

# Research on the Causes and Countermeasures of Classroom Behavioral Problems among Secondary Vocational School Students

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**Abstract:** *The "New Vocational Education Law" emphasizes the significant role of vocational education within China's educational and talent development systems. In secondary vocational school classrooms, student behavioral problems are relatively common and severely affect the quality of teaching. Exploring the causes of these behavioral issues can help control them and provide valuable classroom management references for secondary vocational school teachers. The causes of classroom behavioral problems among secondary vocational school students are complex, involving various factors both inside and outside of school. Teachers and schools are not only significant influencing factors but also bear the responsibility for addressing these issues. Therefore, effective countermeasures are urgently needed: enhancing teachers' "execution power" and strengthening schools' "support capabilities."*

**Keywords:** *secondary vocational school students; classroom; classroom behavioral problems*

## 1. Introduction

The 2022 revision of the "New Vocational Education Law" clearly states: "Vocational education is an important avenue for cultivating diversified talents, passing on technical skills, and promoting employment and entrepreneurship." In vocational education, the classroom is a crucial venue for cultivating high-quality skilled talents. However, the frequent occurrence of student behavioral problems often impacts the quality of classroom teaching. Classroom behavioral problems among secondary vocational school students refer to behaviors during classroom instruction where students violate classroom rules, do not adhere to classroom norms and discipline, disrupt the orderly conduct of the class, and affect teaching efficiency. Therefore, paying attention to and exploring these issues is particularly important, as it contributes to students' healthy development and the positive progression of classroom teaching.

## 2. Causes of Classroom Behavioral Problems among Secondary Vocational School Students

### 2.1 Teachers' Lack of "Execution Power" in Classroom Management

#### 2.1.1 Low Teaching Standards

Teachers are a crucial factor in creating an engaging classroom, and their teaching standards directly influence students' learning efficiency. If secondary vocational school teachers have low teaching standards, the classroom may lack sufficient appeal and easily create a dull and negative atmosphere. In other words, the classroom is a platform for teachers to showcase their teaching abilities. If teachers lack the capability to capture students' attention, it increases the likelihood of behavioral problems occurring. On one hand, teaching methods are a critical aspect of teaching standards. Some teachers still employ outdated and monotonous teaching methods, failing to keep pace with modern teaching practices such as using multimedia tools, resulting in rigid and oppressive classroom environments that make it difficult for students to focus<sup>[1]</sup>. On the other hand, beyond teaching methods, some teachers struggle to present content clearly and fluently, leading to disorganized teaching rhythms, which significantly lowers classroom teaching quality and efficiency. This inadvertently gives students reasons and excuses to engage in disruptive behavior, and if teachers ignore such behavior, the classroom can become chaotic.

### **2.1.2 Weak Management Skills**

Classroom order is heavily influenced by teachers' management skills. Firstly, some secondary vocational school teachers hold incorrect educational management concepts, believing that students have little interest in learning and that strict management might cause conflicts, so they adopt a lenient approach. They often overlook students' behavioral issues unless they are particularly severe, which is a significant cause of classroom disorder. Secondly, vocational teachers' sense of responsibility in classroom management needs to be strengthened. When faced with student behavioral problems, they often resort to simple verbal warnings or leave the issue to the homeroom teacher. Furthermore, some teachers have a one-dimensional approach to management. For instance, they may habitually manage students by making them write self-reflections, which not only fails to address the root cause but may also lead to students blindly accepting their mistakes. Particularly, new teachers frequently use verbal correction strategies in classroom management, but non-verbal strategies like gestures are rarely used, and reactive behaviors like warnings and punishments are almost absent, reflecting a lack of management skills among new vocational teachers<sup>[2]</sup>.

### **2.1.3 Lack of Care**

Secondary vocational school students, who are in adolescence, have high expectations of teachers as "friends" or "confidants" and yearn for their attention. However, the current teacher-student relationship in secondary vocational schools overly emphasizes the authority of the teacher while neglecting the care and concern teachers should show towards students, significantly hindering the development of a democratic and harmonious teacher-student relationship<sup>[3]</sup>. On the one hand, if teachers do not connect with students on an emotional level, failing to communicate and establish "friendly" bonds, classroom teaching may degenerate into a "conveyor belt" style of formalism, making it challenging to achieve effective teaching outcomes. On the other hand, in current classroom practices, teachers may either disrespect students, imposing authoritarian education, or neglect them entirely, allowing them to drift along. Over time, this can lead to a strained or even adversarial teacher-student relationship, directly or indirectly dampening students' enthusiasm and motivation to learn. Consequently, the classroom atmosphere becomes lifeless, deepening students' resentment towards the classroom and teachers, triggering classroom behavioral problems. In fact, teaching is a profession that demands noble character and a strong sense of mission, and caring for students is a fundamental responsibility and duty of teachers.

