

The Process of Transformation in Relations between Teachers and Their Students

– Through approaches to students with problem behavior –

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This study explores the transformation process of junior high school teachers and their relationships with their students, through an approach to students with behavior problems. The data was collected from five junior high school teachers via semi-structured interviews. The teachers have been employed for more than 25 years. The results show three characteristics regarding the transformation process: looking at students from a different viewpoint, having certain viewpoints, and acquiring specific communication styles. However, some teachers do not recognize their own transformation process. It is argued that teachers and their relationships with their students change both consciously and unconsciously. Encounters with various students and experiences involving child care are opportunities for transformation. The teachers' colleagues, students, and families are associated with this transformation. In particular, their support and advice influence it. The results indicate that teachers have "tunnel vision" when playing a role involving guidance services for students and that they must carry this responsibility on their own shoulders. The study recommends that teachers ask others for help and that they review their actions and occurrences.