



THE EFFECT OF TEACHER'S BEHAVIOR ON STUDENTS' BEHAVIORAL PROBLEMS FROM THE ISLAMIC PERSPECTIVE

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ABSTRACT

Recognizing students' behavioral problems can have a direct impact on the quality and process of education in the classroom. In addition, the teacher plays an important role in managing and reducing such behaviors. In Islam, the ultimate goal is to honor moral and behavioral virtues, so the teacher must be aware of moral and religious values to be able to give sufficient knowledge to students. The purpose of the present study is to investigate the role of the teacher in controlling students' behavioral problems from the perspective of Islam. The research type of this study is qualitative. In the matter of education, the teacher should have sufficient knowledge and understanding of the stages of growth and the characteristics of each stage so that he can have the necessary preparation for proper prevention and timely intervention against problems, and also help in the growth and flourishing of talents. Along with the importance of the principle of the necessity of education, values, and its transfer to students as one of the basic principles in education and training, how to transfer concepts to future generations, especially the application of the power of thought and reasoning in this direction is also important. It is on this basis that if most of the teaching and training facilities are spent on the preparation of textbooks in addition to the education, it is completely appropriate.

Keywords: Teacher, student, behavioral problems, Islamic education

INTRODUCTION

In the last century, significant attention has been paid to education and training, on the one hand, and to the teacher, who is one of the most important influencing factors, on the other hand. The upcoming article examines the positive and negative impact of the teacher in managing and even reducing students' behavioral problems. Some students need more attention than others and this requires careful observation of the teacher in the class and being aware of the classroom situation.

The concern of every teacher is not only the academic progress but also the all-round development of the students.

The way students interact with their teachers and classmates can have a direct relationship with shaping behavior, education, transferring social customs, etc. The Prophet of God says: Be gentle with the one you learn from (the student) and the one from whom you learn (the teacher).

Behavioral problems in students

Behavioral problems are a complex set of emotional, cognitive, and behavioral problems that are characterized by a lack of control and non-adherence to moral, behavioral, and social principles and disruption in the way society behaves desirably (Gholamzade Nikjoo et al., 2022).

All behavioral and emotional problems are related to each other. It is rare to find a child or adolescent who has only one behavior problem. Despite the many problems that these people face, most of them are not identified until years after they enter school and do not receive special education unless their behavioral and academic problems become severe (Ghobari-Bonab et al., 2009).

Types of behavioral problems of students

One of the goals of education is for the child to gradually take control of his behavior. Therefore, a teacher who wants to change a student's inconsistent behavior must act with this vision (Hashemi et al., 2014). Sometimes, individual needs, intellectual immaturity, family conditions, and the student's interaction with the teacher and classmates fuel these problems.

A student with behavioral problems exhibits some of these behaviors: extreme isolation, aggression, hyperactivity, anxiety, lying, extreme dependence, excessive attention seeking, disrupting the classroom, etc.

The description of the behaviors of some problems are as follows:

Anxiety: The student is morbidly sensitive to the result of the exam, obtaining the desired class rank, etc., and is very sensitive to criticism and suggestions to improve behavior.

Disrupting the class: These students disrupt the normal course of the class, to the extent that the teacher and classmates are annoyed. Talking, interfering with other people's work, making noise in the class, etc. are some of the signs of this category.

Attention Deficit and Hyperactivity Disorder: The student cannot focus accurately on assignments and teacher explanations, is easily distracted, is excessively restless, and has difficulty sitting still.

Aggression: Hostile and violent behavior occurs among students and may harm others and property.

Characteristics of teacher and trainer in Islamic school

The role and position of the teacher in Islam and society are of special importance. A teacher's sufficient knowledge of religious rules and educational principles can have a significant impact on solving students' behavioral and moral problems.

A teacher must engage in the sacred matter of teaching with a realistic and correct mentality. Undoubtedly, having a set of successful techniques and methods of education and training, staying safe from mistakes and slips, requires him to have the correct beliefs about himself and the proper characteristics that a teacher and trainer should have from the point of view of Islam helps in this matter (Hosseini Fard, 2012).

From the point of view of the Qur'an and Nahj al-Balaghe, a teacher must have the same

characteristics as the prophets to provide religious and moral education. Among these qualities are trust, patience, forgiveness, humility, kindness, etc. It is by having these characteristics that the teacher can fulfill his role competently (Dehghan Rajabi, 2013).

