



## **Student's overly dependent on teacher**

**Submitted By:**

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## **Chapter 1**

### **The importance and the background of the problem**

The overly dependent student has a problem with trust -- and the person he has trouble trusting is himself. He is reluctant to think for himself, to make decisions for himself, to talk for himself. Instead of looking inward for answers, he looks to you for support and assistance -- so much so that he risks becoming your constant companion. He seems to spend more time at your desk than at his own, as he bombards you with a blizzard of questions or simply hovers by your side. Students become overly dependent on their teacher. Many times, students will automatically look to the teacher for correct answers instead of trying themselves. If the teacher obliges them with the answer each time. It can become a detrimental "unfavorable and disadvantageous" problem. Instead, focus on giving positive encouragement to students. This will help to make students more comfortable and more willing to answer (even if incorrectly). Teachers always meet this kind of discrepancy of being overly dependent on their teachers, so I decided to do the same research in order to find the best solutions to the problem. Too much dependency creates problems for both teacher and student. An overly dependent students can command so much of your attention that you have little time left for other students. The time spent with an overly dependent student, moreover, is not always helpful. Indeed, his excessive reliance on you (and others) can limit his involvement with his peers, thus minimizing opportunities to develop essential social skills and stifling his social development.

### **Ways to solve**

#### **Needy, dependent students tend to overreact.**

They tend to make mountains out of molehills. They tend to rely heavily on the adults in their

life rather than themselves.

This tendency will only worsen if you validate their behavior. It will only worsen if you stop what you're doing, allow them to interrupt you, and show concern.

While this is a natural reaction from a caring teacher, it's detrimental to their social and emotional development—not to mention your peace.

### **Encourage the student to trust their own judgment.**

As a teacher, I try to lessen the student's reliance on others by helping them build confidence in their own judgment and ability to solve problems. Avoid doing for him what he is able to do on his own. If he asks me a question, have him share his ideas first, and then find a way to support what he says. If he struggles to answer a question, encourage him to figure out the answer while giving him some hints and leading him toward the correct answer. If he has a conflict with another student, I encourage both students to solve the problem themselves.

### **I assign the student a classroom buddy.**

“Peer Coaching” If I have a student who is excessively reliant on the teacher, I pair him/her with a mature, responsible classmate, and tell the dependent student to see his buddy first when he needs help.

### **Ignore clingy behavior.**

Although it might not be easy, if the student is grasping teacher's arm or hovering at my side unnecessarily, I don't look or talk with him/her. I move away, if necessary, by gently undoing student grasp. Continue with the lesson and give attention and praise to students who are behaving appropriately. The idea is to help the student understand that he/she will respond to appropriate behavior and ignore clingy behavior. I have to be sure that I give the student more attention when the student behaves independently than when he/she behaves dependently.

## The objectives of research

1. To look for the significance issue which affect the student confidents and to develop their social skill.
2. To make students partially responsible for their own learning and trust their own judgement.
3. To give some strategies and solutions to enhance the quality of teaching.

## Research Framework

**Independent variable :** .....

**Dependent variable:** .....

## Hypothesis

If students in the prerequisite courses were lectured not only on rules, formulas and techniques of solving standard questions but also on some of the theoretical underpinnings of these, then they would have more control over the validity of their solutions and would be more interested in checking the correctness of their solutions.

## Chapter 2

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## Chapter 3

### Research Methodology

#### Population

The research was conducted at Attawit Commercial Technology College. It is located at 280 Sunpawoot Road, Bangna, Bangkok 1026. It is included as one of the qualified private Thai Vocational College in Thailand. The Schedule of Research included:

- 1) The importance and the background of the problem
- 2) The objectives of the research
- 3) Research Framework
- 4) Hypothesis
- 5) References and Theory
- 6) Analysis Result
- 7) Conclusion Content and Recommendation

## 1. Population

The subjects involved in this research were as follows;

1.1) Participants, the action class consisted of 29 students who signed to join this program. The students were section PWS 1/3 .

