

Investigating The Role of Teachers in Identification and Solution of Students Behavioral Problems at Elementary Level

Farooq Nawaz Khan^{*1}, Maryum Imad², Huma Shakir³

^{1*} Assistant Professor, Center for Education and Staff Training, University of Swat, Swat, KPK, Pakistan.

² Lecturer, Center for Education and Staff Training, University of Swat, Swat, KPK, Pakistan.

³ MPhil Scholar, Center for Education and Staff Training, University of Swat, Swat, KPK, Pakistan.

Corresponding author: farooqlit76@gamil.com

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The research study was about 'Investigating the role of teachers in identification and solution of student's behavioral problem at elementary level, The research has the following goals. to investigate how primary school instructors can recognize behavioral issues in their children. to investigate the methods educators, employ to evaluate and comprehend the root causes of behavioral issues in primary school students. to determine the difficulties educators, encounter when dealing with children' behavioral issues at the elementary school level. Because data for this study were gathered using a questionnaire, it was quantitative in nature. The questionnaire was designed to collect data regarding teachers' approaches, experiences, and challenges in identifying and addressing behavioral issues in their children. Simple percentage was used to examine the data that was gathered. The results of the study showed that teachers are crucial in promoting good conduct and addressing behavioral problems in their pupils. This study used quantitative research approaches and simple percentage analysis in an effort to provide a comprehensive picture of the teacher's role in behavioral control of primary school kids.

1. Introduction

Teachers must be able to provide enough time for learning, include students in active learning activities, and foster teamwork in order for students to achieve (Emmer and Slough, 2001; Atkinson Jr, 2020). Teachers must pay attention to pertinent information and keep an eye on students' development in order to manage the classroom successfully and create interesting learning environments (Wolff et al., 2016; Müller & Wulf, 2021). Students must recognize visual cues in their behavior in order to pay attention and participate in the material being taught (Goldberg et al., 2019). Teachers can make necessary adjustments to their teaching methods to engage students more actively with the topic by recognizing and addressing their lack of interest. Nonetheless, it might be challenging for inexperienced educators to keep an eye on their pupils and divide their attention fairly (Muhonen et al., 2023; Stürmer et al., 2017; Cortina et al., 2015).

It is thought that they depend more on attention-grabbing cues than on having sufficient classroom monitoring skills (Wolff et al., 2016; Goldberg, 2021). Experienced educators are better at observing and recognizing subtle cues than less experienced educators (Bierner et al., 1988; Carter et al., 1988; Sabers et al., 1991; Kite et al., 2022), but novice educators lack the skills necessary to approach the situation in a professional manner. This was in line with studies on the concept of teachers' professional understanding, which refers to an educator's capacity to identify and analyze elements of classroom activities that are pertinent to students' learning (Goodwin, 1994; Shirin, 2007; van Es & Shirin, 2002; Wolff et al., 2021). Knowledge representations that support effective teaching were thought to be indicated by professional understanding (Kerstin et al., 2012; Shirin, 2007; Goldberg, 2021).

About the identification of meaningful cues, prior research (e.g., Santagati et al., 2007; van den Bogert et al., 2014; Wolff et al., 2016; Jian et al., 2021) shows that inexperienced teachers struggle to recognize cues pertinent to teaching and learning during classroom interactions. Additionally, research suggests that as part of their teacher education, new teachers can develop this competence (e.g., Shirin & van Es, 2002; Star & Strickland, 2008; Gibbons et al., 2021). It was believed that disciplines' underlying Knowledge structures will change with time (Strummer et al., 2017; Hounslow-Eyre, 2023). According to Grossman et al. (2009) and Zakaria (2020), a crucial component of professional development is understanding the key components of practice.

The notion that experts have evolved a degree of attention that facilitates visual processing is supported by the findings of the expert survey, knowledge more efficiently than those who are less experienced (Grodzka et al., 2010; Nguyen et al., 2022). On the other hand, not much study has been done on instructors' abilities to recognize important signs in the classroom when they are actively participating in the lesson. Teaching in the classroom is based on interactive processes between teachers and students that are exchanged, multidimensional, and simultaneous (Doyle, 1986; Rickert et al., 2020). Comparing evaluations where inexperienced teachers watch classroom scenes captured on film to examining observational processes during instruction poses different obstacles (i.e., research) (Goldberget al., 2021).

