ISSN: 2278-4012, Volume:13, Issue:1, March 2024

Crazy Teachers: How Do Students View them at the University of Technology and Applied Sciences in Oman

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Abstract

Crazy teachers do exist in all stages of academic institutions around the globe. Some could be cured and become useful figures in the educational arena, while some others remain the same for some time, and corrupt the domain where they are. In order to have a complete idea about this issue, the researchers have distributed a questionnaire among twenty male and female students in the Foundation Year (FY) at University of Technology and Applied Sciences- AL-Sa'ada and AL Akhdar branches in Ibri - the Sultanate of Oman. What the researchers have found is that a good number of "crazy teachers" could be cured and become useful teachers in the academic institutions and the society alike, while some should be sacked before contaminating the place where they work. Recommendations, discussion, and explanation will be highlighted in detail throughout this article.

Keywords: administration, bad, classroom, crazy, engage, match, parents, teacher, watch

(Received: 04 December 2023; Revised: 12 January 2024; Accepted: 22 February 2024; Published: 29 March 2024)

Introduction

In general, the academic atmosphere is always expected to be healthy; professional teachers, strong and powerful syllabi, understanding administration, etc. There should be a sort of mutual respect, personal and friendly relationships, not to mention a pure professional reciprocal exchange of academic ideas, suggestions, points of view, cooperation, and more. However, on rare occasions, some strange phenomena arise that might sweep over what has taken years to build, which is odd, of course.

As human beings, some teachers, though small in number, do suffer from psychological problems, or behave in strange ways, in classrooms, in particular. Sometimes they are called "Crazy Teachers" because they behave in unusual and unfamiliar ways that draw students' attention, colleagues, and administration. It is extremely overwhelming and threatening, not only to the academic domain, but also the local society. This paper highlights the case of such teachers-- description of the condition, causes, and possible solutions-- *keeping or sacking*.

Study Problem

This study aims to explain the problem that some teachers suffer from: craziness. What effect does this problem have on students? Are crazy teachers born crazy, or acquired this problem in the course of time?

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Study Objectives

- uncovering and exploring the dangerous effects of crazy and bad teachers on their students' performance and well-being, both, academically and personally.

- pinpointing the causes beyond "craziness" that some teachers suffer from?

-determining the extent and limit that would be badly affected as long as crazy teachers exist at certain academic institutions.

-suggesting solutions to this serious problem.

Research Question

-Why do crazy teachers become crazy?

-Do social, economic, psychological factors help make crazy teachers?

Literature Review

Teaching profession is believed to be noble. From a religious perspective, it is the job of prophets. However, this job needs dedicated ones to carry out. There should be serious interviews and tests for fresh teachers as a way of checking their academic and psychological states – qualified or not. In some countries, teachers should have a license as a solid proof of being qualified, provided that it is renewed after certain years, say (5), in addition to attending conferences, symposia, workshops, etc.

> Truly bad teachers are unusual, but they do exist. Today, most states require a college degree and a mentored student-teaching internship before someone can teach in the classroom. The path to becoming a professional certified teacher is challenging enough to stop most people who do not belong in the profession from even pursuing the job. (Olsen, 2021, Para.1)

Despite the fact that many teachers are supposed to be of high caliber, still, some do not fit this profession. Let us start with a certain kind of teachers who have some downfalls—bad and/or boring. They teach and assume control over the class, dynamic, but, to some extent, they are lazy and spend much of the class- time handing worksheets, with little teaching. On the other hand, engaging, or dynamic ones make a compromise-- teaching and handing worksheets and any useful material.

> The Boring Teacher: This teacher goes back and forth between lecturing the class and handing out worksheets. While more engaging teachers do give lectures and

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> worksheets from time to time, they also incorporate hands-on assignments, projects, and group discussions to inspire their students (Olsen, 2021, Para. 7).

Another kind of teachers is the one who does not control his/her class: it is a loose domain—students chat, make noise, shout loudly. It is a mazing whether this teacher is teaching or wasting time, then going back to his office enjoying a cup of coffee and waiting for the salary. Students in this situation may not know whether this teacher gives them valuable information—not sure enough.

