

Fundamental factors contributing to the behavior of students: An overview of psychological pedagogy

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Abstract - The main duty of an educator is to facilitate the process of education. However, it is vital to acknowledge that teachers are involved in several activities and assume various tasks. In addition to disseminating essential information to their students, educators are also tasked with the duty of effectively managing a varied range of student characteristics and behaviors. Therefore, it is a matter of worry when educators exhibit a deficiency in the requisite abilities to adequately facilitate student learning and possess inadequate understanding in the domain of psychological pedagogy. Acquiring information and understanding of the fundamental variables that contribute to the variability in students' behavior is an essential strategy for educators to effectively provide assistance and instruction to their students. This article next highlights significant factors that contribute to the fundamental causes of pupils' behavioral patterns. Furthermore, it emphasizes the need for educators to have a thorough comprehension of the fundamental factors contributing to students' conduct, with the aim of augmenting their efficacy in the field of instruction.

Keywords: The comprehension elements, influencing behavior, context of successful education, paramount importance

I. INTRODUCTION

Educators are confronted with multiple students on a daily basis. It is well acknowledged that students exhibit a wide range of qualities, actions, ideas, and beliefs, hence highlighting their individuality and uniqueness. There is a range of diversity among students in terms of their physical, intellectual, social-emotional, ethical, religious, and cultural backgrounds (Darsih, 2018). Indeed, it is a true challenge for educators to manage a substantial number of pupils on a daily basis, in addition to their primary responsibility of delivering instructional content. Undoubtedly, it is a challenging task. It might be argued that the transmission of teachings to pupils is not only the job of a teacher. In the current day, educators are faced with the need to possess a comprehensive set of competencies, expertise, and ethical principles in order to effectively fulfill their roles and obligations as instructors. In addition, it is essential for individuals to develop the necessary skills and competencies to excel on a global scale, as they play a crucial role in guaranteeing the provision of high-quality education and preparing young people for successful careers (Ngislawan, 2020). Moreover, the advent of contemporary technology has compelled the area of education to enhance its techniques and approaches in order to provide optimal learning experiences for pupils. Therefore, educators were compelled to refine their abilities and expand their information, as it became essential to keep pace with the progression of time (Tadas, 2019). In accordance with this perspective, educators are often seen as the exemplars or paragons of the community. Undoubtedly, their influence is significant, particularly on kids. Nevertheless, this potential presents several hurdles.

One issue they have pertains to effectively addressing the subject in the presence of a diverse student body including several distinct traits and perspectives. There exists variability among pupils in their receptiveness to novel ideas put forward by their teacher. In essence, it may be argued that the teacher's approaches, methods, and strategies may not universally align with the needs and preferences of every student. One potential strategy for mitigating this predicament is developing a comprehensive understanding of the pupils. One reason why educators engage in the study of human development throughout their collegiate education is to enhance their understanding of this subject matter. The study of human development offers valuable insights into the behavior, cognition, learning, and emotions of learners, therefore aiding instructors in their understanding of students. Further exploration of the aspects that influence their actions and development proves to be helpful in overcoming the challenges faced by instructors. This article examines the several factors discovered in existing research that significantly influence students' behavior and development, hence impacting their attitudes and approaches to education. This essay concludes by emphasizing the need of comprehending prominent factors that influence students' behavior and development, as it contributes to the achievement of productive and efficient teaching practices.

Bäckström's (2021) study investigated the influence of classroom environment, including factors like seating arrangement, classroom design, and teacher-student interactions, on student behaviour. Findings suggested a strong correlation between a positive classroom environment and improved student behaviour, emphasizing the importance of creating a welcoming and engaging space for learning. However, this study primarily focused on the physical aspects of the classroom and did not delve deeply into the psychological underpinnings of student behaviour.

II. DISCUSSION

According to Morin's (2020) report, a significant proportion of instructors, namely 40 percent, have noted that kids who struggle academically and exhibit behavioral issues serve as obstacles that hinder successful teaching. This portion of the essay examines the major predictors that contribute to the occurrence of the phenomenon. The components that were identified include school, family, peer pressure, community, and media/technology.