Teacher popularity

The teacher's popularity is one of the conditions affecting the students, and without this condition, the teacher is at best limited to the student's mind and knowledge. The teacher's popularity allows him to easily remove the obstacles of converting mental belief into heart faith and thus sow the seeds of religious beliefs in the souls and hearts of students (Bazdar et al., 2014). Teachers have a powerful and lasting impact on their students, they directly learn how to learn and how to interact with the environment and people around them (Stronge, 2018, p. 3).

Teacher and student aggression

Anger has destructive effects on a person, family, and society, and controlling anger brings many blessings. To achieve the effects of anger control, sufficient motivation is needed in Islamic management, which is derived from the words of revelation and the words of the Ahl al-Bayt, peace be upon them (Safipour et al., 2018).

Children with externalizing problems have more conflicts with teachers and also have negative attitudes in relationships with teachers and less positive understanding than students without problems, but students with internalizing problems have dependent and conflicting relationships with teachers than with students without problems (Henricsson & Rydell, 2004).

In Islamic narrations, in addition to some material and spiritual corruptions and dangers, anger has been condemned a lot and many rewards have been given for refraining from it and suppressing anger. Hazrat Ali (AS) says: Anger destroys its owner and reveals ugliness. The level of teachers' anger shows the background of their anger in the future and this issue is important. It is suggested that anger control training should be included in teachers' in-service programs (Yousefi et al., 2015).

The influence of the environment on behavior

From a scientific point of view, the behavior of teachers is influenced by students, and the behavior of students is influenced by teachers. Therefore, an exchange process shapes the interpersonal behaviors of the teacher and the student. A review of empirical evidence shows that factors such as the student's perception of the teacher's behavior, classroom characteristics, teacher's experiences, class size, and teacher's thinking styles have a great impact on teacher-student interaction (Abdullahpour & Shokri, 2018).

In the education process, the teacher undoubtedly needs to apply direct activities. In this path, first of all, teaching the required issues and explaining and justifying the way through speech and writing is needed and opens the way. Parents directly and indirectly provide behavioral patterns to students.

A variety of solutions to improve behavioral disorders

It should be mentioned that education and training should start with knowledge and the coach, teacher, and other people working in the school, along with education and training, should also take care of their education to enjoy high efficiency. This will be effective when the educational and moral principles of Islam are included in the training of teachers and education workers.

During the past two decades, countless researches have focused on behavioral disorders, and it is said that the main reason for referring a large number of students to mental health centers was

behavioral disorders (Vaez et al., 2018). Studies have shown that most of these students do not receive any professional help. Sometimes because families are not concerned about symptoms.

Educators and parents of the child should deal with the child in such a way that the mental health of the child is provided and psychological security is provided for the child to provide the reasons for the development of moral action in adulthood. The child must be able to trust the environment and feel that his privacy and dignity are respected. This means that the child should be psychologically calm in the environment in which he lives, so that he will be motivated to perform a worthy action, and on the other hand, he seeks to ensure the moral health of the child (Azadmanesh et al., 2015).

Problem-Solving

Problem-solving skills are very important in communicating with others. Not having this ability to face interpersonal problems can cause impulsive behavior, aggression, isolation, and feelings of failure in non-adaptive behaviors in children. Therefore, teaching thinking skills, including problem-solving, seems necessary (Shkohi Yekta & Zamani, 2011).

Empirical evidence indicates that children and adolescents with behavioral problems have several limitations in the field of social problem-solving strategies. Teaching problem-solving skills to parents and teachers can directly and indirectly affect the personality, mood, and academic progress of students, and in this way, education will be facilitated (Kakabraei & Moradi, 2016; Shkohi Yekta & Zamani, 2011).

CONCLUSION

In the matter of training, a teacher should have sufficient knowledge and understanding of the stages of development and the characteristics of each stage so that he can have the necessary preparation for proper prevention and timely intervention against problems and also help in the growth and flourishing of talents. Along with the importance of the principle of the necessity of teaching values and transferring them to students as one of the basic principles in education, how to transfer concepts to future generations, especially the use of the power of thought and reasoning in this direction is also important. It is on this basis that if the major part of education and training facilities, in addition to the mere preparation of textbooks, is spent on hiring and training suitable teachers, it is completely appropriate (Zarean & Shogarof Nakhai, 2002).

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