> The No-Control Teacher: This teacher's classroom feels more like a party than an organized learning environment. Students chatter during lessons, talk back to the teacher, and may even throw things during class. Some students may like this teacher, but can't tell you what they are supposed to be learning in school. Other students may complain the classroom is noisy, chaotic, and even stressful or overwhelming (Olsen, 2021, Para. 8)

One day, America boasted its rank in education and was second to none. However, nowadays, it is categorized beyond many countries, which means there is an embarrassing decline in education. Who is responsible for this decline? What roles does the Ministry of Education play in order to overcome this decline? Is it the teacher, syllabus, students that stand behind this?

> The relative decline of American education at the elementary- and high-school levels has long been a national embarrassment as well as a threat to the nation's future. Once upon a time, American students tested better than any other students in the world. Now, ranked against European schoolchildren, America does about as well as Lithuania, behind at least 10 other nations (Thomas, 2010, Para. 1).

In educational, there is a triangle that affects the whole process—students, syllabus, and teacher. The teacher plays an important and serious role in “make, or break” the matter. Upon hiring teachers, there should be certain criteria against which they are recruited or refused. “Nothing, then, is more important than hiring good teachers and firing bad ones. But here is the rub. Although many teachers are caring and selfless, teaching in public schools has not always attracted the best and the brightest" (Thomas, 2010, Para. 5).

The educational issue opens the door for suggestions, no matter whether they are useful or not. Could graduates be transferred from the top schools and teach poor and weak kids?

> About 20 years ago, a Princeton senior named Wendy Kopp wrote her senior thesis proposing an organization to draw graduates from elite schools into teaching poor kids. Her idea was to hire them for just a couple of years, and then let them move on to Wall Street or wherever. (Thomas, 2010, Para. 9).

School principals bear the ultimate responsibility of keeping bad teachers. They should get rid of them as soon as possible. The annual evaluation of such teachers is just satisfactory which is a

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sign of downfalls. Some heads of schools prefer to keep bad teachers rather than fire them as this creates legal problems between schools and teachers' union.

> Many principals don't even try to weed out the poor performers (or they transfer them to other schools in what's been dubbed the "dance of the lemons"). Year after year, about 99 percent of all teachers in the United States are rated "satisfactory" by their school systems; firing a teacher invites a costly court battle with the local union. (Thomas, 2010, Para10).

In some academic institutions, the body of students has a say and decision in the evaluation of teachers. This could be applied to only fresh teachers, not the old hands—tenured, especially in New York, where the teachers' union has an extreme power in protecting teachers, even if some are weak and deserve firing. "New Orleans uses student scores to measure teacher effectiveness. But it's prohibited by law for tenure decisions in states like New York, where the teachers' union has long been powerful." (Thomas, 2010, Para12).

Good teachers are innovators; they can manage and behave in a good way in the classroom. Because they are close to their students, they maneuver and approach the target from different directions. If students get bored, or have difficulty understanding the material being explained, the teacher can notice this by their faces, and can work accordingly. He/she can adopt a different approach that makes students get the points. The eclectic approach could be applied in this situation.

> Good teachers *deviate from the lesson plan when necessary*. It's necessary when students just don't get it. A good teacher has the gift of inventing, on the spot, a completely different approach to the same material. They can figure out what the student is stumbling over — they can think like the student, in other words — and create an approach that makes the issue clear. (Morin,2019, Para. 26).

In class, teachers can play different roles: they can be facilitators, pure teachers, counselors, and parents. Parents do very much care about their kids and keep watching them personally and academically. "First of all, good teachers *watch their students' faces*. They watch like parents do, like best friends, like border collies poised on a hair trigger waiting to see who or what will flinch next". (Morin,2019, Para. 9). Parents can cooperate with teachers and work hand in hand for the benefit of their kids.

> Substantial evidence exists showing that parent involvement benefits students, including raising their academic achievement. There are other advantages for children when parents become involved — namely, increased motivation for learning,

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> improved behavior, more regular attendance, and a more positive attitude about homework and school in general. (American federation of Teachers, (n.d), Para. 4).

