

The attitudes of teachers, new and veteran, to appeal for help in dealing with behavior problems in the classroom

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Coping with pupils' behavior problems puts tremendous pressure on teachers in the classroom. The aim of this study was to examine teachers' attitudes seeking help regarding behavior problems or avoiding it. The assumption of this study was that teachers' attitudes to this problem may derive from a number of interconnected variables. Hence, a multivariate theoretical model was developed, in order to identify the predictions of different attitudes towards help seeking vs. avoidance. The sample included two groups of teachers: beginners (1-3 years) and seniors (15 years and up). The teachers filled self-report Likert Scale's questionnaires concerning attitudes towards help seeking in coping with behavior problems. Using various statistical analyses we identified two positions toward referring for help and two for avoiding help along with their motivational predictors. The conclusions of this study throw light on help-giver's responsibility to identify the internal different motives of beginners and senior teachers in regard to referring or avoiding help, and to develop appropriate ways for support. There are also implications on teaching training as for empowerment of students' capabilities in coping with behavioral problems.

Keywords: seniority, help seeking, achievement goals, implicit theory, self efficacy, behavior problems.