How Do Teachers Use School Policies and Teacher Status to "Manage" Students' Behavior?

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Abstract: In school management, there are sometimes complex reasons behind students' disciplinary violations. Therefore, if teachers rely solely on their "teacher identity" and school policies to criticize or punish students, it often does not achieve good educational results. In this context, teachers should constantly reflect on their emotions, cognition, and other aspects to avoid making incorrect judgments due to personal emotions, biases, and other factors. The correct approach is to implement effective educational methods based on the goal of promoting student growth, by empathizing with students and revealing the underlying reasons behind disciplinary violations. In this process, teachers and students achieve mutual growth.

Keywords: Student behavior, School policies, Teacher identity, Educational Review and Reflection

1. Introduction

Within the complex classroom ecosystem, managing student behaviour presents educators with a fundamental yet formidable challenge. The teacher's task extends beyond imparting knowledge to encompass fostering pupils' personal development. To achieve this, educators employ two primary tools: firstly, school policies; secondly, the inherent authority of their professional standing. Yet the application of these tools is not straightforward. This paper explores the multifaceted relationship between school policies, teacher authority, and student behaviour management. It contends that while policy and status are crucial for maintaining order, ineffective or punitive application may exacerbate disciplinary issues rather than resolve them. By examining the root causes and significant harms of student misconduct—including its impact on learning, teacher wellbeing, and the broader school climate—this analysis advocates for a reflective, empathetic, and student-centred approach. Ultimately, the paper's deliberations call upon educators to move beyond controlling students towards creating an environment that understands their behaviour and guides their growth, ensuring that behavioural management remains aligned with education's deeper ethical purpose: supporting human flourishing and progress.

2. The causes and harms of students' classroom disciplinary behavior

In the school environment, teachers, and students, as well as the staff serving in the school build the entire school system. A teacher's role in school is not only to impart adequate knowledge to students but also to nurture and guide them to become sound human beings. As Apple (2018) states, Sound education based on human flourishing is something we are morally obliged to defend.[1] Teachers are also growing human beings, so that teachers need to self-reflect and thus can progress through their daily experiences. Human experiences and learning make changes and what one experiences now may affect what one learns later (Akinbode,2013).[2] Further, the way to educate is to find a better way through experience. Teachers are expected to criticize, educate, and guide the students from the point of view of the students.

In today's schooling, there are still many breaches of discipline among students. Such common behavioral problems

include avoidance of tasks, getting in the way, and disrupting discipline (Sullivan et al., 2014).[3] At the stage of education before tertiary education, most schools prohibit students from falling in love and the act of falling in love is referred to as early love (puppy love). The school prohibits the use of smartphones and smart electronic devices in class. In daily behavior, students are not allowed to whisper in class and to read extracurricular books in classroom. They are also prohibited from loud fighting in public places and all other behaviors that do not comply with the school rules and have a certain impact on the school environment. However, some students even fight, intentionally disrupt the classroom order, etc. According to Lanas & Brunila (2019b),[4] the presence of disturbing and challenging behaviors among students is a great challenge to school life.

In the classroom, it is not difficult to find that teachers must solve the problem of classroom discipline while imparting knowledge to students. In secondary schools and colleges, most of the teachers' tasks are to impart knowledge to students. At the same time, there is a need to manage the classroom order if the lessons are to be conducted at a normal pace, which can distract the teacher's attention during the lesson. Some low levels of disruptive behaviors and the prevalence of these behaviors make it worrying and difficult for teachers to manage these behaviors (Sullivan et al., 2014), (Lanas & Brunila, 2019).[3][4] In this case, students may have put some pressure on teachers' work, thus affecting the quality of teaching, and it is also unfair to other serious students in the classroom when some students who disrupt classroom discipline engage in such disruptive behaviors. Some students' disruptive behaviors are relatively small but occur more frequently, and such things happening too often may increase the teacher's stress (Sullivan et al., 2014).[3] For example, if one or more students repeatedly violate classroom discipline by talking to each other in class or reading extracurricular books, once the frequency of such behavior increases, the teacher will have to stop lecturing to maintain classroom order, which results in a slower pace of the lesson, a lack of concentration on the part of the teacher, and a disruption of the classroom experience for the rest of the students.