Researchers believe that the fruitful cooperation between teachers and families does miracles. It bridges the gap between the two parties. Shared information is so helpful in this case.

> Good two-way communication between families and schools is necessary for your students' success. Not surprisingly, research shows that the more parents and teachers share relevant information with each other about a student, the better equipped both will be to help that student achieve academically. ((American federation of Teachers, (n.d), Para. 6)
>
> Research shows that school-home communication is greatly increased through personalized positive telephone contact between teachers and parents. Remember, when a phone call from school conveys good news, the atmosphere between home and school improves. When you have good news to share, why wait? Make the call and start a positive relationship with a parent. ((American federation of Teachers, (n.d), Para. 13)

Do students receive mutual respect from the side of their teachers? Well, let us see some odd treatment by what is so called "bad, or "crazy teachers". In a certain class, one teacher has lost his temper and, not only did he shout at a certain student, but also caught him by the neck and lifted him up in the air. It is hard to imagine how the rest of the class reacted; either got scared, or burst into laughter. "Fourth grade music teacher grabbed a student by the neck and picked him up off his feet." (Zeigenhorn, 2019, Para. 6).

Could teachers become fierce in classrooms like animals, wolves, for example? Do old teachers become crazy by time? An old teacher in a bio class behaves in a strange way as if he were an animal in the jungle, or zoo. Here is a verdict from an eye and ear witness in the class. "My old bio teacher used to tell everyone he was a werewolf. This included jumping on the tables and howling" (Zeigenhorn, 2019, Para. 8). Another strange event happened to another biology teacher. So strange an event!

> "Agriculture/ biology science teacher. He hit a kangaroo on his way into work one morning, so he brought it into class for us to dissect. Apparently he had to call multiple government departments to get permission. 15 teenagers armed with scalpels, standing around the corpse of a 6ft kangaroo, with instructions to keep the tail for his dogs to eat". (Zeigenhorn, 2019, Para. 12).

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> Kids, especially in kindergartens and elementary phases should be assisted in a way that makes them start getting knowledge in a very soft and delicate way that suits their age and mood. Teachers should put them on the right track and move steadily, but the following behavior seems odd enough. How come a six-year old kin is expected to excel in handwriting without being taught how to? “My year two teacher, Mrs Shepherd, was the most ridiculous teacher I ever had. I was sent to the headmaster’s office because my handwriting wasn’t neat enough (I was 6) (Zeigenhorn, 2019, Para. 4). What about other strange stories that some teachers invent in class, on purpose, or unintentionally? The following story is about a teacher who does not care about teaching, instead, flirting the principal. “My 6th grade teacher. Evidently didn’t care much about teaching her students, would constantly give punishments for minor things. Would flirt with the principal every time he showed up to class” (Zeigenhorn, 2019. Para. 19).

The stories of crazy teachers never end; they proliferate and become a material for fun, sometimes. Could pairs of scissors become strategic weapons in classrooms? Are teachers allowed to carry this kind of tool in kids’ classes?

> We had a regular sub [substitute?] who was well known for her outbursts of anger. She had a kid and I knew her (went to a different school though) and she had no business raising a child. One day she got pissed at a kid, picked up a pair of pointed scissors, opened them so two points were present and threw them AT the child, like 13 years old. Luckily they missed. Never saw her again. (Zeigenhorn, 2019, Para. 17).

What makes teachers crazy?

So much fatigue, responsibilities, and work under pressure, with little pay, may drive some teachers nuts. It really is a challenge! Less respect and under- appreciation play a major role in teachers’ mood, though they are doing a noble job. "It's been a been huge challenge," says Moore, an 8th grade science teacher. "This is a noble profession, but we're under-appreciated and underpaid. You deal with that on a daily basis and it's a hard pill to swallow," (Walker, 2022, Para. 8). Educators are human beings and can be affected by minute things. Lack of respect and demeaning do very much affect their –teachers’- psychological states. They might seriously think about leaving this job.