Nonetheless, teacher education can be further enhanced by determining which behavioral engagement signs from students' teachers can detect during instruction and which ones they cannot. In this study, we looked into the attentional focus of inexperienced teachers while they were teaching. Our objective is to make public the traits of visual indicators in student behavior that educators pay attention to. To systematically evaluate how behavioral signals affect inexperienced teachers' attention, participants must be placed in similar circumstances. Because of this, our research relied on the same standardized experimental design as Strummer et al. (2017) and synchronized continuous notes on student behavior with mobile eye-tracking data collected from preschool teachers. The implementation of continuous marking provided us with an unparalleled chance to examine teacher-student interactions throughout instruction and identify the behaviors that novice teacher. Following are the objectives of the current study.

- To investigate how primary school instructors can recognize behavioral issues in their kids.
- To investigate the methods educators, employ to evaluate and comprehend the root causes of behavioral issues in elementary school students.
- To determine the obstacles that primary school instructors must overcome in order to handle behavioral issues with their kids.

2. Literature review

Teachers are crucial to creating a safe and stimulating learning environment for pupils. Detecting and addressing behavioral problems with students is an essential part of this work. This review of the literature aims to explore the nuanced role that elementary school teachers have in identifying and addressing behavioral issues. Teachers are in a rare position to regularly observe and understand the behaviors of their students. Through careful observation of their interactions, involvement, and behaviors in the classroom, teachers can gain valuable insights into the social, emotional, and intellectual well-being of their students. By keeping an eye out for signs of disruptive behavior, attention issues, emotional difficulties, or other behavioral issues, teachers can spot behavioral issues that may prevent their pupils from benefiting from educational opportunities.

Additionally, it takes great collaboration between parents, teachers, and other school staff to identify and address behavioural concerns. Teachers routinely consult with administrators, psychologists, and school counsellors to receive guidance and help designing interventions that are effective. This collaboration ensures a complete understanding of the students' needs and makes it easier to apply specialized strategies to address behavioural challenges (Kauffman et al., 2020). Working closely with parents is also essential because, according to Reddy et al. (2016), parents can provide instructors with key details about their kids' behaviour outside of the classroom, which can help them perceive things more comprehensively.

To deal with behavioral problems, teachers employ a range of behavior control strategies. Among these strategies are behavior contracts, explicit expectations and rules, positive reinforcement, and personalized behavior plans. By employing consistent and encouraging

methods, teachers can decrease problematic behaviors, provide structured learning environments, and promote positive behavior (Simonsen et al., 2019; Sugai et al., 2012).

In summary, primary school instructors have a complex role in recognizing and resolving behavioral issues among their kids. Teachers play a vital role in creating a positive learning environment and assisting students' social and emotional development through their astute observations, cooperation with parents and school personnel, application of behavior management techniques, and differentiation of instruction.

2.1 Observation and assessment of teachers

Instructors identify students with behavioral problems using methods of direct observation and assessment. By closely monitoring students' relationships, involvement, and behavior in the classroom, teachers can spot warning signs of disruptive behavior, attention problems, or emotional difficulties (Allen, 2017; Kostelnik et al., 2015).

2.2 Collaboration between Parents and Faculty

Collaboration between teachers, school staff, and parents is essential for managing behavioral concerns. Teachers regularly consult with administrators, psychologists, and school counselors to gain guidance and support in creating successful interventions (Kauffman et al., 2020). Collaborating with parents is also crucial to gaining insight into children's behavior outside of the classroom (Reddy et al., 2016).

2.3 Implementing Behavior Management Techniques

Teachers use a variety of behavior management strategies to address students' behavioral issues. According to Simonsen et al. (2019; Sugai et al., 2012), these techniques may include behavior contracts, specific expectations and norms, positive reinforcement, and customized behavior plans. By employing consistent and supportive tactics, educators can promote positive behavior and lessen undesirable behaviors.

2.4 The theory of classical conditioning

Early in the 20th century, Ivan Pavlov developed the psychological theory of classical conditioning. It explains how connections are made between inputs and reactions through repeated pairings. The hypothesis is predicated on the concept of stimulus-response (S-R) learning. Through his famous experiment, Pavlov taught dogs to associate the ring of a bell with the presence of food, so inducing salivation in them as a normal, unconditioned reaction to a neutral stimulus. The dogs eventually began to drool at the sound of the bell alone, even in the absence of food. This taught behavior is referred to as a conditioned reaction. Across a wide range of fields, including psychology, education, and marketing, classical conditioning has been the subject of numerous studies and applications. It has illuminated how individuals learn, change their behavior, and acquire phobias Pavlov (1927).