However, students' disruptive classroom behavior is not only due to the students themselves but may also be related to the teacher's behavior and the school environment's influence on the students. The classroom is an organic environment and factors such as different times of the day, different days of the week and the curriculum and language that the teacher teaches can all have an impact on what happens in practice (Maguire et al., 2010).[5] Throughout the day, students are in different states of mind, and not all the knowledge they receive is in areas they are good at or interested in, all of which may have an impact on their emotions and behaviors.

Often, teachers, as managers of the classroom, may express themselves in ways that are somewhat irrational. For example, some teachers control students based on their status and are usually assertive or even arbitrary. As Florian & Beaton (2017) state, control is an aspect of the teaching profession.[6] In classroom, some teachers, although they do not transmit knowledge well, but fully show "control". Some teachers may suppress students as well as control them according to their rights, and some of them may go overboard with their behavior and use verbal attacks on students without considering the self-esteem of the students. According to Woods (2008), some forms of discipline in the classroom tend to cause emotional anger in students.[7] Not only that, but in this situation, students perceive anger as more conducive to resistance compared to compliance (Woods, 2008). Students internalize the labels that teachers put on themselves, students may think that they have no way out and thus stop complying with the norms of the school (Noguera, 2003).[8] This is likely to be one of the several reasons for students' poor behavior in the classroom.

3. The Influence and Reflection of School Policies on Students
3.1 The impact of policy implementation on students

As Maguire et al., (2010) state, for the controlling students' behavior, classroom management is an important aspect of the school's educational policy and practice.[5] Policies are based on the requirements of the school and what the school wants for its students, and their fundamental purpose is to help teachers and the school managing and educating their students. However, some school policies and practices did not help students improve in behavioral discipline but rather were counterproductive.

In schooling, school policies related to the management of students' behavior are generally divided into reward and

punishment policies, and the status and implementation of reward policies are far less important than punishment policies. It seems that in the perception of some schools and schoolteachers, punitive policies are easier to implement than rewarding policies. When teachers engage in punitive disciplinary strategies, students are differentiated into "good" students and "troublemakers" based on their behavior (Gansen, 2020).[9] From this point of view, it is easy to see that teachers may also carry their own biases in implementing the policy.

Not only that, but according to Gershoff (2017), schools in a third of the world's countries today still have discipline policies in the form of corporal punishment of students.[10] Corporal punishment is an act that does not respect students and can bring substantial harm to them. In the implementation of corporal punishment, there is no evidence to show that corporal punishment promotes student learning, rather, there is enough evidence to show that corporal punishment harms students' physical, mental, and behavioral health (Gershoff, 2017).[10]

As for policy implementation, since students are the ones who are responsible for it, the school, as the enactor and implementer of the policy, should be more mindful of the impact of the implementation process on students. From a school's perspective, some obvious norms of behavior are in place when a student does not comply, even though the student's behavior needs to be managed. From a teacher's perspective, teachers can be subjective and judgmental. According to Lanas & Brunila (2019b), teachers are in a strong position to understand when school is happening and interpret the environment in which it is taking place, and when students do not meet the teacher's fulfilled expectations, it may be seen as a violation.[4]

However, as a member of the teaching profession, schoolteachers, as well as schools, should consider as well as reflect on the implementation of the policy. When implementing punishment strategies, it is important to consider the needs of the students and to think about the reasons why students engage in disciplinary behavior, rather than punishing students for the sake of a simple controlling.

The purpose of reward and punishment strategies in schools is to regulate students' behavior so that they learn well and improve their personal qualities, and in fact, many schools and teachers forget this original purpose. As Sullivan et al (2014) argue, some of the practices regarding policies may be misguided in controlling students' behavior and when students show a lack of commitment to learning, teachers should consider the importance of promoting the school's learning.[3] For teachers to be able to change the behavior of their students, they should consider promoting other aspects of schooling that will lead to a behavioral change. Educators tend to focus only on the students themselves, thus ignoring the general environment, in which case it is difficult to solve the problem at the root.

Not only that, when teachers and schools control students' behavior, it may also affect students' participation in other activities (Payne, 2015).[11] Perhaps a student's disciplinary behavior improves when controlled by the piece of school, however, the school may just change the student's overall behavior from cheerful to introverted. According to Noguera (2003), most schools respond to disciplinary students by ignoring the student's needs or failing to identify the root cause of their problems, in the process tending to allow the student to gradually marginalize, neglect their education, or even expel students from school.[8]

3.2 Reflect on the implementation of school policies

From experience that student behavior management policies are enacted in schools at the earliest stages of education to help students receive equal access to education and learning. In the process of educational development, the implementation of policies seems to have become an essential part of education.