> A staggering 55 percent of educators are thinking about leaving the profession earlier than they had planned… this represents a significant increase from 37 percent in August and is true for educators regardless of age or years teaching, driving buses, or serving meals to students. (Walker, 2022, Para. 1).

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There is a chance for fresh, unexperienced, bad or crazy teachers to get better and improve their academic standard. They can attend workshops and conferences. However, some are just spending their time at schools to get salary and make living. Although bad teachers are, normally, small in number, they can pollute the environment where they exist—students, colleagues, friends, and maybe parents.

> One would hope that all teachers would strive to be excellent, effective educators. However, education is just like any other profession. There are those who work extremely hard at their craft getting better on a daily basis and there are those that are just simply there never striving to improve. Even though this type of teacher is in the minority, just a handful of truly bad teachers can hurt the profession. (Meador, 2018, Para. 1).

Not only do(some) bad teachers refuse developing themselves, but also they negatively affect students, as well. Take for example class management. It is a misery to see that some teachers either don't care, or don't know how to.

> A lack of classroom management is probably the single biggest downfall of a bad teacher. This issue can be the demise of any teacher no matter their intentions. If a teacher cannot control their students, they will not be able to teach them effectively. (Meador, 2018, Para. 3).

Commitment is the winning policy and strategy; those who lack this, won't improve, and this is a major cause of the great loss and downfall of the teaching process.

> There is no such thing as a perfect teacher. It is in the nature of the profession to continuously improve in all areas, including classroom management, teaching style, communication, and subject area knowledge. What matters most is a commitment to improvement. If a teacher lacks this commitment, they may not be suited for the profession. (Meador, 2018, Para. 10).

Some good teachers in the field of teaching have been sacked due to negative or pure judgement. They should not be easily provoked, and must think logically before responding to any action. Emotions should not be a cause or an excuse for negative reactions.

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> Too many good teachers have lost their careers due to a moment of poor judgment. Common sense goes a long way in protecting yourself from these sorts of scenarios. A good teacher will think before acting, even in moments where emotions or stressors are running high. (Meador, 2018, Para. 7).

One of the most important merits of a good teacher is possessing the skill of communicating with parents, students, administration, colleagues, etc., otherwise he/she will fail in doing the job, and may get sacked soon. "Good is essential in the teaching profession. An ineffective teacher communicates poorly, or not at all, with students, parents, other teachers, staff members, and administrators". (Meador, 2018, Para. 8). To be in a negative environment is normal, but one should manage to not be affected badly; negativity has a direct effect on one's mood. To be in a healthy environment with positive colleagues, doing good things, having a cup of coffee outdoors with a good companion, etc. "If you find yourself getting pulled into the negativity at school, remember that it's normal to have negative thoughts. However, the way you deal with or express these thoughts can greatly impact your mood". (Boende, (n.d), Para.2).

> Surround yourself with positive people, both in and outside of school. Find a creative outlet that helps you relieve stress and feel rejuvenated. Maintain a positive mind-set by learning to turn your negative thoughts into positive ones. Positive thoughts increase your mood, improve your thinking, and help you and your colleagues have a more positive workplace environment. (Boende, (n.d), Para.10)

Be alone, isolate yourself for a while till the situation becomes better. It is a valuable piece of advice by experienced teachers.

> One of the easiest and most effective ways to deal with negative teachers is removing yourself from the situation. In my experience, the teacher's lounge is one of the main areas where negativity can build and disrupt workplace dynamics. I've been in situations where I chose to eat in my classroom because the teacher's lounge was too toxic for my liking. (Boende, (n.d), Para.8).

Methodology

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The researchers apply the analytical approach that concentrates on getting data from a reliable and dependable source so as to get accurate results about the problem of craziness that some teachers suffer from.

Participants

This study was applied to twenty male and female students in the Foundation year (FY). The participants are all Omani and come from diverse parts and regions of Oman. Their first language is Arabic and English is the medium of instruction in classrooms. They are between 18 and 20 years of age.

Nature of Questionnaire

The questionnaire consists of (10) questions: (5) Yes/No, (5) Agree/ Disagree. This is shown in the appendix page.