2.5 The Theory of Operant Conditioning

Although the work of Skinner, the pioneer of operant conditioning, was based on Thorndike's (1898) law of effect. According to this theory, actions that have favorable effects are more likely to be repeated, whereas actions that have unfavorable effects are less likely to be repeated. Skinner expanded the Law of Effect by introducing the innovative idea of reinforcement. Unreinforced behaviors are more likely to vanish or be put out of a weakened state, but reinforced actions are more likely to be repeated (i.e., strengthened). Through trials with animals housed in a "Skinner Box," akin to Thorndike's puzzle box, Skinner (1948) investigated operant training. He identified three distinct operant reactions to behavior.

- Neutral operands: Environmental responses that don't alter the probability that a behavior will recur.
- Re-enforcers: Cues in the environment that increase the likelihood of a behavior being repeated. Additionally, re-enforcers can be either positive or negative.
- Punishers are environmental behaviors that lessen the likelihood of a behavior occurring again. Punishments weaken behavior.

We can all think of situations in which our own behavior was influenced by reinforcers and punishers. As a child, you surely tried out a range of actions and took lessons from the experience. But if the main result was that you were found out, given a cane, suspended from school, and your parents became involved, you would have been punished and would probably not smoke as much anymore as a result.

2.6 Optimistic Discipline

Positive reinforcement was defined by Skinner (1948) in his operant conditioning theory. Rewards serve as a form of positive reinforcement, strengthening a reaction or behavior and promoting its repetition. One of the motivating factors is the reward. Primary reinforcers are stimuli that naturally reinforce behavior since they don't require learning, like food or water. Stimuli that are rewarded by being connected to a primary reinforcer, such as money or high grades, are known as secondary reinforcers. They may be the means, but they don't instantly satiate an underlying need. As a result, as a motivator, a secondary reinforcer can be just as powerful as a primary reinforcer. After being exposed to the lever a few times, the rats soon learnt to go right to the place inside the box. If they pressed the lever, the reward of food would guarantee that they would carry out the behavior repeatedly. Skinner (1953). One kind of positive reward in operant conditioning is the Premack principle. In order to finish the task, it proposes rewarding a high-probability behavior (a favorite activity) with a lower-probability behavior (a task). This strategy reinforces the less desirable behavior by associating it with a desired result and rewarding it.

2.7 Adverse Reinforcement

Negative reinforcement occurs when an unpleasant feeling stops following a reaction. Negative reinforcement occurs when an undesirable stimulus that is "rewarding" to the person or

animal is eliminated. Positive reinforcement eliminates or prevents bad behavior in order to reinforce positive conduct experiences.

.. Skinner illustrated the power of negative reinforcement by putting a rat in his Skinner box and subjecting it to an unpleasant electric current. The rat would circle the box and knock against the lever.

When it did, the electric current would cut off. The rodents quickly learned to head straight for the lever after being put inside the box a few times. It was inevitable since they had to do it again to keep from getting electrocuted. Skinner really taught the rats to stay away from the electric current by putting on a light just before the electricity began. The rodents quickly realized that turning the lever would stop the electricity flow from turning on when the light turned on Skinner (1953).

2.8 Theory of Social Learning

This approach emphasizes the importance of modeling and observational learning in shaping behavior. It suggests that people learn new behaviors by imitating the actions of others and that behavior development and maintenance involve both reinforcement and punishment (1977 Bandura). Other theories include the behavioral modification theory, the social cognitive theory, and the idea of planned behavior.

2.9 Theory of Cognitive-Behavioral

Cognitive-behavioral theory (CBT) emphasizes how ideas, emotions, and behaviors interact. It makes the claim that people's ideas and beliefs influence their feelings and actions, and that it is possible to identify and alter harmful thought patterns in order to influence positive behavioral changes. CBT is a common therapeutic strategy for a variety of mental health conditions. Beck (1976). In a similar vein, other theories). Similar theories include operant conditioning theory, attachment theory, and social learning theory.

3. Methods of Research

This descriptive survey study looks at how elementary school teachers handle recognizing and addressing behavioral problems in their students. After visiting the Matta Elementary Schools in person, the researcher gave the questionnaires to the study participants. For this study, a quantitative research method was chosen since the researcher wanted to use statistics to look into the research problem. 397 Tehsil Matta Elementary School teachers made up the study's population. At Tehsil Matta School, there were 397 teachers in total. The sample consisted of 50 male and 50 female instructors who were selected at random from Tehsil Matta Elementary Schools. among 100 educators. The researcher collected information from 10 distinct schools: GMS Peochar, GPS Gat, GHHS Sherpalam, GMS Matta, GHHS Sijban, GHHS Matta, GHHS Shawar, GMS Koz Shawar, and GHHS Labat. Nineteen items total from the questionnaire were used to get the data. The items on the questionnaire were broken down into three smaller categories: the function of the teacher, the tactics instructors employ, and the obstacles teachers

confront. highly disagreed, disagreed, neutral, agreed, and highly agreed were the options used to indicate responses. A straightforward percentage analysis was performed on the gathered data to understand the significance and importance of each goal and statement separately.