2.1 The role of Family members in this situation

The family is considered to be the most basic and fundamental element of society. It serves as the first setting for students to acquire a multitude of knowledge and skills. Hence, parents assume the primary responsibility in the upbringing of their offspring. Therefore, the active involvement of parents plays a crucial role in shaping the educational experience of their children as they embark on their journey in school. According to a study conducted by David Wilkerson in 2005, as stated by Sanjay (2012), it is said that the production of decent children is not only dependent on excellent parents. However, it is suggested that parents who are committed, focused, and diligent have the potential to influence the outcome in favor of decency and the cultivation of moral character. Moreover, each word or action performed by a parent contributes to the formation of a child's character, eventually influencing their integration into the social structure of society (Sanjay, 2012). Research findings further demonstrate that parental participation in a child's education not only improves academic achievement but also has a favorable impact on their attitude and conduct (Pangilinan, 2012). Nevertheless, it is important to note that not all pupils conform to expected behavioral norms, since they may not necessarily exhibit the same level of decorum as they have been taught at home. However, it should be noted that not all families possess ideal interpersonal relationships, and this may have a significant impact on a student's ability to navigate many aspects of their educational experience. Certain pupils may have challenges when it comes to socializing and establishing connections with their peers. Individuals often encounter challenges while attempting to articulate their ideas and emotions inside the confines of an educational institution. It is evident that children of this kind have a propensity to exhibit behavioral issues, which might sometimes have an impact on their academic achievements. These findings may be associated with instances of neglect and mistreatment of family members, exposure to illegal actions and conduct by parents, acts of violence, the presence and use of hazardous weapons and substances inside the household, or even the occurrence of divorce or remarriage involving either parent (Belle, 2017).

Furthermore, scholarly study indicates that the conduct of an adolescent pupils might be influenced by the socio-economic level of their family. A study conducted by Khaliq et al (2016) revealed the existence of a modest positive correlation between parental socioeconomic status (SES) and the educational achievement and behavior of teenagers. According to Sonali (2017), there is a correlation between students from low socioeconomic status (SES) backgrounds and higher levels of academic stress and behavior problems compared to their counterparts from higher SES backgrounds. Based on empirical evidence, scholarly study affirms that students exhibit higher levels of disruptive behavior within educational settings when they originate from backgrounds characterized by significant economic disparities and social estrangement (Arum & Ford, 2012). Hence, it may be inferred that educators need to demonstrate impartiality and equitability towards all pupils, regardless of their socioeconomic backgrounds, in order to mitigate any detrimental psychological and emotional consequences that may impede their academic progress.

2.2 The impact of academic places (school) as an example

Educational institutions serve as the foundational establishments of the state, whereby students dedicate a significant portion of their daily routines. There is no denying the significant influence that educational institutions have on students' conduct. Indeed, the attributes of the educational institution may have an influence on the manner in

which students interact with their peers (Belle, 2017). In regard to this topic, researchers have identified the specific school elements that are associated with an increased likelihood of student misbehavior. Some of the challenges faced in educational settings encompass an overpopulated learning environment, the implementation of violent disciplinary measures by school authorities, the presence of inept school administrators and faculties, limited autonomy in selecting educational pursuits, instances of discrimination, inadequate interpersonal connections among peers, educators, and school administrators, an excessive emphasis on academic achievement at the expense of holistic student development through extracurricular activities, and a lack of support for students who require assistance.

There is a significant correlation between academic difficulties and behavioral issues, as noted by Belle (2017). According to Shehzadi (2017), students who encounter these circumstances are more prone to experiencing feelings of despair and loneliness compared to their classmates. Additionally, their levels of anger and aggressiveness tend to increase, which in turn impacts their academic performance and attitude towards learning. There is a correlation between inadequate confidence and self-worth and these aforementioned problems. Similarly, scholars have identified instructors as a contributing cause to student misbehavior (Belle, 2017). Students may exhibit unwarranted behaviors and attitudes in response to perceived ineffective teaching methods employed by their instructor. Additionally, if students perceive a lack of concern for their well-being, a dearth of educational feedback and guidance, inadequate communication skills demonstrated by their instructor, habitual tardiness or the use of mobile devices during class, or ineffective leadership within the classroom, they may further manifest negative reactions. In contrast, the skill and knowledge possessed by instructors enable them to effectively observe and analyse student behaviour (Hofkins & Ruzek, 2019). The manner in which educators approach evaluations is evident. Scholarly literature suggests that the impact of evaluation on learners might vary, with some studies indicating its potential benefits while others highlighting potential drawbacks. The motivation of students may diminish when they see examinations as too demanding, whilst other students perceive them as a valuable means of enhancing their academic achievement. According to Dworkin (2009), there is a positive correlation between spending the majority of instructional time with the whole class and improved results in terms of attendance, conduct, and academic success, as opposed to focusing primarily on individual students. He also said that there is a discernible beneficial influence on students' conduct when instructors prioritize the delivery of subject matter and lessons, as opposed to primarily focusing on class organization, discipline, or material distribution.

