

# The Influence of Teacher's Authoritative Behavior on Students

Siyi Wang<sup>1\*</sup>

<sup>1</sup>SHANGHAI INTERNATIONAL HIGH SCHOOL OF BANZ, Shanghai Jiading 201800, China,

\*Corresponding author Email: Chloe.Wong.31IV@gmail.com

## ABSTRACT

This research is mainly about some authoritative behaviors and experimental assumptions of teachers that will have a negative impact. At the time when campus bullying is too common, the behavior that teachers may increase the exclusivity of students should be paid attention to and protected and changed. The design contains verbal tests, nonverbal body movements, and suggestive behaviors in specific locations to test and judge whether there are behaviors that are exacerbated or induced.

**Keywords** : Exclusivity, authority, campus bullying, behavior

## 1. INTRODUCTION

### 1.1 The background of the study

The background of our study is that social problems are often found in everyday social life and the environment. In the past two years, the popularity of the Internet has led to widespread attention to the social problem of school bullying, which was previously unrecognised by the public [1]. Bullying, usually defined as repeated aggression toward someone in a less powerful situation bullying in schools has become a major concern and has surfaced because of the large number of suicides, self-inflicted injuries, and the serious psychological consequences for the students. Various members of the community and educators are trying to prevent the recurrence of such incidents and have conducted studies and research from various perspectives to improve the school environment and the mental health of students in the future.

Although there has been a great deal of attention and help given to this series of problems, most of it has been focused on the behaviour of the students themselves, the behaviour of the students who bully them, and the level of education and standards of the school administration. This does not mean that the authoritative behaviour of the teachers does not have an impact on the students.

### 1.2 Research aims of the project

The fundamental purpose of this research is to examine the impact of teachers' subtle authoritative behaviours on student's exclusiveness and to address and improve these issues in a way that will lead to more significant improvements, as well as to communicate and counsel teachers in the later stages of their training, and to take other measures to avoid widespread bullying in schools and to reduce the risk of bullying. In addition, the project will help to minimize the damage of the bullying students [2]. Victims of school bullying are also at greater risk of suffering from mental and physical health problems in adulthood.

The significance of this research project is that if teachers' unconscious authoritative behaviours do have an impact, in this work can greatly avoid them because the consequences of school bullying are extremely negative in terms of physical health, psychological problems, and later academic development [3]. Also, because time explained up to more than half of the variance in student outcomes at the teacher-class level. The outcomes suggest that interpersonal behaviour as perceived by students may be an important variable for educational effectiveness researchers. At the same time, it is also because this type of behaviour occurs so mundanely in life, and is even to some extent the default situation, that it has long gone unnoticed. In the relatively conservative Asian region, there may even have been a tacit social acceptance of the occurrence of such

behaviour. To make the masses aware of the possibility, existence, and possible potential seriousness of this problem is the fundamental point of our current study.

### ***1.3 Statement of the research problem***

The research question is whether the teacher's authoritative messages [3]. An authority is a person whose expertness befits him to designate a behavioral alternative for another where the alternatives are perceived by both. including the teacher's verbal messages, tone of voice, and facial expressions, including body language, can exacerbate the rejection of a student by other students or exacerbate potential school bullying situations that have already developed and have a negative impact on students.

## **2. EXPERIMENTAL RESEARCH**

### ***2.1 Research Methodology***

The main purpose of this study is to investigate whether the authoritative verbal behaviour of the teacher will have a further effect on the students' exclusivity. We will also ensure a series of safety issues during the experiment to ensure the safety of the actors themselves. At the beginning of the study, in order to avoid the students' social style and group consciousness, as in the work as their rejection of the new participants, the experiment was conducted in a randomised way by selecting a few students from each class in the school and forming two classes of 30 students at the end of the experiment. The randomisation was done in such a way as to significantly reduce the exclusivity itself and minimise the group consciousness that had been formed in various aspects.