Findings and Discussion

Table1

1. Many teachers are so qualified and of high caliber, but there are also some bad examples who are crazy.	Yes	No
	15	5
	75%	25%

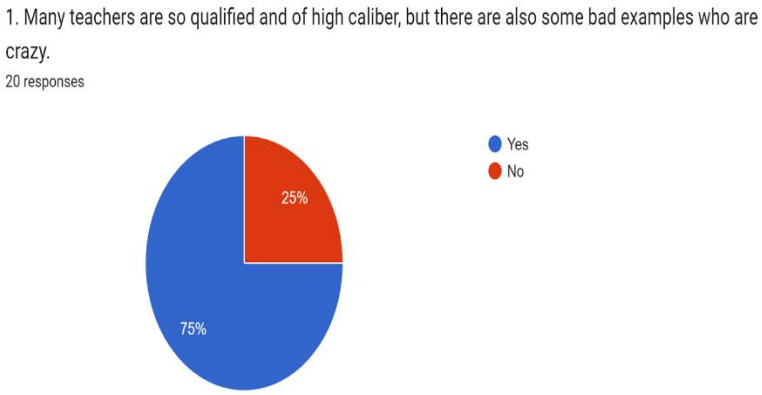
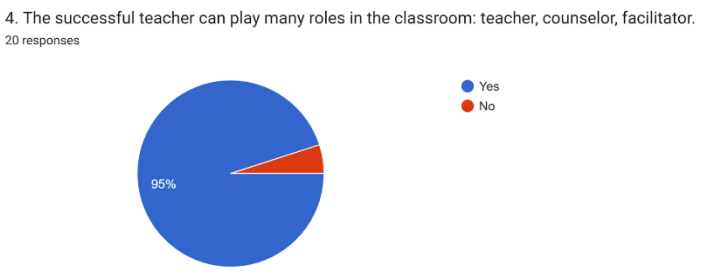


Table 1 illustrates that 75% of participants agree that many teachers are so qualified and of high caliber, but there are also some bad examples (25%)who are crazy. This is a good indicator of the participants who believe that most teachers offer good quality education.

Table 2

4-The successful teacher can play many roles in the classroom: teacher, counselor, facilitator.	Yes	No
	19	1
	95%	5%



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The findings indicate that the participants -about (95%)- believe that the successful teacher can play many roles in the classroom: teacher, counselor, facilitator.

Table 3

6.Crazy teachers spoil the teaching domain: they are destructive, rather than constructive.	Agree	Disagree
	19	1
	95%	5%

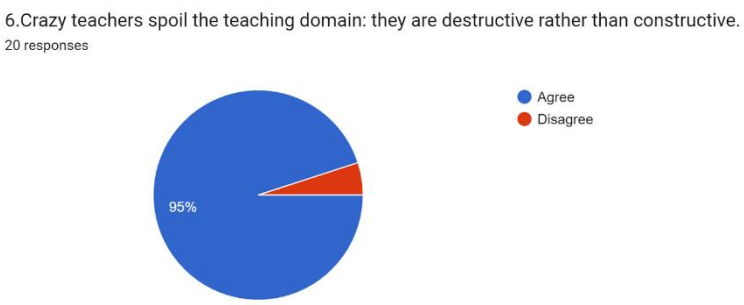


Table 3 shows that the largest group of participants (95%) agree that Crazy teachers spoil the teaching domain: they are destructive, rather than constructive. A bad teacher has the power to make learning boring and uninteresting. This disinterest could last for the duration of their academic career. Students' confidence is negatively affected when they (students) are unable to understand concepts because of inadequate instructions.

