stick ,will the stick.
(Mr. S principal, Fier, 56 years old)

Only wood brings of sorts these devils.
(L. M., biology teacher Berat, 46 years old)

It is evidenced in the study, is justification of violence by teachers who are expected to be the guarantor of respect for the rights of students. For more, on the main findings of the study show that teachers see student discipline associated with the use of force. But not only that. In popular expressions in everyday language and consider naturally the use of violence by using phrases such

- with the stick, cake with;
- mules will have wood;
- according to head, the fez;
- the wood has come from paradise

What the “law of pre-university education” for students rights is inconsistent with these attitudes.

Current law, not only does not endorse violence, but categorically prohibits any form of violence. More specifically in the Law no. 69 dated 21.06.2012 for Undergraduate Education System in the Republic of Albania, Article 6 respectively in point 2, where general principles disclosed, expresses:

"In pre university education system are respected, protected and promoted the rights and freedoms in general and children's rights in particular. Similarly, in Article 22 of the same law provides some basic education goals: Basic education aims to develop intellectual, social and physical, to every student, mastering the rules of behaviour and cultivation of values, health care, and adequate preparation for continuation of secondary education, higher or for labor market.

In these conditions there is a need for an analysis of the basic meaning and contextual of above expressions as ways to discipline children .. If we refer to the Albanian language dictionary (1984), the word stick (kërbaç)¹ comes, carries with two meanings. The first meaning, shows strong wooden stick or crimp to beat someone, thrashing, whip. The second meaning of the trope, beating with the stick a whirling, violent, savage force. As examples of the second meaning ,sense of the Albanian language dictionary gives the following expressions with examples illustrating the original sense: "With the stick cake with" Well good times with beautiful promises, sometimes with threats of violence.

As regards the expression "So the mules will have wood " to give this explanation: both should bring with someone, it just deserves; "According to head, the fez ²". Given today's Albanian dictionary, we discover that the meaning of these expressions was based violence. While the most popular of the above expressions is the phrase: "The wood has come from paradise" which is used commonly at the environments of educational institutions by teachers, as well as in everyday communications between parents and their children. Furthermore, articulated so, it seems at first glance as if the expression of placing order through the "rod" is based on the sacred laws. Indeed, if we refer to the sacred books if paradise is gained through violence, will understand that paradise and wood have nothing in common.

It is true that for management of addictive behavior in the classroom there are used various steps, such as reprimand and punishment, stipulated in teaching methodologies, which does not imply physical or verbal violence, rather used their masterfully brings effectiveness in teaching. Based on the instructions of Musai (2003), to be successful in the use of admonition, should be described by the following qualities: accuracy, stability, expressing concern when admonish but not spite. Emphasis on what should be done, while maintaining the psychological impact.

Teacher should be careful, not to confront and collide with the students, criticizing the behavior, but not the student. Use of criticism in private is better than public. Reprimand will serve also to conduct prevention remarks should not be made hostile and unfair comparisons . Similarly, the teacher suggested to be careful student with actions, in order to be accurate in addressing student behavior and therefore not to slip situations. That admonition to be worth, teacher should not show weakness to any student, contrary to accompany rebuke with concern for his pupil, who must understand that the teacher is concerned about student (Musai, 2003).

All human beings have the patience and anger, but the teaching profession carries a great temptation, he needs only patience because angry shall crumble his work, even imperative forms of communication associated with the sombre brow, will not hang students toward positive behavior. That admonition to realize its ultimate function, obtaining the desired behavior, the teacher must maintain composure. With frustrated and tense students although deserve blame the teacher must make an extension of reprimand using reviewing and advising in order to avoid confrontation and clash with these students. Otherwise the teacher would prey student behavior, the situation will spiral out of control and these are exactly those situations where the teacher does not control himself and therefore cruel. What will be the balance of this situation? The teacher has lost student, but lost much from his self.