In the experimental design, in the work divided the students into two groups, Class A and Class B. Despite the variability of each student, the students were divided into two groups. Although there may be some deviations between the two groups, in the work prefer to assign students randomly in our experiments than to classify each student to achieve the greatest degree of similarity, because in real life we cannot classify each situation in each class and then make The reason is that in real life cannot classify each situation in each class and then adjust it, which is closer to real life. Of course, at the same time, in order to ensure that there are no extreme cases, in the work increase the list of randomly selected students and exclude those who show extreme deviations from the experiment before the experiment starts.

At the beginning of the experiment, the experimenter will have all students take a further test, during which in this work the researcher will tell them that this is an important test that will affect the class ranking. Immediately afterwards in the works will announce the results, but -this one result is not the actual data. In this

session, in this work will make sure that the experimental sample is consistent between the two groups, to ensure the fairness of the experiment.

In Experiment A, the results were announced without any bias, physical disgust, or verbal negativity, and the results were described and announced in the most normal tone. In Experiment B, when announcing the test results, the researcher asked the teacher to give an authoritative verbal aversion as well as a physical authoritative aversion that might be accompanied by some suggestions, where in this work would refer to situations that might occur in daily life and ask the teacher to make the closest interpretation and expression. For example, this one student pulled down the average score of all our students, which is one of the teacher's mantras that is very common in institutional education within China, but in the course of the experiment, in the experiment the researcher believe that this type of discourse is likely to provoke resentment among group-minded students as well as exacerbate their exclusivity towards the actors.

Because these discourses appear extremely usual in some everyday colleges and universities, some of these discourses are not even considered critical, so in this work chose to use this discourse to see if the behaviour and the language itself would carry a tendency to lead to exclusion or not.

In the second phase of the experiment, the experimenter asks the students some questions to explore whether our study is valid. First, the experimenter would ask the students 'Who would you most like to be in a group with, in this room', followed by the question 'Who would you most reject in a group with, in this room.' Of course, in the experimental design, in order to avoid the emergence of herding behaviour and other factors that might influence the students' choice itself on the outcome of the choice, in this work will adopt a closed format. The experimenter will ask each student individually and inform them that the results will not be made public and will not have any impact on their later academic life but will only be used to help the teacher to further understand the students' situation.

In order to ensure the feasibility of the experiment, the researcher also inform the students at the beginning of the experiment that the purpose of the team is to learn together, and at the same time will affect their ranking in the class (in this work will rank each student at the beginning of the experiment, of course, the results are false, the researcher will arrange the actor's ranking in the second to last, the purpose of this step is that the researcher consider that students may be stereotyped because of the results in The purpose of this step is that in this work consider the possibility that students may subconsciously exclude our actors because of their grades, so it take this possibility into account in the design and take the penultimate position ranking to better reflect the central purpose of the experiment - the impact

of the negative behaviour of the teacher's authoritative words).

In the final step of the experimental design, the experimenter will draw conclusions by further comparing the final data collection obtained in both groups A B. In this work will determine whether the teacher's authoritative words of guidance will have an impact on these two questions by comparing the number of times our actors appear in the list of the number of people who prefer to be in a group and the number of people who do not prefer to be in a group in both groups. For example, would students in Group A still want to be in a group with lower-achieving students, and whether our actors might appear in those who want to be in a group rather than in the statistics of those who do not want to be in a group? And whether students in Group B would be more likely to reject being in a group with a lower-achieving student, and whether our actors would be more likely to appear in the statistics of those who do not want to be in a group. In this way, in this work can find out whether these teacher behaviours exacerbate the students' exclusion of the criticized students and the level of bullying of the criticized students.

