

REACTIONS OF TEACHERS TOWARD STUDENT'S MISBEHAVIOR - USING QUALITATIVE AND SYSTEM DYNAMICS APPROACH

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ABSTRACT

This study used qualitative, system thinking, and system dynamics approaches to analysis the theory of reactions of teachers toward student's misbehavior. Conceptual and mathematic model build from in this study is based on several works of [1][2][3][4][5][6][7][8][12]. Some insights were driven from simulating the model: 1) Teacher's reaction does not exactly decrease the student's personal influence Student's personal influence must find solution to deal with it. 2) Training to prevent guessing. 3) Teacher's stress is related with school' policy.

INTRODUCTION

Pupils' misbehaviors often represent a source of professional stress and questioning for teachers. Lacking in experience, student teachers do state encountering lots of difficulties when having to react to the pupils' misbehaviors [8][12]. The extent of the problem is well illustrated by the fact that difficulties encountered in this situation represent their main preoccupation and the most often given reason for dropping out of the profession [9][10]. We used a qualitative approach including the concepts of system thinking to build a conceptual model describing the main variables and their relationships. The conceptual model than translated into a system dynamics [11] model for observing the evolving behavior of interrelated variables over time.

ANALYSIS

We got two balancing loops (Activities affecting rhythm balancing loop B1 and Characteristics affecting rhythm balancing loop B2) in the conceptual model. That means the system of the reactions of teachers toward students' misbehavior would have a goal pursuing behavior. If the sources of the student's misbehavior (student's personal characteristics, mode of organization of activities, or teacher's personal characteristics) existed, these two loops would function and force the whole system to approach the standard rhythm in teacher's mind. Though simulating system dynamics model, we found: 1) Teacher's coercive reaction does not exactly decrease the student's personal influence. Student's personal influence must find solution to deal with it. 2) Training to prevent guessing. 3) Teacher's stress is related with school' policy.

CONCLUSION

We used the scenario simulation to see the problem with the broad view to link with teacher's dropping out of profession and how to maintain the rhythm of the class. We found that student's personal influence must find solution to deal with it. Teacher must be trained to prevent guessing and his stress is related with school' policy.

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