¹ Fjalor i shqipes së sotme. (1984). f .515

² Fjalor i shqipes së sotme. (1984). f .748

The trend of people in general, is not to admit their mistake and therefore the teacher should be very fine for criticizing bad behavior, not the student, in order to maintain effective teacher-student ratios, and therefore understands better student and faster for mistakes, to separate from inappropriate behavior. During the using punishment, the teacher should be empathetic, it will make it uses private criticism against public criticism. Private criticism brings advantages in terms of individual and social. As private will be relationship as smaller will be distance, as lower will be the tone and stronger rage and strong even heard rumors, and therefore the result have it's positive direction.

In social terms we avoid bad position deceased comrades student for the harassment that can be made for this reason. The best thing is to anticipate the action. As in medicine prevention of disease is better than cure and warning in order to prevent undesirable behavior is more effective than after the behavior because first action was done not becomes undone more and secondly, the time for conviction of students that action do not repeated is longer.

If we want to be great teachers, hostile warners nor should go at us, in mind, the worse shame of up to sarcasm because in small child's mind they raise a boxing arena and then can not even talk about the relationship . Equally important as this, is the elimination of unfair comparison, especially when the affected family; "You do it, so that comes from it`s family " or when scolded harshly. All these are not accepted by the child. Even he says for himself: " I do good this, I am baby." His response reminds us, that we are adults and meanwhile warns us that being a child, will make other.

In terms of punishment used in teaching, related to Musai (2003) main goals of punishment are:

- a) retaliation: the idea that justice requires that the wrong action to be followed by a moral deserved punishment;
- b) inhibition: the idea that the student or other students would like to eliminate future bad behavior, such as fear of consequences; and
- c) repair: the idea that the student will be helped to understand the morality of undesirable behavior and should behave better, right react consciously in the future (Musai, 2003, pp. 234-235).

These purposes of punishment used in school environment tell us exactly, we are dealing with children and have the responsibility to cultivate in them the morality which crossed justice. If we arrive to teach children what is justice if motivate: "I have a motto: friend in my life is justice" then we not only achieve inhibition of unwanted behavior but we added one more opportunity to repair this behavior. Recent approaches emphasizing positive behavior support. Harsh penalties telling students that "force decides rule" and can promote vengeance (Woolfolk, 2011, p 213).

Then the question is why in our practices, in education and family we base education in expression that basically their education with violence? Having successor is not so difficult, but to train them is a long road that requires high energy and mental potential. Education itself is very complex, its dimensions are multi-dimensional for every time that passes society. When this society had no hips to face the challenges of education, then found as the solution of these expressions and the faster and easier way is the roar and the temptation bludgeon.

Unfortunately at a critical moment of class, or when students do not prepare repeatedly lessons, this suggestion gives a boost to the teachers at such a moment, not to manage its tranquility, forget all methods related different management situations and extend the arm before the students. How many days will learn or be a student misbehaves after palm? When we will finish these days, we should remove the palm of the next line after line so we will go back to the hangman. And there will come a moment when the palm will have zero effect. Students will not make impression on the palm. Consequently, after all this way the teacher has little or no chance to return to the beginning, to use appropriate teaching methods with these students.

These forms of punishment not allow knocking at our classes, even allowing “punishment” to minimize. Why conclude in this approach is oriented and from resercher Karaj (2008). In his research on the environment and imposing penalties, resulting to be promoters of antisocial behavior such as aggression, violence, vandalism and escape. When the baby eats buffet from parent he goes somewhere and sit alone or younger persons hunts palm, or when the teacher punished physically or verbally destroy school property. There are times when students react to violence being psomatizuar, sick or students throw up whenever leaving for school. Others come late or leave school (Karaj, 2008 p. 3)

Each profession has its difficulties, but being a teacher is a great responsibility because teacher assume to orientate and guide students' minds and therefore to achieve better , this will be supportive with psycho-education and their parents. It is difficult but not unattainable. If we define ourself with those who left traces behind, success is in our hands.

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