## **2.2 What was studied**

[1]. Further, in most bullying episodes, peers are present as bystanders and it will have more negative effect. Meanwhile students may be more willing to seek help from teachers if they feel that the discipline is fair [7]. Obviously, students do not have such an environment to ask for help. This will undoubtedly have a chain of negative effects

## **2.3 Research test results**

In this work did not conduct a substantive experimental study, but in the work did design a feasibility study and determined from previous experience and literature that this behaviour of teachers does create and exacerbate the potential for exclusion and school bullying. This is because the teacher's level of disgust and the expression of his language does have a high probability of influencing the students' level of disgust towards the excluded students and because the teacher himself has authority, and the probability of this possibility occurring is proportionally high according to the human herd mentality and obedience to authority. In this work expected that in experiment group a, the degree of student exclusion was likely to be lower, although as much as the ranking of individual groups were involved. In group b, the researcher expected that student exclusivity might be higher because the verbal nature of the teacher might convey certain negative messages causing students to be more exclusive. In this work hypothesized that the teacher's behaviour would cause students to increase and exacerbate the likelihood that the

bullying student would be excluded, have some negative impact and would lead to negative outcome causality. Also research on the relationship between interpersonal teacher behaviour and student outcomes displays fairly consistent results, but the studies are subject to some limitations. [4]. Also students who feel that they are disciplined unfairly for misbehavior could become disengaged and less motivated, they could lose instructional time (if suspended from school). [5]. Therefore, this behavior will undoubtedly increase the negative impact of students

## **2.4 An alternative experimental approach that can be substituted**

The researcher also designed an alternative research protocol to increase the accuracy of our experiment, so in this work designed a substitutable protocol to verify the findings.

In China's institutional education, in addition to the over-valuing of grades and some verbal and physical behaviours of teachers, there is another behaviour that is often seen in school life, 'special positions.' A special position is a position where students with good academic performance or poor academic performance are placed, without any prejudice or discrimination, at the front of the class or at the end of the class. In each school, they are defined differently, with some schools believing that good students can choose to sit at the back and others believing that good students should sit at the front to get the best view of the teacher and ignore the bad students, in order to avoid the stereotypes that already existed. In the experimental design, we chose to sit in a new school that had just opened, and this time we did not classify the new students or arrange them in any other way but designed the experiment to place them according to the wishes of the school itself.

The first place chosen for the experiment is still a local university in China, but the difference is that this time, in order to avoid the prejudice and stereotypes that already exist in the school, a new school will be chosen to meet the needs of the experiment. In this work will arrange for actors to play students and cooperate with us in the experiment to ensure that no one is actually harmed during the experiment, and to ensure fairness, in this work will have all actors experiment with the same personality traits and demean or in the experiment. Because of the experimental design, the researcher will design 4 groups of 4 classes to participate in the experiment in order to increase the number and precision of the experimental sample. Two groups will be classes that do not use negative verbalization, which in this work will refer to as group a; the group that uses negative verbalization will be called group b.

At the beginning of the experiment, the experimenter will have the students take a test, this phase is consistent

with the experimental phase described above, the difference is that the steps in this phase do not play an absolute role and do not unfold according to the topic of achievement. The test results are also spurious, as the data used by both groups will be the same to ensure fairness.

In the second step of the experiment, we will have the teacher make the performance ranking public, and all our actors will be placed in the second to last position, the concerns here are consistent with the previous experimental design. Afterwards, the researcher will arrange for the teacher to move the students to the first row, and to ensure the conducting ability of the experiment, we will select actors who are consistently 175 cm tall. The experiment was designed to ensure that the actors sitting in the experiment would affect to some extent the view of the students seated behind them, as well as their convenience during the lesson.

During the transfer process, in accordance with past experimental practice, the classroom would be free of any negative verbal expressions and any negative attributes of movement and facial expressions during the transfer process for group a. The researcher would allow the teacher to use the actors in a way that would allow them to facilitate the transfer process. The researcher would have the teacher move the students on the grounds of making it easier for the actor to learn and moving the position for the purpose of ensuring that he could listen attentively to the lesson. In group b, the researcher would have the teacher move the student with a disgruntled tone, and some negative facial expressions, and move the position on the grounds that the student was not studying properly before he had to be moved forward.