## **2.2 Insufficient "Support Capabilities" of Schools**

### **2.2.1 Outdated Teaching Conditions**

The goal of secondary vocational schools is to cultivate students into highly qualified workers and skilled talents with foundational knowledge and skills. Whether the teaching conditions are up to standard directly affects whether students can truly acquire knowledge in the classroom, particularly in practical training sessions, which are crucial for the quality of teaching. On the one hand, secondary vocational schools have high requirements for teaching conditions, and outdated facilities can fail to meet these requirements. As a result, students may not be able to acquire the basic knowledge and skills stipulated by the curriculum, leading to dissatisfaction, which poses a potential challenge to maintaining good classroom order and atmosphere. On the other hand, secondary vocational schools often have many practical training sessions. However, due to economic, policy, and cultural factors, these schools may lack sufficient training tools, have an inadequate number of training stations, or have outdated equipment. Consequently, many course activities cannot proceed or progress very slowly, causing even the most motivated students to lose their drive and determination when the school's teaching conditions cannot meet their learning needs.

### **2.2.2 Unreasonable Curriculum Design**

The curriculum serves as the foundation of educational activities and aligns with the overarching goal of nurturing the next generation. The design of a curriculum influences the selection of course content, the construction of the curriculum system, and the effectiveness of its implementation<sup>[4]</sup>. In secondary vocational schools, the curriculum design often suffers from being unreasonable, outdated, and disorganized, which hinders talent cultivation. This lack of structure also leads to a lack of student interest in classroom learning, sometimes even fostering negative emotions, ultimately affecting the quality of teaching. Firstly, textbooks are not standardized. Different versions of textbooks exist for the same subject, meaning that students in different grades may be learning different content. Secondly, the curriculum content is often too difficult, failing to take into account students' actual learning abilities.

Thirdly, the content is outdated, with courses that do not reflect the current needs of society and are not in line with the latest developments. Moreover, there is an imbalance between theoretical and practical training courses, with a heavier focus on theory. Students, therefore, may feel discouraged when they do not receive the expected opportunities for hands-on training. Unreasonable curriculum design not only hinders students' ability to focus on their studies but also causes dissatisfaction among them and violates educational principles.

### ***2.2.3 Incomplete Management System***

School management is an art, and the school management system serves to regulate students' classroom behavior. The pursuit of a professional, standardized, and humane management system is essential today. However, in secondary vocational schools, the management system is often incomplete, lacking proper regulations and restrictions on students. Firstly, the goals of the school management system are often unclear, and the content is not scientific, leading to a lack of effective implementation. Often, management relies more on individuals than on the system itself, failing to reflect professionalism and standardization. There is a lack of uniform standards, and the way classroom behavioral problems are handled often depends on the teacher's emotions or preferences, lacking scientific and humane considerations. Secondly, the focus of school management is often misaligned. Schools and teachers frequently overlook students' physical and mental health, as well as their mastery of knowledge and skills, instead focusing solely on whether students are involved in any safety incidents. This severely contradicts the educational goal of nurturing students. Thirdly, the management system operates in a top-down manner, lacking a people-centered approach. The management style tends to be harsh and impersonal, failing to handle students' classroom behavioral issues in a compassionate manner and risking harm to their immature minds.

## **3. Countermeasures for Classroom Behavioral Problems among Secondary Vocational School Students**

### ***3.1 Enhancing Teachers' "Execution Power" in Classroom Management***

#### ***3.1.1 Implementing the Concept of "Lifelong Learning" to Improve Teachers' Professional Skills***

Secondary vocational schools place great emphasis on training students in practical skills during specialized courses. Therefore, vocational teachers need to possess extensive professional knowledge, engaging teaching skills, and strong practical abilities. Firstly, teachers should have a deep understanding of the concept of "lifelong learning" and develop reasonable self-learning plans based on their actual situations, such as setting goals for career development, including plans to become new teaching stars or key teachers. Secondly, teachers should actively participate in various training programs, utilizing different platforms to acquire more knowledge and skills and broaden their horizons. For instance, they could pursue higher academic qualifications while on the job, thereby increasing their knowledge base and reinforcing their motivation for continuous learning. Engaging in corporate practice by working on the front lines allows them to learn and master the latest technologies, industries, and techniques. Additionally, participating in provincial and national training programs helps teachers understand the latest trends in education and teaching, broadening their thinking and insights. Thirdly, integrating research into teaching practice enhances teachers' ability to explore and solve problems. Teachers are not only educators but also researchers. By delving into the issues encountered in the educational process, they can continually update their educational philosophies and teaching methods.

#### ***3.1.2 Actively Exploring Management Techniques to Enhance Teachers' Classroom Management Skills***

Teachers play multiple roles, not only as traditional knowledge transmitters but also as classroom managers. Firstly, the correct application of management techniques can effectively control students' classroom behavioral problems, such as through the establishment of classroom behavior norms, reasonable incentive mechanisms, and effective reward and punishment systems. Teachers should be proactive in identifying and addressing students' classroom behavioral issues during actual teaching, which can subtly enhance their classroom management skills. Secondly, establishing professional teacher discussion groups can provide a platform for teachers to share experiences, exchange ideas, and explore problems, thereby enhancing their classroom management abilities. These groups can be formed within each discipline to foster professional growth. Additionally, the "Blue Project" should be leveraged. This mentoring system, where experienced teachers guide young teachers, is a crucial

method used in schools (including secondary vocational schools) to promote the professional development of young teachers<sup>[5]</sup>. Regular exchanges and discussions can stimulate teachers' motivation for growth.

