

The teacher-student interaction as the trajectory of teenagers' Misbehaviors

洪信蓓、翁淑緣

E-mail: 343878@mail.dyu.edu.tw

ABSTRACT

The purpose of this study was to investigate the students' background differences in the teacher-student interaction. In addition, the relationship between the teacher-student interaction and the occurrence of students' misbehavior was also discussed. A sample of 869 junior high school students in Taiwan completed this questionnaire survey. The data were analyzed by Descriptive Statistics, including independent t-test, one way ANOVA, Pearson product-moment correlation, and multiple regression analysis. The major findings of this study were as following. 1. Misbehavior mainly included (a) unable to concentrate in class; (b) to interfere with other's lessons; (c) to injure other people; (d) poor self-control ability (e) teacher-student conflict. 2. The students who have good teacher-student interactions were with less misbehavior. 3. Students' gender, grade, and their school locations highly affected their teacher-student interaction, as well as the occurrence of misbehaviors. Based on the results of this study, the suggestions for improving the teacher-student interaction and relevant issues were also provided.

Keywords : teacher-student interaction、misbehavior、students of junior high school

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