Table 4

9. Trouble makers in class can negatively affect teachers' mood, health, and psychological state.	Agree	Disagree
	18	2
	90%	10%

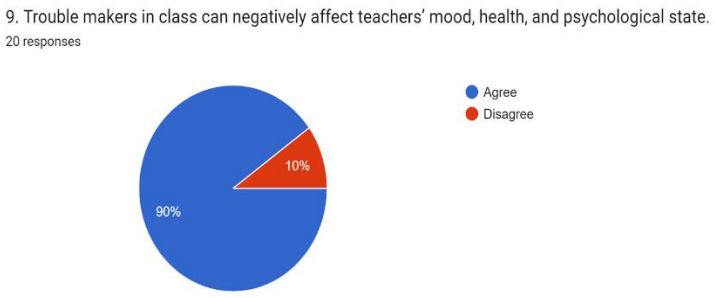


Table 4 shows that most of the participants (90%) agree that trouble makers in class can negatively affect teachers' mood, health, and psychological state. It is a risk factor for poor physical and mental health. Thus, recognizing these risk factors is a critical first step in resolving these problems.

Recommendations

-teachers should be understanding, flexible, make their classes enjoyable, and provide students with the required feedback.

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-clear and fruitful communication skills are required for a healthy environment for both, teachers and students.
-interpersonal relationships are of great importance between students and teachers. This bridges the gap between them.
-let your students be secure, and try some sense of humor once they get bored.
-successful teachers should be approachable and have good relations with the administration, colleagues, social workers, local psychologists, etc.
-teachers should prepare their lessons according to the lesson plan and make sure they are creating leaders for the future of their countries.
-teachers who suffer from physical or psychological problems should refer to the responsible body, whether in or out of the academic institution without hesitation.
-it is wise for teachers to be rewarding as a kind of encouragement such as "Good Job", "Excellent ". Also a gentle pat on the back works well.
-a little passion makes wonders; overcomes problems that might occur between teachers and students.
-ethics is the most important factor by which things tell us what is wrong and what is right; teachers have to be fair, sincere, and honest in evaluating students' work with no prejudice what so ever.

Acknowledgement
The researchers would like to thank their students in the Preparatory Studies Centre- University of Technology and Applied Sciences in the Sultanate of Oman- who participated in this questionnaire without whom things would not have come this way.

Conclusion

How are excellent, distinguished, and crazy teachers defined? Are some not fit for this profession? Teachers around the globe face severe criticism from administration, colleagues, local society, students, etc. Nobody denies that teaching is a tough and demanding job, and sometimes called "job of poverty". Teachers have a big number of students, have to prepare according to a specific teaching plan, and work it out. All of these hardships affect teachers' mood, health, and psychological state, especially when there is a number of students who are impolite, trouble makers, and aggressive, especially when a teacher has no support from his administration or colleagues. This drives some teachers nuts, but this is not the end of the world; teachers who cannot get used to the environment should be subjected to counselling sessions by the in-house social worker, or psychologist, or even experts from the local society. If they recover, that is great, if not, they should be sacked, otherwise they will spoil the academic institution where they work.

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Appendices
Questionnaire

Dear Colleagues,

The purpose of this questionnaire is to collect information for an article titled “Crazy Teachers”: University College of Technology and Applied Sciences as a Model”. This information will not be misused and you will not be identified.

Part One

Yes/ No questionsالاسئلة مترجمة تحت النسخة الانجليزية (Questionnaire is translated into Arabic to make it easier for students).

1. many teachers are so qualified and of high caliber, but there are also some bad examples who are crazy.

(A)Yes (B)No

2.the existence of crazy teachers in some academic institutions for a long time is the responsibility of the school administration.

(A)Yes (B)No

3. students have the right to evaluate their teachers, especially the new ones.

(A)Yes (B)No

4. the successful teacher can play many roles in the classroom: teacher, counselor, facilitator.

(A)Yes (B)No

5. I think the teacher who spends much time shouting at students, jumping on seats, imitating animals, etc. is crazy.

(A)Yes (B)No

Part Two

Agree / Disagree

6.crazy teachers spoil the teaching domain: they are destructive rather than constructive.

(A)Agree (B) Disagree

7. crazy teachers could be cured.

(A)Agree (B)Disagree

8.the teacher who cannot assume control over the class is failure.

(A) Agree (B)Disagree

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9. trouble makers in class can negatively affect teachers' mood, health, and psychological state.
(A)Agree (B)Disagree
10. successful teachers- not crazy ones- keep a sort of communication with parents which results in a healthy environment.
(A) Agree (B)Disagree

About the Researchers

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