1.2) Position of researcher, the researcher was their instructor program.

1.3) Collaborator, the research had other classroom teachers, her colleagues as the collaborators who examined carefully the research process.

## Sampling Group

For the study, the researcher has chosen 29 Thai students from PWS 1/3 classroom as a sample unit to collect data. The age range was from 17-20 years old. There were 10 male students and 19 were female. The survey of this research was done in the classroom. The researcher also observed the class environment and the participants during the class time and tried to evaluate the problem from the interaction between students and teacher. Most them were really helpful and cooperative.

## Research Implement

**Table 1: Detailed Sampling Data**

Institution	Researcher	No. of students	Class level
Attawit Commercial Technology College	1	29	PWS 1/3

## Research Implement

The researcher has collected the data from PWS 1/3 students at Attawit Commercial Technology College. Their adviser was present in the class during the students' evaluation and were monitoring and helping the students to understand the questionnaire. Since their adviser was present in class during the survey, the setting was formal; and she's been very helpful explaining the questionnaires. The time was not enough. The survey was done in the office during break time.

## Data Collection

The data were collected from the students of PWS 1/3 section. For collecting data, the researcher had to contact with the headmasters/ headmistress of those schools and tell them the purpose of the research to get permission. The researcher also had to take permission from the teacher, whose class she observed for conducting teachers' and students' survey.

The researcher organized the questions in a way so that the participants feel easy and comfortable to answer and express their opinions. the respondents will **CHECK** the answer **YES** or **NO**.

After collecting data, they were analyzed and organized very carefully. The collected data from the students. The researcher compiled the students' responses and arranges those numbers according to each statement in first table. Later on, total number of students' responses for each item were counted with percentage and listed in another table. Then these were analyzed according to the central research question.

The assessment was done to find out the reasons behind the Students rely on the teacher of class PWS 1/3 class. By this questionnaire we got to know about the reasons from different point views.