However, formally in the process of educational development, the promulgation and implementation of policies seem to have lost their original meaning. When a school punishes a student, it is not necessarily to help the student, but rather to punish the student for the sake of punishing itself. Students are disciplined for behavior that meets the school's conditions for punishment (Noguera, 2003).[8] Schools and teachers tend to punish students for disciplinary offenses, which may not be enough to address the root causes of the problem. Sometimes the children who are most in need of help from the school are punished, and the school's management and control of pupils' behavior has become a fixed idea in school life, one that outweighs the original purpose of punishment and all other priorities and goals (Noguera, 2003).[8]

Not only that, schools and teachers sometimes misunderstand students' behaviors. Some students who do not complete their homework on time are punished by their teachers, who assume that the student does not have a positive attitude towards learning or that bad habits such as laziness or playfulness are affecting the student. However, as Payne (2015) states, requiring students to use their downtime at home to complete work is likely to lead to negative reactions and behaviors when faced with task-based work. [11]

To make matters worse, the punishment of students for disciplinary offenses in schools often utilizes the same tactics that are used to punish adults in society (Noguera, 2003). [8] Minors are not mentally mature enough for teachers to perhaps accompany the growth of their students to guide them to the right path rather than just punishing them for infractions. If a student is punished following the policy, it may not be the case. Students may break the rules more frequently as they grow older, which can lead to escalating sanctions imposed by the school (Noguera, 2003). [8]

After experience and reflection, schools and teachers change their thinking when punishing students for rule-breaking behavior, in that deeper understanding and encouragement of the students may help may be more helpful for students' growth and behavioral improvement. As Gansen (2020) argues, punitive disciplinary knowledge teachers are conducting one of the parts of classroom behaviors management. [9] Often, a teacher's understanding of the reasons for a student's disciplinary infractions from the student's perspective may lead to better guidance for student learning and growth. When teachers focus on engaging rather than just punishing students, it may help students learn and regulate their behavior better (Sullivan et al., 2014). [3] Often, schools should create policies based on the needs of the school and the future of the students, rather than creating policies for the sake of creating policies. The culture and ethos of each school are different and even though there are many similarities between schools, policies are developed in different ways (Maguire et al., 2010). [5]

4. The Influence and Reflection of Teacher Identity Experience on Students

4.1 Reflect on the experience, criticize, and learn

After combining the experience with online internship and experience of teaching in a high school, as a teacher, it is important to understand where are and how can have greater meaning for students. Teachers should not use their power to structure and manage student behavior without thinking. As Lanas & Brunila (2019) argue, what some teachers perceive as a student's breach of rules is often likely to be the student not meeting the teacher's expectations. [4]

Students should be taught and guided using different methods that are appropriate for their particularities, rather than punishing them. Firstly, by reflecting on this teaching experience, teachers should fully understand the personality of their students, that personality differences exist between students, and that students' personalities influence their behavior in life. In a former experience, when faced with a student making a mistake, criticize and punish the student's behavior, which is a more one-sided behavior. According to Sullivan et al., (2014), teachers often use a variety of methods to force the students to learn and control their behaviors. That is, to "blame" students for inappropriate behaviors. [3]

However, after reflection, as a teacher, it is important to look at things dialectically when learning to make mistakes. For example, some students are very disciplined and are more mature than others. When faced with such students, if they accidentally make a mistake and fail to comply with the school discipline, using the right approach, which is to forgive and guide them and give them a chance to correct their mistakes.

In contrast, if faced with students who are often undisciplined, teachers should not only educate students on the importance of discipline but may also need to appropriately increase the level of punishment for students. Teachers need to make students understand that they need to take responsibility when they make mistakes, and they are responsible for their behavior without hurting them.

Secondly, by reflecting on this teaching experience, as a teacher also need to control my emotions. Both students and teachers should hide bad emotions such as anger and bring out the good ones (Akinbode, 2013). [2] Emotions have a great impact on people, and when criticized a student in anger for a disciplinary offense, nor did ask the sweaty spoof why he or she was still not complying with the discipline. What we tend to think, say, and do in the context of adult thinking is largely based on an assumption about how the world is supposed to work and the moral behaviors we develop in childhood and adolescence.