In the next phase, the experiment would continue with the students' lessons and inform them about the importance of the next lesson. At the end of the day, our researcher will ask the students if they had a bad day under the pretext of asking them how they are doing and ask them about their current psychological state, so as not to arouse suspicion.

At the end of the experiment, we will draw conclusions by comparing the data of the two groups of students. In this work will compare the level of disgust between the two groups to determine whether the negative words of the teacher have an impact or not and whether they exacerbate the negative feelings and exclusion of the students. Although this one replacement experiment has certain vulnerabilities and incompleteness. For example, the experiment is conducted simultaneously in order to ensure that the experiment is conducted simultaneously and that there is no duplication or early leakage in all aspects, but it really cannot guarantee that every actor is the same. In this work can only ensure to the greatest extent possible that they are as identical as possible in terms of personality traits and physical characteristics. At the same time in

this work also cannot guarantee the condition and personality traits of each of the tested students. Some of these factors are unqualified and cannot be anticipated. Research also shows that the relationship between school bonding and class skipping is stronger in authoritative schools. It seems important to incorporate these findings in the authoritative school climate model [6]. And have effects on the scores, Therefore has a lots of negative effects.

### ***2.5 The third experimental modality***

In the third experimental design, choosing the first two different modes of experimental approach, the experimental design decided to draw conclusions through observation. In this experiment, the principle of asking afterwards to take data is no longer adopted, and direct observation is used to draw the arguments we need to prove.

In the experimental design, in this work will still choose an actor to play the student, in order not to make the experiment by the possibility of harming. This one experiment is still designed according to the principle of closeness to the real situation. In many schools, there are situations where students are given rewards. Teachers usually give candy, chocolates, cookies, erasers, stationery, and a host of other small gifts as prizes for students. Then sometimes the teacher may have a bias towards a student, but in the experiment, in this work do not design and show any direct negative comments, the teacher may treat a student in a special way in these areas, which in turn leads to a change in the perception of a student by other students, which we think is part of the influence of the teacher's authority, and if once it is argued that there is an influence. It can also be inferred from the side that if the comment is negative, it will not exacerbate the student's exclusivity.

In this design, chose to complete the experiment with a freshman class in order to ensure that the students themselves did not have an established sense of discrimination and groupthink and to make it easier to include our actors in the experiment. At the beginning of the experiment, in this work will have the teacher give out gifts to the class in the name of rewards, and each student will receive a small prize. In the second step, the researcher will design the teacher to produce a pause when he reaches the actor's seat, and the researcher will let the actor pick the gift in the bag, but this time will design the teacher to show that he does not really want to give the gift and will say an actor's own reasons, such as his family is poor and obese. Of course, the design does not allow the words to be very aggressive comments, but just normal language. The purpose of this design here is to show that the teacher is special to the actor. In order to be able to do a comparison experiment, we will let each student know in advance about the condition of the other students, such as family background, etc.

Next, in the second phase of the experiment, in this work will design to send several students to help the teacher pick up and distribute the books. Since it is very common for students to help distribute books during the school year, in the work choose to randomly select students in a class to help pick up and distribute the books. In this work wanted to observe if any of the selected students made the same sexual remarks or unobvious behavioural biases and gestures as the teacher when they passed by the actors' seats. For example, pauses or taunts, or very small movements, choosing books with folded corners, books with defects and stains for the actors. If this line of action is present, it can be a side argument that the teacher's series of authoritative actions do give students influence over other students' behaviour and lead to behaviour change.

Next in the comparison group, the researcher would have the teacher do the same behaviour, i.e., give out rewards, but without any special behaviour or actions while in the actor's position. After that, all behaviours will be consistent with the previous ones and in this result believe that there may be some possible discriminatory behaviours, but the results obtained must not be higher compared to the first group.

If the conclusiveness of this experiment is correct, then it can be argued that the authoritative behaviour of the resultant teacher does carry influential and negative effects as well as results, and it can also be inferred from the side that the teacher's behaviour will allow the students to possibly increase their exclusivity.