### Sample Questionnaire

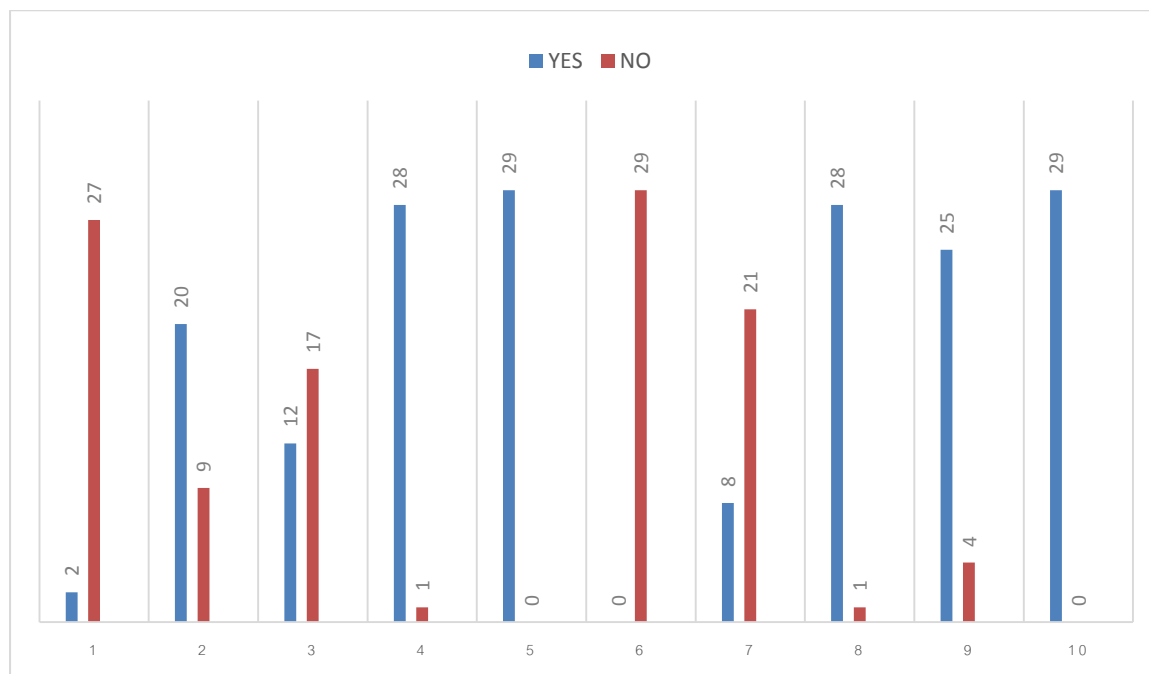
**Table 2**

<b>No.</b>	<b>Statement</b>	<b>Yes</b>	<b>No</b>
<b>1</b>	<b>Do you oblige your teacher?</b>		
<b>2</b>	<b>Are you confident speaking English?</b>		
<b>3</b>	<b>Do you prefer have classmate buddy?</b>		
<b>4</b>	<b>Do you prefer working with groups?</b>		
<b>5</b>	<b>Are you self-reliant?</b>		
<b>6</b>	<b>Are you behaving during class?</b>		
<b>7</b>	<b>Do you struggle to answer English questions?</b>		
<b>8</b>	<b>Are you now confident making your own decisions?</b>		
<b>9</b>	<b>Are you willing to answer your teacher's questions?</b>		
<b>10</b>	<b>Do you do your home by yourself?</b>		

## Chapter 4

### Table 3

#### Analysis Result



#### Research Statistics

- Students evaluate their own learning and thinking feelings after teaching strategies implemented.
- Students try to answer the question with their own judgement.
- Students able to answer my questions even if it's wrong.
- Students become more productive and self-reliance.
- Students try to find solution to improve their answers.

## Chapter 5

### Conclusion Content and Recommendation

#### Conclusion

The problems in the classroom is considered one of the most serious factors facing overly dependent student. Therefore, I encourage them to be more self-reliant and trust their own judgment by implementing “Peer Coaching Strategies”. In this way this can help them to



work with a peer in order not to dependent only on me. I found this very helpful. I tried to pay more attention to him/her when he/she behaving independently rather than dependently this strategy proved to be effective. Students become more comfortable and willing to answer and work well with a buddy/peer.

## **Recommendation**

**Social skills training with an extremely shy adolescent can help to improve conversational skills.** The child can use these conversational skills during unstructured situations and/or around unfamiliar people. Areas to focus on include: initiating and sustaining conversations, making introductions, or asking for help. Teach students social “door openers” for initiating conversation with peers.

**Reinforce social interactions.** Be specific. For example, “Linda, your comment about soccer in class today was a wonderful addition to the class discussion” instead of “Good job”. Do not pick apart students for being wrong on unclear, but reinforce their good behaviors.

**Encourage a sense of humor.** Jokes are a possible way for students to interact and communicate, as long as they are not making fun of others.

**Partner student up for activities in order to ensure that shy student will have partners.** Many times a shy child will be picked last, providing them with a partner will help ease a child’s fear of this circumstance.

**Use very small social groups to allow for more peer interaction.** Try to place the shy student with a warm, calm, and accepting peer in a cooperative activity. Also consider arranging classroom seats so that shy children are adjacent to friendlier, outgoing classmates.

**Consider group activities where students have specific roles.** For example, have each student in a group study a different paragraph, and then in groups have the students “teach” their classmates about their paragraph.

**Involve shy students by asking for their advice concerning classroom activities.** Also, give shy students specific roles that encourage social interaction, such as “messenger”. Assign withdrawn or shy students’ tasks that will make them feel important, such as erasing the blackboard or passing out papers.

**Promote confidence by displaying the student’s artwork or assignments for others to see.**