2.3 The Influence of Peers in the behavior circumstances

Peers have the potential to have both positive and negative influences on kids. The conduct shown by a student is indicative of the social circle with whom they associate. Additionally, it is worth noting that peer group pressure has a significant role in shaping the beliefs, knowledge, attire, dietary choices, and educational pursuits of adolescents (Lukman & Hamadi, 2010). In essence, it can be seen that throughout adolescence, individuals often look to their friends at school as their primary role models, as opposed to their parents who are no longer regarded as influential figures (Belle, 2017). Selecting peers who may provide benefits in several areas, including their influence on one's learning behavior, has significant importance. In some instances, students who exhibit a lack of discernment in selecting their peers, particularly those who have a negative influence, are more prone to experiencing academic failure. For example, rather of prioritizing focused study for an approaching test, a student may be inclined to socialize with friends and engage in activities that have little academic significance. Consequently, he will get a subpar grade on the examination. In the context of social dynamics, it is worth noting that peers have the potential to engender feelings of insecurity among students in relation to their social standing. It may also

elevate their stress levels or, in more severe cases, lead to a decline in their educational motivation. Conversely, some students find that collaborating with their peers during classroom tasks enhances their productivity (Silva, 2020).

The concept of "community" shares common characteristics, and interests

In addition to the effect of the learner's family, the community has a substantial impact on both the learner's attitudes and actions in connection to their educational pursuits. Henderson and Mapp (2002) revealed a remarkable positive link between the engagement of schools, families, and communities and the academic accomplishment of pupils. This association was shown to be positively correlated with higher grades. Although it is common for people to look to teachers and parents as partners in the process of teaching values in children, it is also important to recognize the role that the community plays in this endeavor as well. This is due to the fact that a child's initial setting of exposure to the world is their community, even before they begin their official schooling. It is possible that the manifestations that are seen inside the educational context might be viewed as a direct reflection of the information and values that a person has gained from the community in which they were raised. If a child demonstrates aggressive conduct while they are in the school, it may be an indication that there is a lack of structure within the community. In contrast to that, a student will demonstrate conduct that is suitable when they are in the classroom environment. According to a policy brief that was distributed by the National Education Association (NEA), it has been shown that the combined efforts and collaboration of teachers, parents, and the community have a favorable influence on the academic success of children (Pride Surveys, 2016). Students often have a positive attitude about their educational experiences, which results in improved academic achievement, regular attendance, a longer length of enrollment, and a tendency to seek higher levels of education.

3.4 The media and technological advancements

The development of technology in the contemporary era has had a significant impact on students, and as a consequence, it has had a significant impact on both the acts that they do and the attitudes that they hold. As a result of the preponderance of this medium as the primary means by which information is transmitted during the current epidemic, it is apparent that young people have a strong preference for technology. In spite of this, there is a chance that young people may suffer adverse impacts as a result of utilizing technology to access the media, particularly social media. In addition to a variety of other activities that are associated with hazards, the use of technology and the media may offer a platform for engaging in risky behaviors such as bullying and sending sexually explicit messages (sexting). Students who take part in a broad range of extracurricular activities may have a higher risk of struggling with mental health concerns, which may, in turn, have an impact on how well they do in school. In addition, it is essential to be aware that exposure to the mass media has the capability of instilling in teenage pupils unfavorable attitudes and behaviors, which the students may later mimic, including acts of immorality and violence (Ngwokabuenui, 2015). This is a crucial point to keep in mind. This is something that has to be taken into account, so keep that in mind. People have a predisposition to pick up certain behaviors, which, at their worst, have the capacity to completely infiltrate the ambiance of an educational environment. This could turn out to be an issue.

III. CONCLUSION

Inspiring and motivating students to identify and excel beyond their innate skills is an essential part of the teaching profession, which requires that teachers be able to do so. By providing their students with the best possible learning atmosphere, teachers have the responsibility of developing their students' values, characters, and skills at the national level. In addition, a skilled educator is able to improve the abilities of their

students and promote the development of those students, if the situation calls for it. On the other hand, the presence of an incompetent teacher has a detrimental influence on the learning outcomes of students who already have a high level of academic achievement as well as those who already have a poor level of academic achievement. It is important for educators to observe and consider the individual features of pupils in order to facilitate their ideal learning experience. Therefore, it is advantageous for educators to identify the variables that influence student behavior in order to enhance instructional efficacy.

Merely possessing knowledge and the capacity to integrate concepts into the classroom setting is insufficient to provide advantageous outcomes for pupils. Educators has the ability to effectively transmit knowledge to their pupils and address their specific needs accordingly. Furthermore, cultivating a positive rapport with the parents of kids may effectively mitigate the challenges that a teacher may encounter. The partners of teachers, in collaboration with the community, work together to solve the issues that kids encounter in relation to disruptive behaviors that hinder their learning progress. In conclusion, there exist several strategies for becoming a good teacher; nonetheless, a fundamental aspect that contributes to the efficacy of teaching is the comprehension of the underlying causes of student behavior.

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