### ***3.1.3 Upholding the "Student-Centered" Concept and Building Harmonious Teacher-Student Relationships***

In vocational education, it is essential to uphold the "student-centered" concept, placing students first and fostering harmonious teacher-student relationships. This approach helps every student feel cared for and supported, reducing the occurrence of classroom behavioral problems. On one hand, the guiding principle of vocational education is "service-oriented, employment-focused," and adhering to the "student-centered" concept is crucial for cultivating high-quality talents. On the other hand, harmonious teacher-student relationships in the new era are characterized by mutual respect, frequent communication, mutual understanding, and the shared growth of both teachers and students<sup>[6]</sup>. Therefore, teachers need to invest sufficient patience and care. Firstly, teachers should clarify their roles, actively listen to students' voices in the classroom, care for and treat each student fairly, and encourage them to engage in self-directed learning. Secondly, teachers should diversify their communication methods with students. Beyond classroom discussions, they can engage with students during class activities, public lectures, and daily tasks to establish heart-to-heart communication. Lastly, teachers should also focus on improving their talents, making it easier to connect with students, who will, in turn, respect and admire them more.

## ***3.2 Enhancing School "Support Capacity"***

### ***3.2.1 Building Modern Classrooms to Showcase the Charm of a Smart School***

Modernizing classrooms is a crucial aspect of educational modernization and represents the embodiment of a smart school. Creating modern classrooms can fully leverage the appeal of a smart school, thereby increasing classroom engagement and vitality, which in turn boosts students' enthusiasm for learning. Firstly, building a modern classroom requires the full utilization of modern teaching technologies, such as multimedia teaching equipment, educational simulation software, and online interactive platforms. These tools can enhance the smoothness and engagement of classroom teaching on a hardware level. Secondly, classrooms should be integrated with industry standards, ensuring that training rooms, training equipment, and safety gear meet the necessary requirements, allowing students to experience real-world industry scenarios and standard procedures. Furthermore, beyond modern physical equipment, attention should also be given to enhancing the "software" aspects. In modern teaching, the focus should shift towards making students the central figures in the classroom, adhering to the "do-learn-teach" philosophy. Teachers should primarily act as guides, emphasizing students' developmental growth by providing more opportunities for independent exploration and hands-on practice, allowing them to continuously improve their abilities through problem analysis and resolution.

### ***3.2.2 Strengthening School-Enterprise Cooperation to Optimize Curriculum Design***

The "New Vocational Education Law" emphasizes that the integration of industry and education, and the cooperation between schools and enterprises, is the fundamental model and key to successful vocational education. Strengthening school-enterprise cooperation by integrating enterprise needs with school curricula ensures better classroom management and improves teaching quality. Firstly, course content should incorporate corporate culture, appropriately reducing the difficulty and depth of course material, focusing more on practical and easily comprehensible knowledge. Secondly, training courses should align with industry standards, increasing the proportion of hands-on training sessions, which are both necessary and desired by students. These sessions should also be conducted in training rooms to meet the requirements. Moreover, in terms of curriculum implementation, a shift towards "employment-oriented" education is necessary, with a greater emphasis on fostering students' self-education abilities, encouraging them to think critically and explore proactively. Additionally, vocational curricula should focus on developing and setting courses that reflect local characteristics, enhancing opportunities for vocational students to intern at partner companies. This not only boosts students' sense of accomplishment and confidence but also brings benefits to the companies involved.

### ***3.2.3 Improving Classroom Management Systems to Enhance School Management Efficiency***

"A strict rule leads to effective governance." Classroom management systems are closely related to students' daily learning and are a microcosm of the broader educational system, yet they have an

undeniably significant impact in practice. Improving classroom management systems involves various aspects, including the formulation of system content, continuous optimization with societal advancements, and the enforcement of these systems. Firstly, rules and requirements regarding classroom behavior management should be established. These rules must not only regulate student behavior but also reflect a "people-centered" approach, as the ultimate goal of classroom management is the healthy and holistic growth of students. Secondly, classroom management systems should be regularly revised. In the context of rapid societal development, these systems cannot remain static; they must be dynamically updated towards more scientific and reasonable practices. Lastly, a good classroom management system requires unwavering implementation. Schools should increase awareness and promotion of classroom management policies, and teachers should be responsible for enforcing them. Only then will students develop respect for the classroom environment and manage their behavior accordingly.

#### 4. Conclusion

The goal of vocational education is to cultivate highly skilled and well-rounded professionals. Effectively addressing classroom behavioral issues among students is key to the rapid development of vocational education. As the primary responsible parties and leaders of classroom instruction, teachers and schools must proactively consider and research the causes of these behavioral issues to enhance teaching quality. Especially under the guidance of the "New Vocational Education Law," teachers and schools should stay abreast of societal changes, maintain a student-centered approach, and implement scientifically sound and effective strategies: enhancing teachers' "execution power" and strengthening schools' "support capacity."

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