However, these assumptions often go unrecognized as they are indeed provisional understandings (Brookfield, 2009). shows that we cannot simply judge based on our thinking and thinking when dealing with students' problems. Therefore, as a teacher, need to grow in controlling my emotions.

Finally, according to Beauchamp & Thomas (2009), the development of a teacher's identity requires an understanding of the self and reflecting on the self in relation to others.[13] As a teacher, we need to look at ourselves in our schoolwork and our everyday lives and identify ourselves in our relationships with others by looking at ourselves. Students are not only acquiring knowledge from teachers in school but are also experiencing the process of schooling, which is complex and brings with it experiences that may impact their future academic lives. As Florian & Beaton (2017) argue, we learn from students once a sincere belief in their abilities is communicated in both verbal and behavioral terms.[6] Students will trust that teachers are listening and choose to engage and participate as learners in activities that are authentic and meaningful to them.

Teachers should focus on the process of problem-solving and the educational process that occurs in their connections with students, a process that not only changes students' behavior and perceptions in the present but may also guide them in the right direction in their future lives through this experience.

4.2 Analyze online internship and personal education experience from different perspectives

From an objective point of view, teachers should help and guide their students when they make mistakes, and where appropriate, they need to forgive them for their mistakes and give them a right guidance. In addition to this, as a teacher should constantly look at myself and ask myself what the purpose of education is, as an educator. As Lanas & Brunila (2019b) state, we should know what we are managing when we manage disturbing behaviors. Is it not littering, violence, students' asking to be involved in constructing implicit expectations of education? Is it not the children who seem to have the wrong idea of what they are doing? Behaviors such as constructing, isn't it the children who seem unproductive leading to potentially damaging school records nor is it the unhappy child who brings his or her misery to school? We must look more closely at our goal.[4]

From other teachers' point of view, perhaps if forgive a student who has made a mistake this time, it may easily lead to the student's becoming even more undisciplined. If the student does not have a sense of respect for the teacher in his heart, then the relationship between the teacher and the student may be seriously affected, especially in schools, where many students notice the teacher's attitude towards the student who has made a mistake, to warn or remind themselves of what they should do.

For the parents of the students, perhaps they would like their children to be severely criticized by the teacher after they have made a mistake, so that their children may learn a lesson from their mistakes and avoid making bigger mistakes in the future.

The student is the one who made the mistake, the student will carry the guilt. However, the student may be more afraid of the teacher. Pupils' minds are not mature enough as adults, so they don't think deep enough about many things and are easily influenced by their experiences. If a student is not stopped by a teacher after making a minor mistake, the student is likely to think that he or she has done nothing wrong and will compare himself or herself to disciplined classmates and think that it is cool to break school discipline. If the teacher stops the wrongdoing in time, guides the student, explains to the student the consequences of the indiscipline, and makes a relative departure from the student, it may force the student not to dare to break the school discipline again, albeit passively, and the student will likely become mature enough in adulthood to understand the teacher's intention of keeping him or her in line with the discipline.

This leads me to re-emphasize that it is important for teachers to behave in a way that is relatively objective and with the right purpose, whether it is teaching or rewarding and punishing students. Teachers' approach to behavior management is important, and to a certain extent, teachers send messages to students about themselves and other students (Gansen, 2020).[9] Teachers will manage to get to know their students better and try to avoid making them feel punished and neglected (Woods, 2008).[7] Teachers provide students with the tools to think and read through language and give students specific requirements to work within the norms (Lanas & Brunila 2019).[4] Therefore, every word and action of the teacher is important for the students, and they should not just implement their power of management in front of the students, but

also manage their behavior.

5. Discussion

In this essay, school policies and teacher behavior concerning the online placement experience as well as the teaching experience and discuss how, as a teacher, should manage students' card sugar violations. Among other things discuss the dangers that the unruly behavior of school students poses to themselves as well as to their teachers, other students, and the school environment. Frequent violations of classroom discipline and behavioral norms by students not only adversely affect their development, but also create more stress for the teacher and affect other students around them. There are times when students violate school rules and classroom discipline not only because of the students themselves but also because of the teachers and the school. As a teacher, we should always ask ourselves what the purpose of education is and what the purpose of management is.

Finally, as a teacher cannot only reflect from my perspective but also through the eyes of other teachers and from the perspective of students and their parents to understand the problems, deal with them, and manage them. As a teacher, it is important to reflect on the process and to always think about what should do if the problem arose again. Will they do better than this time? Teachers also need to learn and progress.

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