4. Data Analysis

Data analysis is the process of understanding and analyzing data using statistical tools or techniques. In this chapter, the data collected from the respondents was analyzed using a statistical simple percentage. Using a Likert scale, a simple online survey was conducted to gather information from the teachers in order to determine the proportion of responses. One gender-specific questionnaire response

Table No 1: Gender Wise Response to The Questionnaire

Gender	Percentage
Male	63.6
Female	36.4

The gender distribution of involvement is displayed in Table 1.1, titled "Gender Participation in the Questionnaire Filling Process." The percentages for the two categories, "Male" and "Female," are displayed in the table, accordingly. "Gender" refers to the categorization of individuals as male or female. According to the data, 63.6% of participants were men and 36.4% of participants were women. This distribution indicates that there were substantially more men than women who responded to the poll.

Table No 2: Teachers' Response Percentage by School

School	Percentage
GHSS Shawar Matta	31.4
GMS Koz Shawar Matta	20.6
GHS Matta	17.2
GHS Gat Shawar Matta	17.5
GHSS Sijban matta	13.2

Table 2, titled "School teachers Participation in the Questionnaire Filling Process," shows how different school instructors participated. Numerous educators are included in the table, along with the percentage of each group that they represent. "GHSS (shawar matta)" at 31.6 percent, "GMS (koz shawar matta)" at 20.4%, "GHS (matta)" at 17.5%, "GHS (gat shawar matta)" at 17.2%, and "GHSS (sijban matta)" at 13.3% were the categories with the highest participation

rates. This distribution offers data on the degree of involvement from different schools in the questionnaire-filling process.

Table No 3: Behavioral Identification of Students and The Function of Teachers

S:No	Statements	SDA	DA	N	A	SA
1	Teacher regularly observes students' behavior.	7%	6%	5%	69%	16%
2	Teacher regularly engages one on one conversation to gain insight into their feeling.	2%	10%	10%	63%	15%
3	Teacher communicates with parents about student's behavior.	1%	11%	9.8%	55.9%	21.8%
4	Teacher adapts various teaching method to reduce behavioral issues.	5%	1.8%	13.9%	58.3%	21.8%
5	Teacher makes cooperation with the parents for better learning.	1.8%	5%	10.8%	63.6%	18.8%
6	Our teachers communicate with students to know about their mentality and problems deeply.	0.9%	8.8%	12.8%	62.6%	14.9%

Table 3 shows that 6% of teachers strongly disagree with the notion of routinely observing students' conduct in the first statement. But 4% are neutral, 60% agree, 14% strongly agree, and 5% disagree to some extent. As for the second, it is reported that 2% of teachers strongly disagree with the practice of regularly meeting with students one-on-one to find out about their feelings. Moreover, 60% agree, 12% are impartial, 15% strongly agree, and 13% disagree. 1% of educators strongly disagree that parents should be told about their children's behavior, according to the third statement. Furthermore, 56.3% agree, 10% are impartial, 9.8% disagree, and 21.7% strongly agree. The fourth statement indicates that 5% of teachers strongly disagree with the idea of changing different teaching styles to minimize behavioral difficulties. Furthermore, 57.4% agree, 22.0% strongly agree, 1.8% disagree, and 12.9% are neutral. The sixth claim highlights the 1.9% of instructors who vehemently disagree with the notion of collaborating with parents to raise student achievement. In addition, 63.6% agree, 18.9% strongly agree, 5% disagree, and 10.8% are neutral. The sixth and last point draws attention to the fact that 0.9% of educators strongly disagree that talking to students can help them understand their problems and mindset. Furthermore, 62.6% agree, 15.0% strongly agree, 12.8% are impartial, and 8.8% disagree.

Table No 4: Analyze the underlying causes’ students’ behavioral problems in elementary schools

1	Teachers use interview methods to know about students’ problems.	1%	14%	17%	53%	15%
2	We use reward giving strategy to motivate students.	3.9%	5%	3%	47.5%	40.6%
3	Sometimes teacher provide feedback and assess students’ progress.	2%	4%	4%	50%	38%
4	The teacher use story telling method for behavioral problems in elementary-level students.	2%	5%	7%	53%	33%
5	Teacher uses observation to know about students problems	1%	6%	4.9%	72.3%	16.7%
6	Teacher considers students home environments and family dynamics when addressing behavioral problems.	0%	5.8%	8.9%	64.5%	20.8%
7	We encourage open communication with students to uncover potential emotional or psychological factors.	4%	5%	6.1%	61.2%	23.8%

Table 4 presents varying percentages of teachers who are trying to figure out what's causing their disruptive behavior.