This experimental design as well as loopholes that cannot be met, such as each class of randomly selected students are not the same, each student may itself carry a personal bias and the students' own perceptions. Also, although the actor is the same person each person's feelings about the actor will receive the influence of past experiences, so the situation may not be fully guaranteed.

### 3. CONCLUSIONS

All of the experiments can be concluded in general that some authoritative behaviours and words of the teacher do have some negative impact on the students and may lead to some degree of negative outcomes. Understanding how such factors are related to various bystander behaviors in bullying is crucial as well in bullying prevention[4]. Through raising awareness, establishing clear rules against bullying, and meeting with bullies, victims and their families, this program has proven to reduce bullying, and numerous other antisocial behaviors among school-age children, and improving peer relations[8]. The teacher's actions have the potential to exacerbate the level of bullying and affect the learning environment and climate of the students in their daily studies. Stopping and as well as increasing teacher training and education should be proposed to amplify the

message of the potential negative effects of this type of incident and make the public aware of the negative nature of the issue and the level of attention it needs to be given. Although teachers are not directly signalling to bully, some of these subtle demeanors and actions carry the potential to lead. We also believe that the authority of the teacher may exacerbate this phenomenon. Teacher authority is not a bad thing; there are many authoritative figures in society, and authority leads to a certain level of obedience that, if used for proper behaviour as well as positive guidance, will elevate students and improve student motivation, among other issues. It is hoped that this phenomenon, which has attracted attention within the community, will be widely promoted. It is also hoped that the huge impact this small act can have on as well as the student being bullied and the potential for more unequal treatment, later, will not be overlooked.

### REFERENCES

- [1] Robert Thornberg Linda Wanstrom Tomas Jungert Special Issue: International Perspectives of School Climate DOI:10.1177/0143034318809762 2.pp1-18
- [2] Meltzer, H., Vostanis, P., Ford, T., Bebbington, P., & Dennis, M. S. (2011). Victims of bullying in childhood and suicide attempts in adulthood. *European Psychiatry*, 26, 498-503. doi:10.1016/j.eurpsy.2010.11.006.
- [3] Perry den Brok', Mieke Brekelmans', and Theo Wubbels'^School Effectiveness and School Improvement 2004, Vol. 15, Nos. 3 -4 pp407-442
- [4] DIANA BAUMRIND University of California, Berkeley Child Development, Vol. 37, No. 4 (Dec., 1966), pp. 887-907 .1
- [5] Dewey Cornell Kathan Shukla Timothy R. Konold University of Virginia AERA Open April-June 2016, Vol.2,No.2,pp. 1 -18 DOI: 10.1177/2332858416633184
- [6] The School as a Socialization Context: Understanding the Influence of School Bonding and an Authoritative School Climate on Class Skipping Gil Keppens<sup>1</sup> and Bram Spruyt<sup>1</sup> *Youth & Society* 1 -22 © The Author(s) 2017 Reprints and permissions: sagepub.com/journalsPermissions.nav DOI: 10.1177/0044118X17722305
- [7] Authoritative school climate and suspension rates in middle schools: Implications for reducing the racial disparity in school discipline Anna Heilbrun, Dewey Cornell & Timothy Konold To cite this article: Anna Heilbrun, Dewey Cornell & Timothy Konold (2017): Authoritative school climate and suspension rates in middle schools: Implications for reducing the racial disparity in school discipline,

Journal of School Violence, DOI:  
10.1080/15388220.2017.1368395

- [8] Preventing School Bullying: Should Schools Prioritize an Authoritative School Discipline Approach Over Security Measures? Julie Gerlinger & James C. Wo To cite this article: Julie Gerlinger & James C. Wo (2016) Preventing School Bullying: Should Schools Prioritize an Authoritative School Discipline Approach Over Security Measures?, *Journal of School Violence*, 15:2, 133-157, DOI: 10.1080/15388220.2014.956321