Table 5 lists the difficulties teachers encounter while identifying disruptive behaviors in their students

1	Lack of parental involvement hinders efforts to address student’s behavioral problems.	0%	4.9%	15.9%	54.4%	23.4%
2	Insufficient training in behavior management techniques makes addressing behavioral issues challenging.	3%	5%	8%	61%	23%
3	Large class sizes make it difficult to give individual attention to students with behavioral concerns.	4%	3%	8.8%	49.6%	34.5%
4	Sometime we deal with unmotivated students by giving some extra task to them.	3%	5.4%	4.5%	61.4%	25.9%
5	Some of the students talk to one another during the lecture so it distracts us.	1%	1%	7.0%	55.3%	34.8%
6	Students sometime don’t listen to us so we change our teaching strategies to teach them in a better way.	2.7%	2.4%	3.1%	60.4%	31.6%

Table 5 displays the various degrees of difficulty teachers encounter when identifying disruptive behavior in their students.

5. Conclusion

The research thesis summary stressed how important it is for elementary school instructors to recognize and deal with behavioral difficulties in their kids. One of the main objectives of the study was to "examine the role of teachers in identifying behavioral problems in elementary-level students." "To investigate the methods educators, employ to evaluate and comprehend the root causes of behavioral issues in elementary school students." "To determine the difficulties educators, encounter when dealing with behavioral issues in elementary school students." The study asserted that educators use a range of methods, including observation, feedback, interviews, and analysis of interpersonal interactions and family dynamics, to pinpoint and understand the root causes of these problems.

A questionnaire was utilized as a data collection technique in the study's quantitative research design. The percentage approach used to analyze the data collection revealed that the teacher used a variety of techniques to address behavioral issues. By applying these strategies, educators can better comprehend the challenges that their pupils encounter and adapt their pedagogy to deal with behavioral issues. The primary finding of the study emphasizes how important it is for teachers and students to interact and talk openly in order to detect any potential psychological or emotional causes of behavioral problems. By encouraging open communication, teachers may create a safe and encouraging environment where students feel comfortable sharing their worries and asking for advice.

As reflected from the data that 71.3% teacher believe that they use observational technique in order to find out students with disruptive behavior, therefore in order to address such behavioral issues of the students according to the research findings 59.4% of the teachers responded that they change their teaching strategies in order to address students' behavior problem in the classroom. The teachers try to use students centered methods where they engage students into variety of activities in order to disengage them from their disruptive behavior in the classroom. However, it is not always through the change in teaching techniques that help in addressing students behavior problems. In such situations the 63.4% of teachers responded that they try to consult their parents or other family elders so that collaboration could be established with for betterment and improvement of the students' behavior. In minor cases even small reward for instance verbal rewards or something small help in ensuring students participation in the classroom. 47% of the teachers agreed with reward strategy with students as reflected from the data. Furthermore in some cases as has been responded by 60% respondents, one to one meeting with students help in improvement of the students behavior.

5.1 Recommendations

The research thesis that examines how elementary school instructors might recognize and deal with behavioral concerns with their kids forms the basis for the recommendations that follow:

- To enhance instructors' proficiency in identifying and addressing behavioral concerns, educational institutions should provide chances for ongoing professional development.
- To address behavioral challenges as a multidisciplinary team, teachers, administrators, and support staff should be encouraged to collaborate through training sessions, seminars, and resource access with an emphasis on behavior management methods and approaches. This can include regular get-togethers, the sharing of strategies and ideas, and cooperative problem-solving to provide students with all-encompassing support.
- To Underline how important it is to act quickly to address behavioral concerns. It should be taught to instructors how to spot behavioral issues early on and take prompt action to resolve them.
- Teachers and parents should collaborate together to establish solid partnerships in order to effectively handle behavioral issues. Parent-teacher conferences, behavior management plans, and regular communication can all help to promote a cooperative learning environment that is advantageous to students in both the home and classroom.
- Educators should be encouraged to adapt their teaching strategies, provide individualized support, and consider the particular needs and circumstances of each student. Urge educators to stay up to date on behavior management and intervention strategies that are supported by research.

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